ACADEMIC SENATE EXECUTIVE COMMITTEE
Agenda
Tuesday, February 11, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   Faculty Open Forum – Canvas LMS Wednesday February 12 – HCCR 1:00-2:00 p.m.

3. APPROVAL OF MINUTES
   January 28, 2020 Minutes and February 4, 2020 Minutes

4. APPROVAL OF AGENDA

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth)
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 14 New Course Forms and Process
         ▪ Referral 16 Program Review Process Improvement
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 18 Interdisciplinary BS Degree in Public Health Proposal
         ▪ Referral 19 Winter Term Courses and Units Policy
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
      ii. AS&SS (J. Millar)
          ▪ Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain
          ▪ Referral 13 Response to Student Misconduct Task Force Report
          ▪ Referral 17 Learning Management System – Canvas
      iii. FAC (M. Rees)
          ▪ Referral 02 Faculty Workload – One WTU Defined
          ▪ Referral 08 Honorary Doctorate-Handbook Change
          ▪ Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change
Referral 11– New Regulations on Consensual Relationship - Handbook Change

iv. BPC (B. Street)
   ▪ Referral 17 Learning Management System – Canvas
   ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering

b. Interim Provost Update
   i. Mentorship Programs

c. Searches - Update
   i. AVP Faculty Affairs
   ii. AVP Academic Programs
   iii. Dean SS&E
   iv. Associate Dean SS&E
   v. Dean Library
   vi. Faculty Ombudsperson
   vii. Faculty Coordinator for Sustainability

d. Financial and strategic planning transparency and faculty participation

e. Handbook Error Log

6. **NEW DISCUSSION ITEMS**
   a. RTP – levels of review
   b. RTP Issues: Implementation and Handbook Language (handouts)
   c. Ethnic Studies Call for Feedback – Task Force
   d. GECCo overview

7. **AGENDA ITEMS FOR SENATE MEETING February 20, 2020** (Time Certain 11:00 a.m.)
   **Announcements**
   - President Zelezny’s Report – Time Certain 10:05 – 10:20
   - Enrollment Management Updates: Dr. Dwayne Cantrell – Time Certain 10:20-10:30
   **Consent Agenda**
   **Old Business**
   - RES 192009 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change
   **New Business**

8. **COMMENTS FROM THE FLOOR**

9. **ADJOURNMENT**
ACADEMIC SENATE EXECUTIVE COMMITTEE

Minutes
Tuesday, January 28, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

Visitor: F. Gorham

1. CALL TO ORDER
   D. Boschini called the meeting to order.

2. ANNOUNCEMENTS AND INFORMATION
   All Faculty Meeting Monday, February 10 – Stockdale Room 11:30 a.m. -1:00 p.m.
   The reservation will have a space for faculty to input an issue. Suggested Agenda:
   - Interim Provost to attend to provide an update on Searches
   - Interim Provost to discuss faculty lines and how they’re allocated

   Faculty Open Forum – Canvas LMS Wednesday February 12 – HCCR 1:00-2:00 p.m.

   F. Gorham Proposed Open Forum: Canvas –
   D. Boschini introduced the discussion by stating that she met with the Interim Provost, F. Gorham, and B. Street about Canvas Learning Management System (LMS). ASI has already passed a resolution supporting the adoption of Canvas. AAC, AS&SS, and BPC have Referral 17. Some of the questions D. Boschini is receiving are FAC related. For example, how do we retain documentation for RTP files? The discussion could continue in committees. The charge was to obtain feedback, not necessarily to agree on all points. Timelines need to be set for the Senate to weigh in. There are external deadlines, such as contracts. Some faculty who don’t like change may have created some slowing down of the discussion and therefore taking away from a timely business decision which could be a better software program with features that move students forward. F. Gorham responded to questions that were sent in advance:
   - Has Canvas been purchased?

   The pilot cost $7500 for each of two semesters. This spring term cost a lot more because we are in a limited production license to June 30, 2020 that was needed to extend the usage while faculty discussions continued. After June 30, the cost will be a
five-year contract and two year rider, which is the normal Procurement term and condition. Blackboard (BB) wants the same type of commitment.

- Status of pilot?
The pilot was completed in Fall 2019. All the reports, surveys, etc. are on the LMS Evaluation website https://its.csusb.edu/Imseval The Canvas Pilot Survey Report was distributed at EC meeting October 15, 2020.

- Timeline for decision?
Based on the contract term ending June 30, we want to start working with Procurement on June 1 to execute the new contract. If the decision were to not move forward with Canvas, faculty would have to be informed that they need to move their courses from Canvas to BB. We may have people in Canvas who don’t have any equivalency in BB. The decision should take place by the end of April.

- Who makes the decision?
Many people have been part of the decision process: ASI, Academic Senate, Provost Council and the Senate Standing Committees. We don’t want to rush the decision due to opposing needs such as the Academic Calendar, etc. V. Harper will be making the final decision.

- What’s the relationship between the TLC and IT?
TLC has our Instructional Design personnel. IT helps with course content and tools. IT administers the system, contracts, and integrates the solutions. It is a strong partnership. Three Canvas liaisons were hired to work with faculty at school locations. They have been helping faculty via training sessions. The TLC, as part of their Summer Institute, included Canvas and BB workshops as part of their Quality Matters (QM) certification program. Any kind of BB and Canvas training is now in TLC.

F. Gorham thanked the Interim Provost for the opportunity to have a Faculty Open Forum on Canvas. D. Boschini thanked F. Gorham for meeting with the EC and then she opened the floor to questions and comments:

B. Street will deliver the introduction. F. Gorham will talk for a few minutes regarding the strengths and weaknesses of Canvas and BB, the features lost with change, showing screen shots and providing artifacts. Then the meeting will be open to Q&A.

D. Boschini requested that IT team keep their answers short. The Runner Editor requested to attend. The event is open to observe and report.

- Timeline and doing rework in Canvas?
- How does a course get archived?
There isn’t enough time to have side by side projection of the two LMS for a live comparison. D. Boschini recommended that the sub-committees chairs set boundaries on the conversation to that of the charge, Referral # 17. Who has used Canvas? One of the potential hang-ups is that some of the decision makers are not early adopters and
cannot speak knowledgably. A. Hegde said that the fairest measure would be from the people who have used Canvas. Online homework system works better with Canvas. His students prefer Canvas. Blackboard is very faculty dependent and if the instructor isn’t organized, the materials are all over the place. Canvas organizes the material and is more mobile friendly. M. Danforth had simple and challenging material transferred from BB to Canvas. The rubrics came over, but not all the scores. The words are there, but she had to construct the rubric dimensions. Many instructors would need technical support from TLC to do that. A. Hegde said that the TLC plans to hire another Instructional Designer. Initially, not everything comes over. There’s an implementation task for faculty to perform to get it all set up. Then, every semester a new shell is created. With Canvas, the material expires. The auto-enroll is good for some people. Once the LMS decision is made, there are other issues that need to be addressed. M. Danforth said that the auto-expire needs to be at least a couple semesters in case the student has a dispute. M. Rees asked if Canvas serves every discipline, such as Chemistry where symbols are used. F. Gorham replied that the A. Slabey reached out to K. Lopez but he didn’t have the time to examine and then speak with the Instructional Designer. We need to have the time to devote to experiencing the program in order to identify issues, and then the time to fix issues. Canvas has a full math function. It’s beautiful. Yet faculty have to be the ones who experience for themselves and then state their preference. D. Boschini suggested to give Senators a homework assignment before voting: Here’s the LMS evaluation website, please visit the site and do some reading, go to Canvas and work on at least one course that has been transferred over for you. Senators need to come to the meeting having done their homework prepared to deliberate, or else they are not an effective member of the Senate. The vote probably won’t be unanimous, but it needs to be based on a well-informed perspective. The list of features are in the Canvas Pilot Survey Report.

D. Boschini asked, What if we already have a majority, and are ready to make a decision. We may be holding up the decision by thinking about it more. How many are in the minority, why are they there, have they been heard, and is there anything that can be done to have them change their mind? As participants in shared governance, it may be time to vote and move on. She asked the EC members to say which LMS they prefer and give their compelling reason. Then she suggested that the sub-committee chairs to do the same at their next standing committee meeting.

V. Harper asked that the Senate make a recommendation. We will constantly have to change because products and services are always needed to advance the students’ learning. D. Boschini said if we don’t do this semester, it could go on through next year with new committee members. The decision may not be unanimous. The faculty trusts the Senate to be functional.
D. Boschini recommends that the resolution reach the Senate by March 5. February 6 is next Senate and when the timeline will be revealed. The Senators will get homework (links as provided above) and a reminder that they all have a course on Canvas. If they don’t, then they need to notify A. Slabey immediately to get something to work with. It needs to be on sub-committee agenda for two meetings February 13 and February 27, and then a resolution to the Senate for First and Second Readings. The Senate needs to decide by April 2nd. If people aren’t ready to participate they have to abstain. They were elected to represent their constituents and we expect them to participate as such.

There is no wiggle room in that timeline. There could be an announcement by the Interim Provost by Spring Break. M. Rees will inform FAC, since they were not part of the referral. A. Hegde suggested that committees’ resolution be to support or not. The default is switch to Canvas unless you say No.

- Box – F. Gorham said the decision process was ITS looking at DropBox and Box solutions and then the Information Technology Advisory Council (ITAC) approved the funding Box. He understands there is a need for other solutions. Those users can be incorporated by buying licenses for DropBox. J. Tarjan said while F. Gorham has been responsive, our consultative process has failed us. D. Boschini recommended that ITS communication directly with faculty. For example, R. Weller’s outreach message as the new Faculty Director of TLC. The V drive is gone yet there wasn’t a notice. People like to hear what’s happening, what to do about it, and what’s next. F. Gorham said IT won’t move a department to Box unless there is an okay from the chair. The DCLC meeting is a great place to update faculty. The LMS survey is at https://its.csub.edu/lmseval

D. Boschini thanked F. Gorham for attending the meeting and asked if he was satisfied with the timeline described such that the Interim Provost could decide by Spring Break. F. Gorham was satisfied with having a Senate approval by April 2, 2020.

3. APPROVAL OF MINUTES
M. Danforth moved to approve the January 21, 2020 Minutes. B. Street seconded. Approved.

4. APPROVAL OF AGENDA
D. Boschini suggested that CONTINUED ITEMS and NEW DISCUSSION ITEMS be deferred so Searches could be discussed. She recommended that the EC schedule another extra meeting for next week to cover the deferred items.
J. Tarjan recommended that the EC view the last five minutes of the Board of Trustees meeting.
M. Danforth moved to approve the Agenda. B. Street seconded. Approved.

5. CONTINUED ITEMS (deferred)
   a. AS Log (handout)
      i. AAC (M. Danforth)
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 14 New Course Forms and Process
         ▪ Referral 16 Program Review Process Improvement
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 18 Interdisciplinary BS Degree in Public Health Proposal
         ▪ Referral 19 Winter Term Courses and Units Policy
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
         ▪ Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students
      ii. AS&SS (J. Millar)
         ▪ Referral 05 Canvas Pilot
         ▪ Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 17 Learning Management System – Canvas
      iii. FAC (M. Rees)
         ▪ Referral 02 Faculty Workload – One WTU Defined
         ▪ Referral 08 Honorary Doctorate-Handbook Change
         ▪ Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change
         ▪ Referral 11– New Regulations on Consensual Relationship - Handbook Change
      iv. BPC (B. Street)
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
   b. Interim Provost Update
      i. Mentorship Programs
   c. Searches – (handout) organizational chart
      i. AVP Faculty Affairs - This internal interim appointment is underway. V. Harper plans to make the appointment in the next few weeks. The Interim AVP FA will be in place until December 31, 2020.
ii. AVP Academic Programs – no update

iii. Dean Antelope Valley – V. Harper is still contemplating the type of search for this position. He will be traveling to AV shortly to have a conversation with faculty and staff. A decision on the type of search will occur shortly.

iv. Dean SS&E - This will be a national search for a permanent replacement. This committee has been formed, and the first meeting of the committee will take place in a few days. This search will be completed by the end of the spring term.

v. Associate Dean SS&E is pending the placement of the Dean SS&E.

vi. Dean Library – Call for nominations of faculty members for the Search Committee forthcoming. Consider whether the Library is an Academic Dean. Refer to Handbook 309.5 and 310.2. The Provost has the opportunity to appoint and he would appoint. This is a permanent position to be decided by end of semester.

vii. Faculty Ombudsperson – no nominations came forward. The call needs to go out again along with some recruitment.

viii. Faculty Coordinator for Sustainability – There was only one application and V. Harper is looking for a pool of applicants to make an appointment in Fall 2020.

d. Financial and strategic planning transparency and faculty participation (deferred)

e. Handbook Error Log (deferred)

6. NEW DISCUSSION ITEMS (deferred)
   a. RTP Issues: Implementation and Handbook Language (handouts)
   b. Bring Your Own Device Survey (handout)
   c. Block Scheduling
   d. Article 20.37 Assigned Time committee and call
   e. Criteria for Dean’s List and Graduation with Honors

7. AGENDA ITEMS FOR SENATE MEETING February 6, 2020 (Time Certain 11:00 a.m.)
   Announcements
   Consent Agenda
   New Business

8. COMMENTS FROM THE FLOOR

   V. Harper said that the lines going to each school will be folded into Budget and anticipate future lines. There is preliminary information that he’ll explain at the All Faculty Meeting. J. Tarjan asked about the criteria of position allocation and more data. D. Boschini said Chairs haven’t yet been asked to generate priorities for the next hiring cycle. V. Harper said each school is different: V. Harper and T. Davis looked at the initial budget. The President makes a preliminary carve-up of resources relative to
the strategic plan. Estimates are drawn on the number of lines. V. Harper negotiates for an increase in tenure-density. Deans reach out to department chairs and then Dean present their proposal that fits allocation of school that meets needs of the individual schools. Then the FTES SFR are considered.

J. Tarjan shared that the ASCSU Report makes note that the Governor allocated $451 million less than what requested by the BOT. $200 million only covers costs and nothing for growth nor for GI 2025.

EJ Callahan has been promoted to Assistant VP Student Affairs and M. Quarles to Assistant VP Student Affairs. T. Davis tabled the AVP in BAS. C. Hu has moved from the Director of the Faculty Teaching and Learning Center (TLC) to the position of Director of Enrollment Management. R. Weller is the Faculty Director of the TLC.

J. Tarjan showed the video of President Zelezny’s announcement at the Board of Trustees of the $5 million endowment by Grimm family members for the Grimm Center for Agricultural Business. The gift from B. Grimm-Anderson, K. Grimm-Marshall and B. Grimm will allow CSUB Bakersfield to offer a world-class agribusiness education to thousands of Valley Families, and promote workforce development, civic engagement, business opportunities which support the regional economy.

9. **ADJOURNMENT**
The meeting adjourned at 11:30.
ACADEMIC SENATE EXECUTIVE COMMITTEE

Minutes
Tuesday, February 04, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

Absent: B. Street, J. Tarjan

1. CALL TO ORDER
D. Boschini called the meeting to order.

2. ANNOUNCEMENTS AND INFORMATION
   • All Faculty Meeting Monday, February 10 – Stockdale Room 11:30 a.m. -1:00 p.m.
   The invitation and RSVP form will go out today. There was a mis-route of the RSVP web form in ITS. There is a field for faculty’s #1 concern. The EC’s view of the concerns are faculty workload, block-scheduling, collective bargaining, Canvas LMS, Grad Check, Loren Blanchard’s survey regarding Ethnic Studies inclusion, etc. M. Danforth will forward the email to the people who participated in the Ethnic Studies open forum. When GECCo takes up the discussion, include the Ethnic Studies faculty. Things at EM are getting mis-routed to other departments. The Grad Check letters go to the students and not the advisors. The faculty are also advisors, but had not been informed at the time the staff advisors received the Grad Checks. There is a need for the training sessions. The only way D. Boschini knew of the Grad Check notification is due to her membership on the Student Success Network and as the Chair of Nursing. Nothing has been distributed to the faculty advisors. V. Harper is working with EM. There is a level of complexity to the graduation process. How do we get to a more integrative relationship with advisors and faculty across the university? A. Hegde said that the advising relationship depends on the schools. It has improved. D. Boschini said that it’s not a subject for the Senate to take on. M. Rees informed V. Harper of her concerns. M. Danforth said that we still have problems with Grad Check due to GE modification. Students are told they are four units short after graduation. Bakersfield College (BC) can’t see anywhere the duel enrollment requirements have been met. D. Boschini requested that M. Danforth draft an email to D. Cantrell for EC review, to be sent on behalf of the EC.
   • Faculty Open Forum – Canvas LMS Wednesday February 12 – HCCR 1:00-2:00 p.m.
   • B. Street is meeting with faculty candidates today.
   • J. Tarjan is out of town today.
• Enterprise College students take Economics courses during the summer, from 8:00 – noon. The cost is $150 and free book. The challenge is that most students work. There are scholarships available. The goal is to obtain funding to do outreach in Arvin, Lamont, etc. for student candidates who likely will stay in the region. The program has been here 30 years.
• Spotlight Festival – Approximately 500 students from 19 high school will be on campus this weekend to participate theatre workshops.
• Student Affairs has been awarded $600,000 to take care of basic needs, including $75,000 for mental health. Separately, $125,000 one-time money going toward partnerships that offer Central Valley conferences on various topics for the CSU and Community Colleges. The Services for Students with Disabilities (SSD) received $2,000 for research.
• Standing Committee meeting minutes is a transparency issue. It’s important to include attendance.
• J. Miller did her duty to cover the AS&SS Chair position during fall 2019 after elected chair, Elaine Correa, accepted the Interim Associate Dean of SS&E. A. Lauer has a scheduling conflict. The EC considered whether to allow AS&SS member, Debra Wilson, to chair for the semester. She is interested and available for the standing committee meeting. D. Wilson would not be present at the Senate meetings. A. Hegde said to look at the practical side. It’s too much for a Senator from another committee to take the first time position as Standing Committee Chair. When the Senators were asked for a volunteer when the position became vacant, no Senator volunteered to chair AS&SS. Have D. Wilson perform as Vice Chair, and she could attend the Senate meeting and Senator A. Lauer would make the presentation of resolutions. J. Millar said that it would not be disruptive to have that change. She will attend the AS&SS meeting to facilitate a smooth hand-off the referrals Ethnic Studies and Canvas LMS. M. Rees asked if By-Laws. Sub-committee Chairs are selected by the Senate. It was brought up in the minutes and no one objected. M. Danforth attend Senate, and discuss at the Senate. A. Hegde There was an interest and the experience is very helpful. J. Millar will not be at the Senate due to a conference.

3. APPROVAL OF MINUTES

4. APPROVAL OF AGENDA
M. Danforth moved to approve agenda. M. Rees seconded. Approved.
5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth)
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 14 New Course Forms and Process there was a request for online catalog D. Boschini in AAC’s purview to take up the issue.
         ▪ Referral 16 Program Review Process Improvement
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 18 Interdisciplinary BS Degree in Public Health Proposal
         ▪ Referral 19 Winter Term Courses and Units Policy
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
      ii. AS&SS (J. Millar)
         ▪ Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 17 Learning Management System – Canvas
      iii. FAC (M. Rees)
         ▪ Referral 02 Faculty Workload – One WTU Defined
         ▪ Referral 08 Honorary Doctorate-Handbook Change
         ▪ Referral 11– New Regulations on Consensual Relationship - Handbook Change
      iv. BPC (B. Street)
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
   b. Interim Provost Update
      i. Mentorship Programs
      ii. Block scheduling – The pilot has ended. Academic Affairs is still working on achieving major aims – attended unit load at 15. Block scheduling has been renamed Guided Registration. The campus has acquired a software module to achieve aims of block scheduling without infrastructure. The application helps transfer students when they register. It would require that their registration maintains courses on their path. It will ensure that they select courses that are on their roadmap. They won’t be able to complete their cart until they select the appropriate course(s). D. Boschini asked how first time freshman who (financial and learning needs) want to register for only for six units-11 units would be impacted. FT is 12 units and above. PT students don’t count in graduation rate.
D. Boschini expressed concern for students who may be forced to register for classes on days they can’t attend. M. Danforth requested a venue where people can submit questions about situations that don’t fit the module, and create a FAQs about the software. V. Harper will talk about Guided Registration at the All Faculty Meeting.

iii. ALL faculty meeting topics: Budget and advocacy change, searches.

c. Searches - Update
   i. AVP Faculty Affairs - selection of Interim position is next week.
   ii. AVP Academic Programs
   iii. Dean Antelope Valley – V. Harper is going to AV Feb 26 to meet with faculty, etc.
   iv. Dean Library – four faculty members, one from each school on Search Committee
   v. Dean SS&E - The search is underway A. Hegde passed along a concern to V. Harper
   vi. Faculty Ombudsperson
   vii. Faculty Coordinator for Sustainability

d. Financial and strategic planning transparency and faculty participation

e. Handbook Error Log

6. NEW DISCUSSION ITEMS
   a. Article 20.37 Assigned Time committee and call – CBA bargaining is on the table to be reconsidered. It may or may not be available to be assigned. Harper discussed at Provost Council and we don’t know if it will be available. Boschini advised to pull the committee together and then if it changes it will be pulled. The proposed language added to the call includes the normal basic duties of a faculty member. (University Handbook 303.1) A. Hegde funding for the Article 20.37 is the budget for next year. There isn’t anything wrong with stating “this is not exceptional service”. M. Rees suggested to add” the aforementioned activities are unlikely not be considered by the Academic Senate” M. Danforth the “award is subject to funding.” J. Millar stated that it’s important that candidate’s service “supports CSU priorities” such as GI 2025. D. Boschini said there is conflict with some department chairs asked to attest that the WTU count is accurate but there isn’t a request for more information. It doesn’t ask the chair to look at the narrative and attest to that. Include chair’s acknowledgement and recommendation on assigned time. The proposed committee members: A. Hegde, J. Millar, and B. Street.

b. Bring Your Own Device Survey (handout) M. Danforth looking at tech in classrooms what students need. Students would be required to have laptop or tablet and would have to be sufficient for those courses. There is a companion survey for students.
The handout is the survey for faculty. It focuses on pedagogy. M. Danforth and C. Lam developed the survey. The EC accepted the survey.

c. Criteria for Dean’s List and Graduation with Honors  A. Hegde every year in BPA the percentage of students on Dean’s list increases. This year more than 40% have received honors based on GPA. Instead of set GPA, consider a percentage of each major gets on Dean’s List. If the cut-off is 3.8 or 3.2 because of the nature of the major, it will change. The criteria for the Dean’s List is in the catalog. There are questions about who and how the criteria was developed. The Dean should have something to say about it. Part of the challenge is determining what is the average GPA at CSU. The workbook on Tableau is gone. There are students who have stated that a faculty member said that everyone is getting either an A or B in class. The AAC handles what constitutes honors. The referral to AAC, Criteria for Dean’s List and Graduation with Honors. Request the data. Examine whether it’s supposed to be a portion of a major. Leave the decision up to the sub-committee. M. Danforth expressed concern over the depth of AAC log.

d. EO 1110 Task Force Recommendation – Catalog Change (handout)

e. RTP Issues: Implementation and Handbook Language (handouts)

f. GECCo review

7. **AGENDA ITEMS FOR SENATE MEETING February 6, 2020** (Time Certain 11:00 a.m.)
   - Announcements
   - Canvas timeline
   - AS&SS Chair position
   - Consent Agenda
   - **New Business**
     - RES 192009 Faculty Membership on Search Committee Provost and VP AA
     - RES 192010 Minimum IELTS and TOEFL Scores for International Graduate Students

8. **COMMENTS FROM THE FLOOR**

9. **ADJOURNMENT**
   - The meeting adjourned at 11:30
## Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100

### Dates:  Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
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<tbody>
<tr>
<td>08/27/19</td>
<td>2018-2019 Referral 20 Continuous Enrollment Course</td>
<td>Withdrawn 8/27/19</td>
<td>AAC There won’t be anything for the Senate to act on until the subcommittee issues their report.</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 01_Distributed Learning Note: two resolutions resulted</td>
<td>Pending President’s approval</td>
<td>AAC RES 192002 Distributed Learning Committee Handbook Change RES 192007 Online and Hybrid Courses Handbook Changes</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>Complete</td>
<td>AAC, BPC Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td>12/05/19</td>
<td>12/13/19</td>
<td>12/17/19</td>
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<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
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<td>AAC, AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
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<td>09/17/19</td>
<td>2019-2020 Referral 14 New Course Forms and Process</td>
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<td>AAC New forms’ integration with curriculum review, catalog, PeopleSoft, degree audit, etc.</td>
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<td>09/17/19</td>
<td>2019-2020 Referral 15 Interdisciplinary Studies New Course Proposal</td>
<td>Complete</td>
<td>AAC Intro to Ethnic Studies, Intro to Latina/o Studies, and Latina/o – Chicanas/os and Popular Culture</td>
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<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
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<td>AAC Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template.</td>
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<td>10/15/19</td>
<td>2019-2020 Referral 17 Learning Management System – Canvas</td>
<td></td>
<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
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<td>10/15/19</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td></td>
<td>AAC The demand, structure, and resources required to deliver effectively and efficiently</td>
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<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 19 Winter Term Courses and Units Policy</td>
<td></td>
<td>AAC Purpose of Winter Term, potential overload jeopardizing student success, establish a policy for max courses &amp; units</td>
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<tr>
<td>10/29/19</td>
<td>2019-2020 20 Referral Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering</td>
<td></td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
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### Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
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<tr>
<th>Date</th>
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<tr>
<td>11/12/19</td>
<td>2018-2019 Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students</td>
<td>Waiting period</td>
<td>AAC Address no IELTS score, and CSUB’s TOEFL iBT score of 79 RES 192010 Minimum IELTS and TOEFL Scores for International Graduate Students</td>
<td>2/06/20</td>
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**Academic Support and Student Services: Janet Millar/Chair, meets 10:00am in BPA 134**

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

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<tbody>
<tr>
<td>08/27/19</td>
<td>2018-2019 Referral 05 Canvas Pilot</td>
<td>Complete</td>
<td>AS&amp;SS Chair to request that Canvas Pilot Committee provide a report by Oct 1 referencing viability of adoption based on the result of compiling positive and negative factors and description their decision process.</td>
<td></td>
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<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 03 ASI Executive Director as Ex-Officio Non-Voting Member of Academic Support and Student Services Committee (AS&amp;SS) - Bylaws Change</td>
<td>Complete</td>
<td>AS&amp;SS RES 192004 Addition of ASI Executive Director to Academic Support and Student Services Committee</td>
<td>11/7/19</td>
<td>11/15/19</td>
<td>11/21/19</td>
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<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 12—Graduate Student Grievance and Appeals Policy – Reporting Chain</td>
<td>AS&amp;SS</td>
<td>Policy alignment: University Handbook, and Catalog</td>
<td></td>
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<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
<td>AAC, AS&amp;SS</td>
<td>Proposed changes to policy and procedures, and implementation</td>
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<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>AAC, AS&amp;SS, BPC</td>
<td>Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
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</table>
# Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am in SCI III Rm 235 Math Library

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<tbody>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 02 Faculty Workload – One WTU Defined</td>
<td>FAC</td>
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<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 05 SOCs for Summer Courses</td>
<td>Complete</td>
<td>FAC RES 192003 SOCs for Summer and Winter Courses</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 06 Faculty Award for Scholarship – Handbook Change</td>
<td>Complete</td>
<td>FAC Resolve discrepancy in award process – RCU and FHAC RES 192001 Faculty Award for Scholarship-Handbook Change</td>
<td>9/26/19</td>
<td>10/04/19</td>
<td>10/22/19</td>
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<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>FAC</td>
<td>Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 09 Faculty Membership on Search Committee for the Provost &amp; VP of AA – Handbook Change</td>
<td>First Reading 02/06/20</td>
<td>FAC The qualification requirements of faculty members RES 192009 Faculty Membership on Search Committee Provost and VP AA</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 11– New Regulations on Consensual Relationship - Handbook Change</td>
<td>FAC</td>
<td>Changes to University Handbook 303.13 to address new regulation from Chancellor’s Office (CO)</td>
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</table>
**Budget and Planning Committee: Brian Street/Chair, meets 10:00am in Student Health Center, Conference Room (HCCR)**

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<td>8/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>Complete</td>
<td>AAC, BPC Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td>12/05/19</td>
<td>12/13/19</td>
<td>12/17/19</td>
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<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 07 Academic Calendar – Spring and Fall Semester Breaks</td>
<td>Complete</td>
<td>BPC RES 192008 Academic Calendars Fall 2020 Spring 2021 Summer 2021</td>
<td>12/05/19</td>
<td>12/13/19</td>
<td>12/17/19</td>
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<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
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February 3, 2020

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

SUBJECT: ASCSU Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement

The Academic Senate of the California State University (ASCSU) on Friday, January 25, 2020 passed Resolution AS-3403-20/AA, which calls upon the CSU to establish an ethnic studies requirement for CSU bachelor’s degree graduates. The Chancellor’s Office is pleased to share the enclosed ASCSU resolution and to initiate the first phase of a multi-step process of systemwide consultation on this recommendation.

We appreciate the work of the ASCSU to promote matters of diversity, equity and inclusive excellence. As we engage in shared governance in the systemwide consultation on these recommendations, we ask that you assess how your existing campus-based cultural diversity requirements would be impacted by an ethnic studies requirement. As you discuss and report your feedback, please consider and provide your written reflections on the three general ASCSU recommendations using the attached feedback form. The form also includes an additional section to indicate potential campus impacts of the recommendations.

A. Five ethnic studies student learning outcomes

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

<table>
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<tr>
<th>CSU Campuses</th>
<th>Fresno</th>
<th>Monterey Bay</th>
<th>San Francisco</th>
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<td>Bakersfield</td>
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<td>Channel Islands</td>
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<td>Pomona</td>
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<td>Chico</td>
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<td>Sacramento</td>
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<td>Dominguez Hills</td>
<td>Los Angeles</td>
<td>San Bernardino</td>
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<tr>
<td>East Bay</td>
<td>Maritime Academy</td>
<td>San Diego</td>
<td>Stanislaus</td>
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1. Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;
3. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age;
4. Describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and
5. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

B. **A 3-unit requirement at the lower division and an upper-division “reflective element” requirement**

1. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE). This primary requirement will start in the 2023-24 academic year.
2. The secondary ethnic studies requirement is a reflective element (reinforcing any two of ethnic studies outcomes 2-5) in the upper-division.3 This secondary requirement will start in the 2027-28 academic year.

C. **Evaluation of courses by Ethnic Studies faculty**

That the ASCSU endorses a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic studies faculty and subject matter experts.

By February 28, 2020, we ask for campus feedback, including an analysis of potential campus impacts. We have attached a form for the campus to use to submit feedback. Campus responses may be submitted separately by the campus faculty senate, associated student government and by the administration, or through a single, comprehensive campus submission inclusive of these groups. Please send your response in a Microsoft Word document to esfeedback@calstate.edu. If you have any questions regarding this request, please contact Dr. Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and Faculty Development. Alison may be reached at awrynn@calstate.edu or (562) 951-4672.

LJB/amw

Enclosures
cc:  CSU Trustees
    Academic Senate CSU
    CSU Campus Faculty Senate Chairs
    CSU Associated Students, Campus Presidents
    California State Student Association
    CSU Chancellor’s Office Executive Staff
    CSU Provosts and Vice Presidents for Academic Affairs
    CSU Vice Presidents for Student Affairs
ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3403-19/AA (Rev)
November 14-15, 2019

RECOMMENDED IMPLEMENTATION OF A CALIFORNIA STATE UNIVERSITY (CSU) ETHNIC STUDIES REQUIREMENT

RESOLVED: That the Academic Senate of the California State University (ASCSU) adopt the document titled “Ethnic Studies in the CSU” (Attached); and be it further,

RESOLVED: That the ASCSU call on the CSU to implement these requirements no later than the 2023-24 academic year¹; and be it further,

RESOLVED: That the ASCSU recognize that the process by which these requirements were developed, following Higher Education Employer-Employee Relations Act (HEERA), was based on appropriate faculty input and other constituency outreach; and be it further,

RESOLVED: That the ASCSU is grateful for the consultative role of the representatives from the CSU Council on Ethnic Studies; and be it further,

RESOLVED: That the ASCSU endorse a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic studies faculty and subject matter experts, and be it further

RESOLVED: That the ASCSU endorse the underlying values inherent in the recommendation for an ethnic studies requirement, namely:

a. Student success;

b. A focus on learning outcomes;

c. A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum; and

d. The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes

; and be it further,

¹ Some CSU and California Community College campuses already have ethnic studies or diversity requirements. Individual campuses may adopt local graduation requirements prior to implementation of the system requirement. The system implementation date as a GE requirement has to be far enough out to allow appropriate curriculum development processes.
RESOLVED: That this resolution be distributed to the CSU Chancellor, Timothy P. White, CSU Executive Vice Chancellor of Academic and Student Affairs Loren Blanchard, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), California State Assemblymember Dr. Shirley Weber, California State Senator Dr. Richard Pan, CSU Council on Ethnic Studies, CSU Emeritus and Retired Faculty and Staff Association (CSU-ERFSA), California Faculty Association (CFA), and the CSU Board of Trustees.

RATIONALE: This resolution is in support of, and defines the parameters for, a CSU ethnic studies requirement (resolved #1).

The proposed timeline (resolved #2), while aggressive, allows the CSU campuses time for curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall 2022 catalog submissions for the 2023/24 catalog year) while also explicitly permitting campuses with preexisting or new campus-specific ethnic studies requirements (for which SB 1440 / Student Transfer Achievement Reform [STAR] Act holds transfer students exempt) to have those in advance of full implementation within CSU General Education (GE) which is required of all students.

The resolution follows up on earlier requests for campus feedback regarding an ethnic studies requirement component for baccalaureate level graduates of the CSU (AS-3397-19/AA “Towards Implementation of an Ethnic Studies System Requirement”). As a reference document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions related to implementation of the proposed ethnic studies requirements. The consultative process (resolved #3, #4) allowed the final recommendation to be grounded in campus practice, disciplinary expertise, and iterative improvement (including being responsive to changes between this first [November, 2019] and the second reading [January, 2020]). Similarly, the explicitness of the recommendation that campus approval and review processes include disciplinary expertise (resolved #4) originate from consultative input.

The structure of the proposed requirements is two-fold. First, there are five student learning outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a discipline while the fifth ensures that the student “act to engage” appropriate content in a participatory fashion. Second, the implementation guidelines produce a minimal structure on how these outcomes are to be achieved. The primary (and initial) exposure to the ethnic studies
requirement is at the lower-division. This exposure is defined as an overlay to be included as part of lower-division GE (with an allowance for non-GE coursework to be able to be used by a campus to meet the ethnic studies requirement). This achieves two compatible goals – the first is to ensure that all students (both CSU freshmen and California Community Colleges [CCC] transfer students, including those with 1440-compliant transfer degrees) achieve ethnic studies competencies. The second is to ensure that unit requirements within GE are not increased. The implementation structure also requires a secondary exposure to ethnic studies at the upper-division. The upper division exposure (reflection on ethnic studies) ensures a spread of ethnic studies exposure beyond a “one and done” style requirement.

The ethnic studies requirement is deliberately described as “outcomes” rather than “units” (resolved 6) in order to maximally protect campus autonomy – as an overlay across (and potentially beyond) general education coursework the requirement encourages direct assessment of achievement without the “unit distribution” framework currently incorporated in GE; The structure does not preclude a campus from adopting a “course-based” 3-unit framework but leaves that implementation for campus self-determination. Due to the unique structure of this outcomes-based requirement it is especially important that campuses act to ensure the integrity of the requirement in review and assessment processes (resolved 5)

Approved – January 23-24, 2020
Ethnic studies is the interdisciplinary and comparative study of race and ethnicity. The cultures, lived conditions, and histories of Native Americans, African Americans, Asian Americans, Latina/o Americans, and other racialized groups ground and center its scholarship, teaching, and learning. Ethnic studies involves social engagement (service and struggle), social change, and social justice—generating cooperative and collaborative initiatives between campus and community.

Ethnic studies is the intellectual and institutional space for the historically unstudied, understudied, marginalized, and misrepresented peoples of color. Ethnic studies supports both the study of marginalized populations and the affective acknowledgment of identity. The value of ethnic studies is that it gives voice to marginalized groups and produces systems of knowledge that equitably support a democratic and multicultural society.

Ethnic studies creates a more welcoming environment for all students by providing courses and/or experiences that play an important role in building an inclusive democracy. Research confirms that students of color and white students both benefit, academically and socially, from exposure to ethnic studies.

**Ethnic Studies Requirement: Student Learning Outcomes**

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;

2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;
3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age;

4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and

5. demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

**ETHNIC STUDIES REQUIREMENT IMPLEMENTATION**

1. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay\(^2\) as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE). This primary requirement will start in the 2023-24 academic year.

2. The secondary ethnic studies requirement is a reflective element (reinforcing any two of ethnic studies outcomes 2-5) in the upper-division.\(^3\) This secondary requirement will start in the 2027-28 academic year.

3. All ethnic studies approved equivalencies must meet the ethnic studies outcomes; i.e., the ethnic studies requirement could be met or partially met with existing campus requirements and/or courses that were developed to meet local requirements.

4. Campuses may determine additional ethnic studies requirements (outcomes or implementation) beyond the minimal list provided.

5. Campuses may choose to have a cultural diversity requirement in addition to the ethnic studies requirement.

6. Campuses may choose to implement these requirements prior to the implementation dates as campus specific graduation requirements.

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\(^2\) It is anticipated that most campuses will implement this lower division requirement as a 3 semester-unit course that overlays with another GE area. Respect for campus autonomy and normal curricular processes allows variation of implementation, such as an integrated sequenced set of courses that meet the learning outcomes.

\(^3\) This secondary requirement is not a 3 semester unit course; rather, the requirement could be integrated into a major or non-major course. Campuses will have discretion how to implement this upper-division requirement.
ASCSU Ethnic Studies Resolution Feedback Form

Please Reply by 02/28/20 to esfeedback@calstate.edu

Campus: ________________________________

Please check as applicable for your campus. This is a:

_____ Faculty-only response
_____ Student-only response
_____ Administration-only response
_____ All-campus response
_____ Other (please specify) ________________________________

Campus Feedback on ASCSU Resolution AS-3403-20/AA Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement

The Chancellor’s Office invites campus input on AS-3403-20/AA Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement. Although we welcome general comments, in particular we ask for your feedback on three specific sections of the resolution: (A) the ethnic studies learning outcomes; (B) a 3-unit requirement at the lower division and an upper-division “reflective element” requirement; and (C) evaluation of courses by Ethnic Studies faculty.

Additionally, we ask three questions about potential systemwide requirements. Systemwide requirements must fit within the 120-unit limit for BA and BS degrees as well as be compatible with Associate Degrees for Transfer (SB 1440).

1. Does your campus want a systemwide 3-unit lower-division requirement in Ethnic Studies as described in AS-3403-20/AA? _____ Yes _____ No

2. Does your campus want a systemwide upper-division “reflective element” requirement in Ethnic Studies as described in AS-3403-20/AA? _____ Yes _____ No

3. Does your campus support a broader systemwide 3-unit Diversity/Social Justice requirement (which would include courses in ethnic studies as well as those that examine race and ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age)? _____ Yes _____ No
Section A

Please provide your feedback on the following learning outcomes developed by the ASCSU in conjunction with the CSU Ethnic Studies Council. The language below is taken directly from Attachment A of AS-3403-20.

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;
2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;
3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age;
4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and
5. demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

Feedback:
Section B

Please provide feedback on the proposed structure of an ethnic studies requirement. The language below is taken directly from Attachment A of AS-3403-20.

A 3-unit requirement at the lower division and an upper-division “reflective element” requirement

1. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE). This primary requirement will start in the 2023-24 academic year.

2. The secondary ethnic studies requirement is a reflective element (reinforcing any two of ethnic studies outcomes 2-5) in the upper-division. This secondary requirement will start in the 2027-28 academic year.

Feedback:
Section C

Please provide feedback on the proposed requirement that Ethnic Studies faculty, and subject matter experts, be included in the evaluation of courses that meet this requirement. The language below is taken directly from Resolved clause 5 of AS-3403-20.

Evaluation of courses by Ethnic Studies faculty

That the ASCSU endorse a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic studies faculty and subject matter experts.

Feedback:
General Potential Campus Impacts of an Ethnic Studies Requirement

Other Comments

Submitted by ___________________________ Date ________________