



# Creating a New CSU System–Wide Ethnic Studies Requirement: CSUF Survey Results

**CSUF Academic Senate Executive Committee**

**October 25, 2019**

# Background

- The CA Legislature is considering passage of a state law (AB 1460) requiring an Ethnic Studies (ES) course for students in all CSUs.
- The Academic Senate of the CSU has requested feedback from campuses about developing an ES requirement within the CSU.
- The purpose of this survey was to gauge the perspective(s) of CSUF faculty on about developing this requirement.

# Steps for Developing Feedback

1. Collect campus-wide feedback via survey
2. Make survey results public within a week of the deadline for completing the survey
3. Discuss proposals concerning a CSU system-wide ES requirement at the 10/31/19 Special Meeting of the CSUF Academic Senate
4. Provide feedback to the ASCSU based on the survey and any relevant Resolution at November ASCSU meeting

# Purpose of Survey

- Specifically, the purpose of this survey was to collect information about the opinions of faculty, administration, and staff concerning the best ways to structure and implement a new Ethnic Studies requirement so these opinions can be reflected in our campus response to the ASCSU and the Chancellor.

# Method

- Online survey
- Faculty, Administration, Staff
- Elicitation of 7 options
- Open and closed-ended items about each option
- Opportunity for additional suggestions/concerns/comments

# Definition: Ethnic Studies

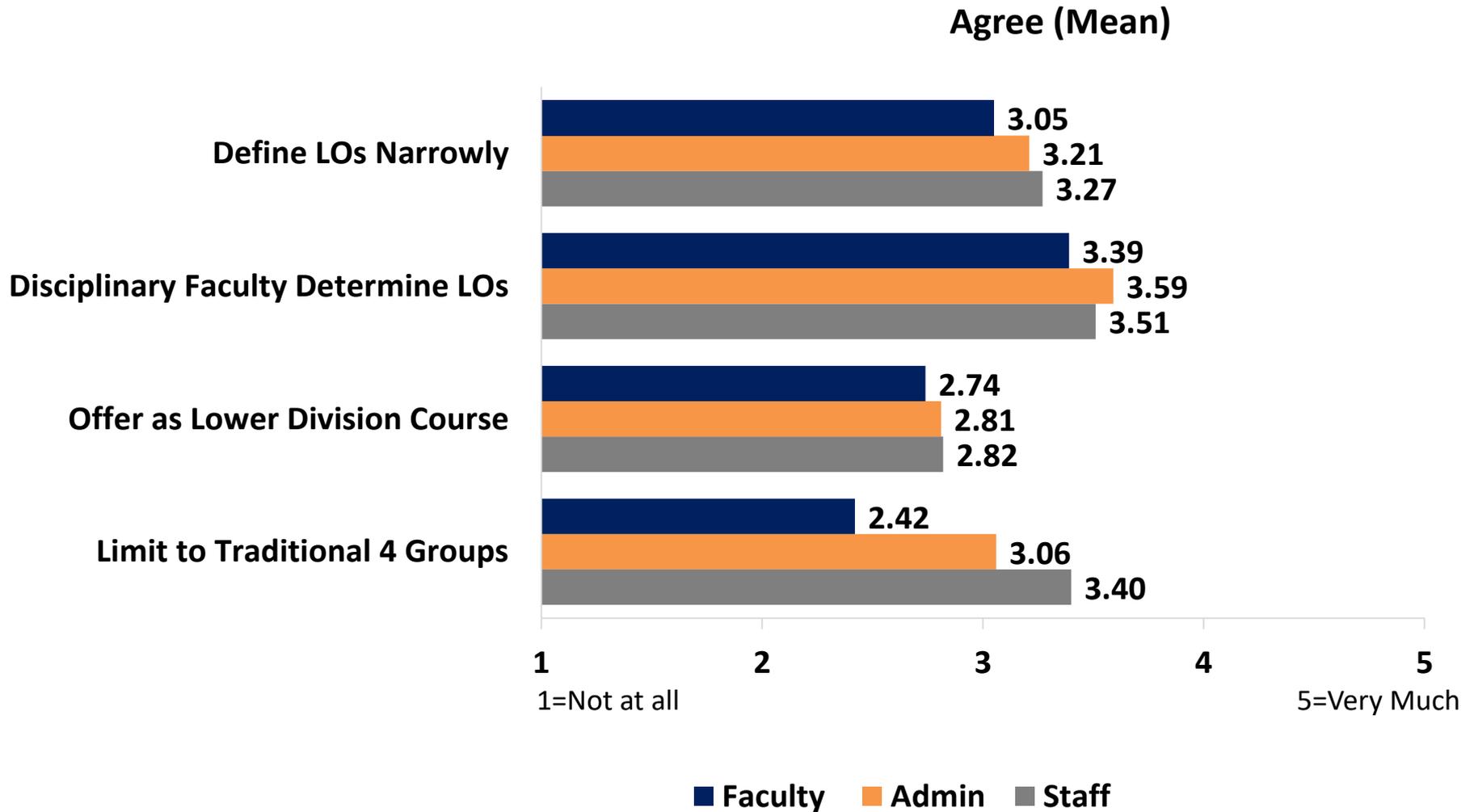
Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Since the emergence of ethnic studies as an academic field in the late 1960s, scholars have analyzed the ways in which race, racialization and racism have been, and continue to be, powerful social, cultural, and political forces and their connections to other axes of stratification, including gender, class, sexuality, and legal status. The field of Ethnic Studies was born out of, and is dedicated to, struggles for cultural equity, political parity, and social justice for all people. Ethnic Studies draws on a tradition of culturally relevant pedagogy and engaged scholarship.

# Response Rate

- Faculty: 11% (337/3,120)
- Administration: 11% (32/288)
- Staff: 7% (135/1,935)

**Note:** Quantitative data include responses from faculty, administration, and staff; qualitative data include responses from only faculty. The full set of raw data has been posted for all 3 groups—faculty, administration, and staff. Further analysis to follow.

# *Please rate how much you agree with this approach...*



*One suggestion we've heard is to define the learning objectives narrowly.*

Categories of Responses	<i>n</i>
Support the “narrow” definition	19
Do not know what “narrow” means	19
Support broad definitions	11
Support broad definitions	6
Let there be flexibility in defining Learning objectives	6
Opinions antagonistic to Ethnic Studies requirement	6
Opinions antagonistic to Ethnic Studies requirement	4

**Note:** These responses are based upon written comments, not the quantitative survey responses.

***Another suggestion we've heard is to consider having disciplinary faculty define the learning objectives. (N=100)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Support Ethnic Studies faculty defining Learning Objectives</b>	<b>27</b>
<b>Support broader notion of “disciplinary faculty”</b>	<b>22</b>
<b>Broad inclusion of faculty to define learning objectives</b>	<b>18</b>
<b>Question is unclear; cannot answer</b>	<b>15</b>
<b>Bad idea to restrict definitions to disciplinary faculty</b>	<b>5</b>

**Note:** These responses are based upon written comments, not the quantitative survey responses.

***Another suggestion we've heard is that this new Ethnic Studies requirement should be limited to lower division classes.  
(N=100)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Support both lower and upper division courses</b>	<b>25</b>
<b>Support Upper division requirement</b>	<b>24</b>
<b>Make a lower division requirement</b>	<b>16</b>
<b>Neutral or no opinion</b>	<b>12</b>
<b>Give students choice</b>	<b>11</b>
<b>Oppose an Ethnic Studies requirement</b>	<b>9</b>

**Note:** These responses are based upon written comments, not the quantitative survey responses.

***Another suggestion we've heard is that a new Ethnic Studies requirement should focus on the traditional four groups: Latinos, African Americans, Asian Americans, and indigenous peoples.  
(N=133)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Focus on other groups</b>	<b>56</b>
<b>Critique of the concept</b>	<b>22</b>
<b>Focus on the four groups</b>	<b>19</b>
<b>Focus on other groups such as Middle Eastern and Arab</b>	<b>12</b>
<b>Ethnic Studies should determine what groups are included</b>	<b>12</b>

**Note:** These responses are based upon written comments, not the quantitative survey responses.

# Option 1:

## *Replacing 3 Units in Area C*

Convert 3 of 12 units in GE Area C (Arts and Humanities) to Ethnic Studies. This would mean offering GE courses that meet the Ethnic Studies requirement **INSTEAD** of one of the existing courses that meet the current lower division Arts and Humanities requirement. Students would take one lower division course in Arts, one in Humanities, and one in Ethnic Studies.

# Option 1: Major Themes ( $N=110$ )

Categories of Responses	<i>n</i>
Best, easiest solution	28
Do not replace arts and humanities units	22
Not all Ethnic Studies courses are Humanities Area C	21

**Note:** These responses are based upon written comments, not the quantitative survey responses.

# Option 2:

## *Modification of Sub-Area D2*

Use existing cross-listed courses in US History with an emphasis on Ethnic Minorities. ( $N=106$ )

Categories of Responses	<i>n</i>
No	22
OK/Yes/Feasible	18
Do not replace units	12
Ethnic Studies is not limited to History	11

# Option 3:

## *Replacing Area E*

Convert all of GE Area E (Lifelong Learning and Self Development) to Ethnic Studies. Area E includes upper and lower division courses. This would mean offering a mix of upper and lower division GE courses that meet the Ethnic Studies requirement **INSTEAD** of existing Area E courses.

Categories of Responses	<i>n</i>
Do not replace	29
Feasible	11
Depends	9
Area E is too vague	6

# Option 4:

## *Converting Overlay Z to Ethnic Studies*

Convert Overlay Z (Cultural Diversity) to Ethnic Studies. Area Z includes upper and lower division courses. This would mean offering an overlay of upper and lower division GE courses that meet the Ethnic Studies requirement INSTEAD of the existing courses in Cultural Diversity.

Categories of Responses	<i>n</i>
Easy, good option	29
No, these are two different things	21
No, keep Z, which is important	16
No	14

# Option 5:

## *Degree Requirement*

Add 3 units as a graduation requirement outside of GE that can double-count towards the 120 required units. This would mean offering an Ethnic Studies overlay that could be met by upper and lower division courses that meet the Ethnic Studies requirement, whether the courses are inside or outside the GE Program. (N = 112)

Categories of Responses	<i>n</i>
Feasible, easy to implement	28
No	26
Not good for high unit majors; increases time to graduation	16
Unclear how this would work	16

# Option 6:

## *Stand Alone Degree Requirement*

Another approach is to add 3 more required units in Ethnic Studies outside the GE program. High unit majors would need to seek waivers of this requirement.

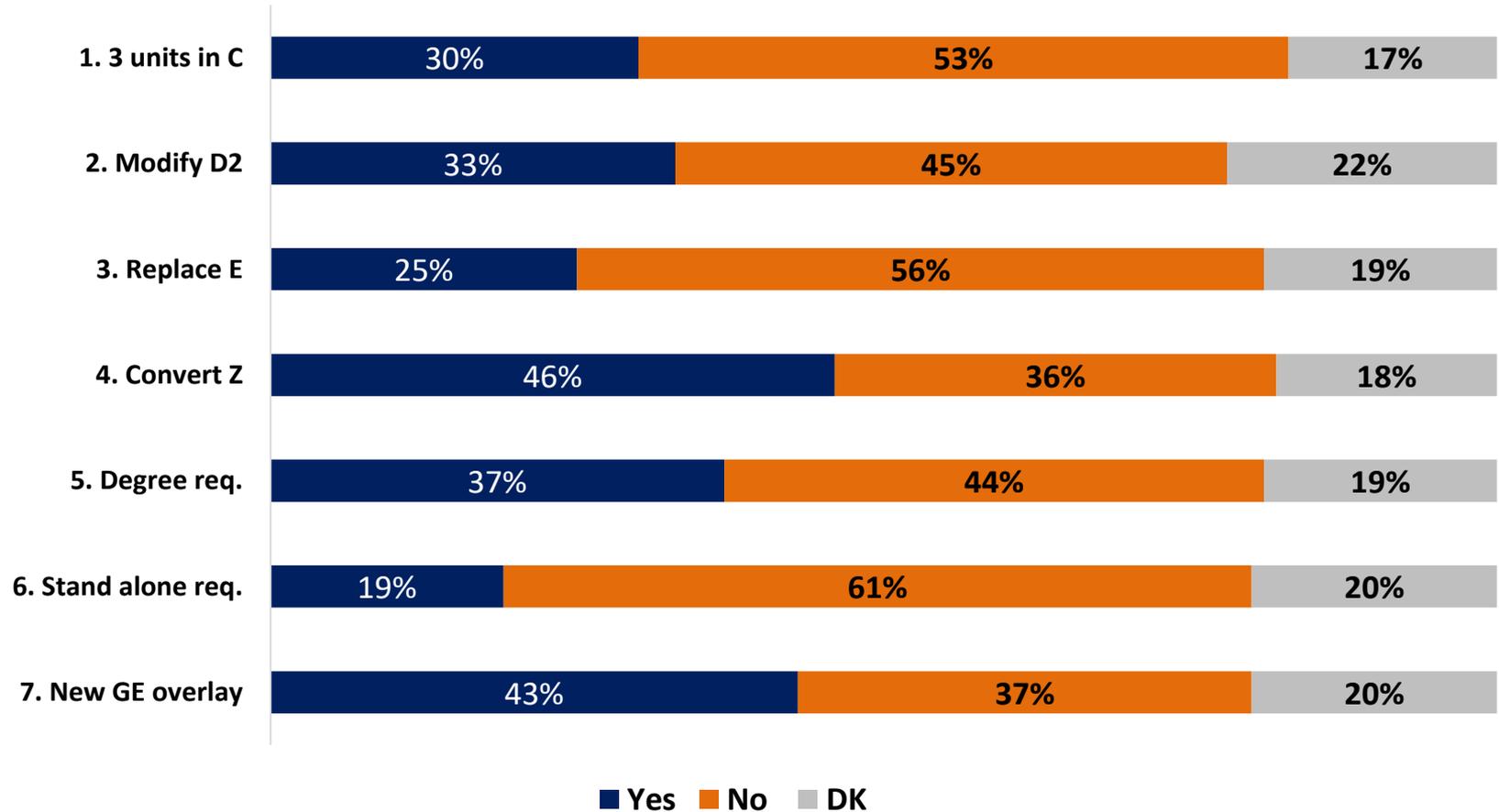
Categories of Responses	<i>n</i>
No	51
No due to impact on high unit majors	16
No, it delays time to graduation	11
No, waivers are a bad idea	11
Yes, feasible	11

# Option 7: *New GE Overlay*

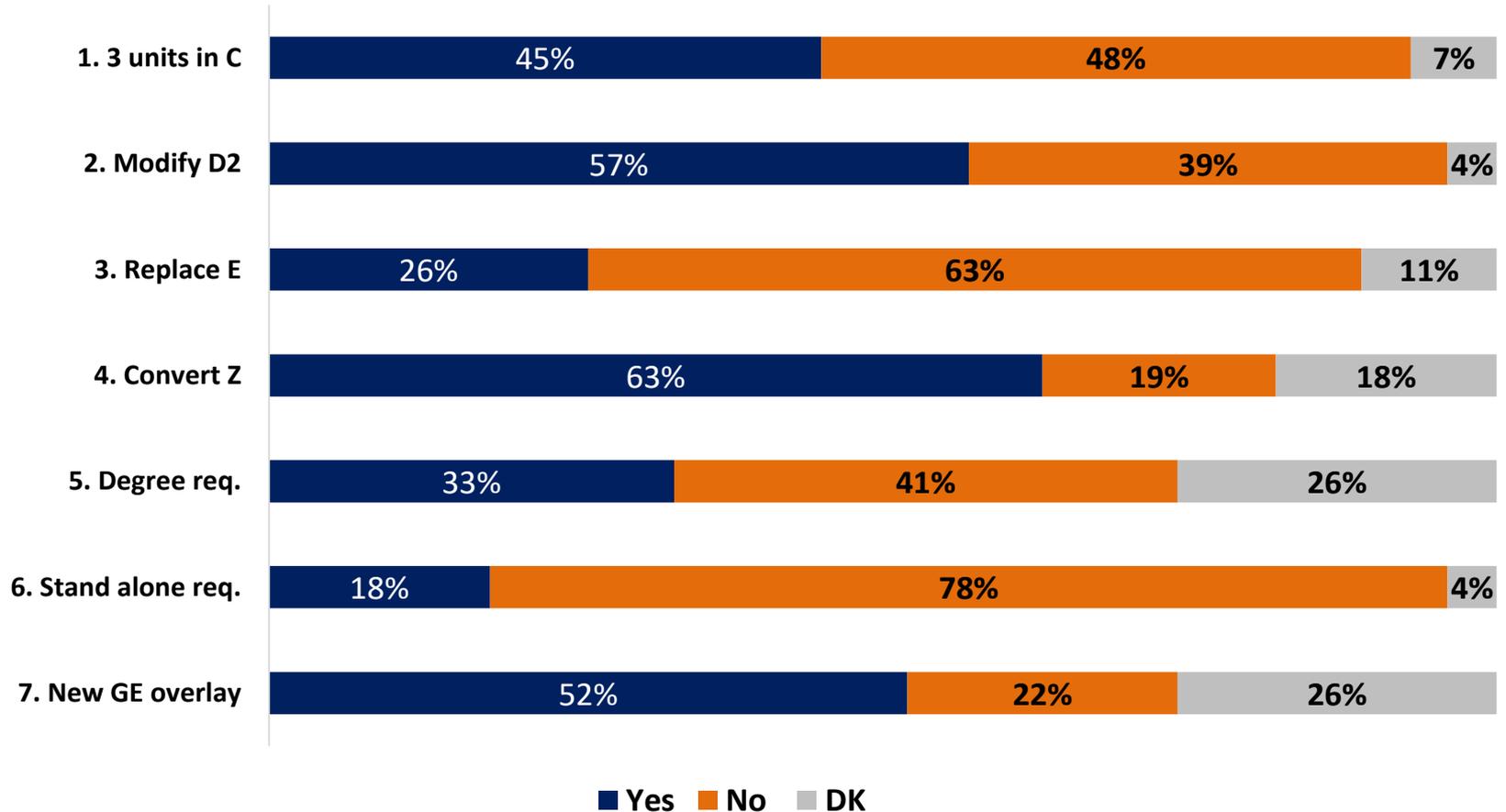
Another approach is to add another GE overlay for Ethnic Studies alone. This would mean offering an overlay of upper and lower division GE courses that meet the Ethnic Studies requirement. These courses would be in a variety of existing GE categories (similar to Area Z), ( $N = 50$ )

Categories of Responses	<i>n</i>
Feasible, least disruptive	26
No, complicated, unfair, not feasible	24

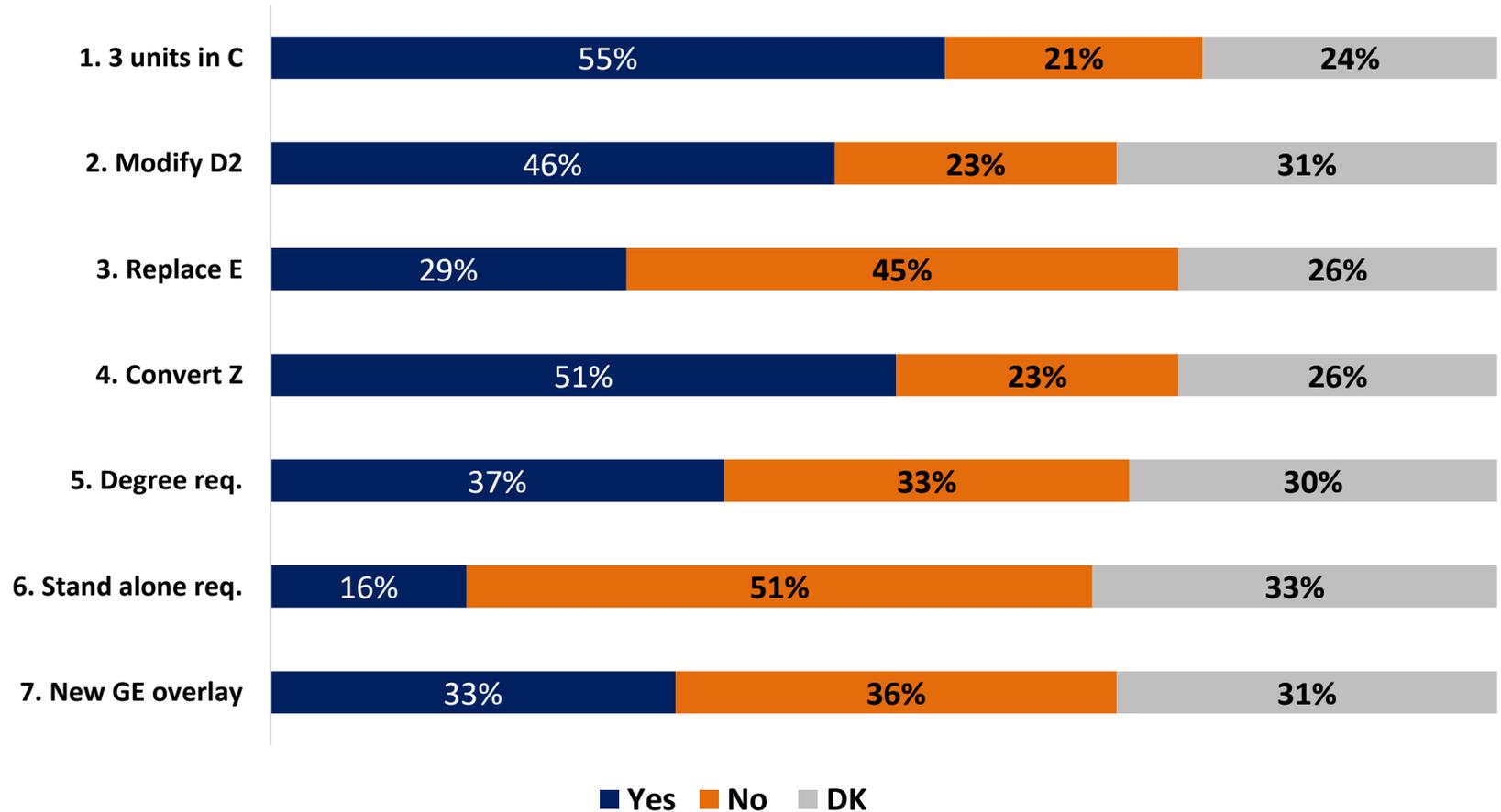
# Faculty: Which of these options do you think are appropriate?



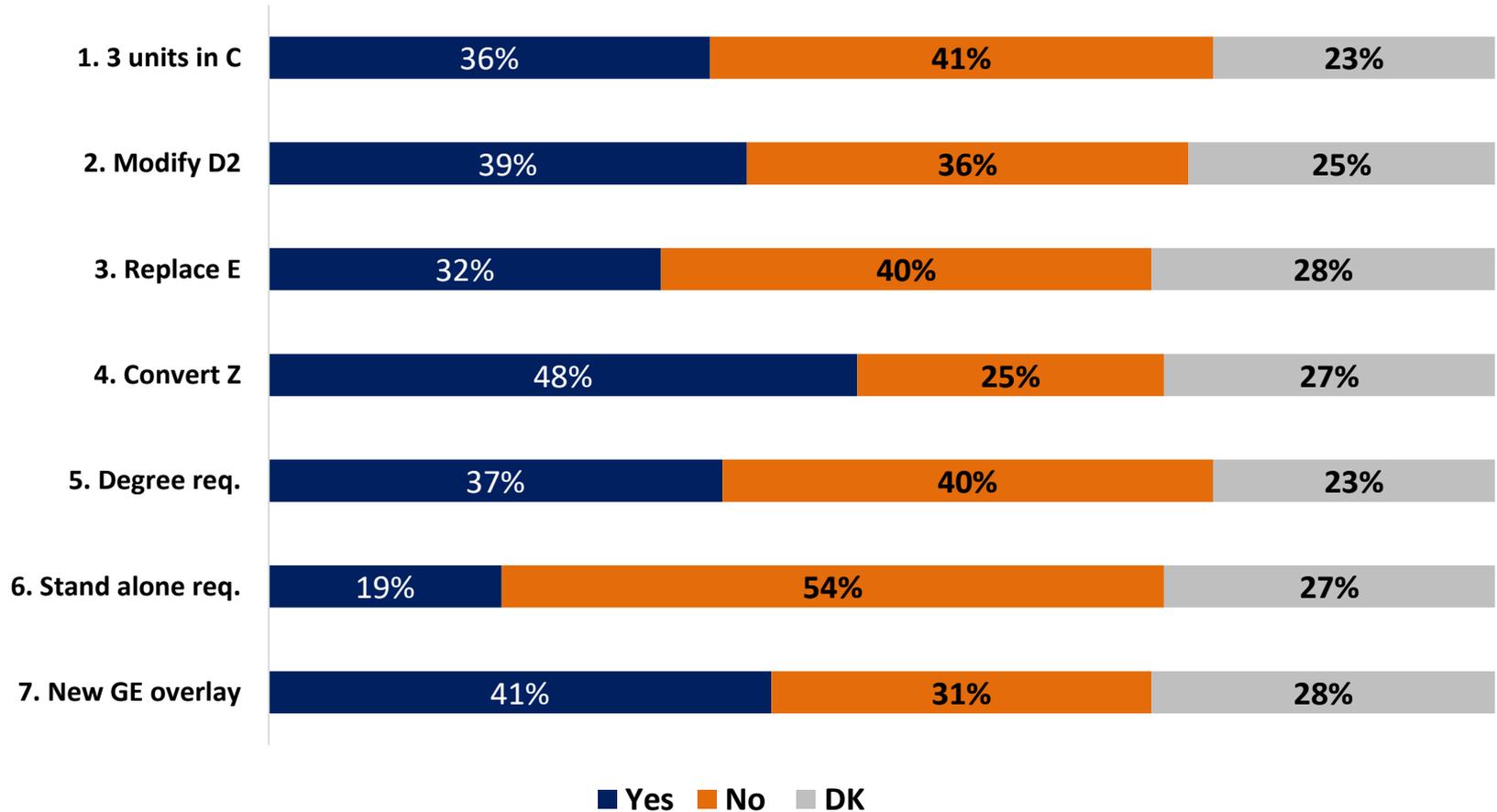
# Admin: Which of these options do you think are appropriate?



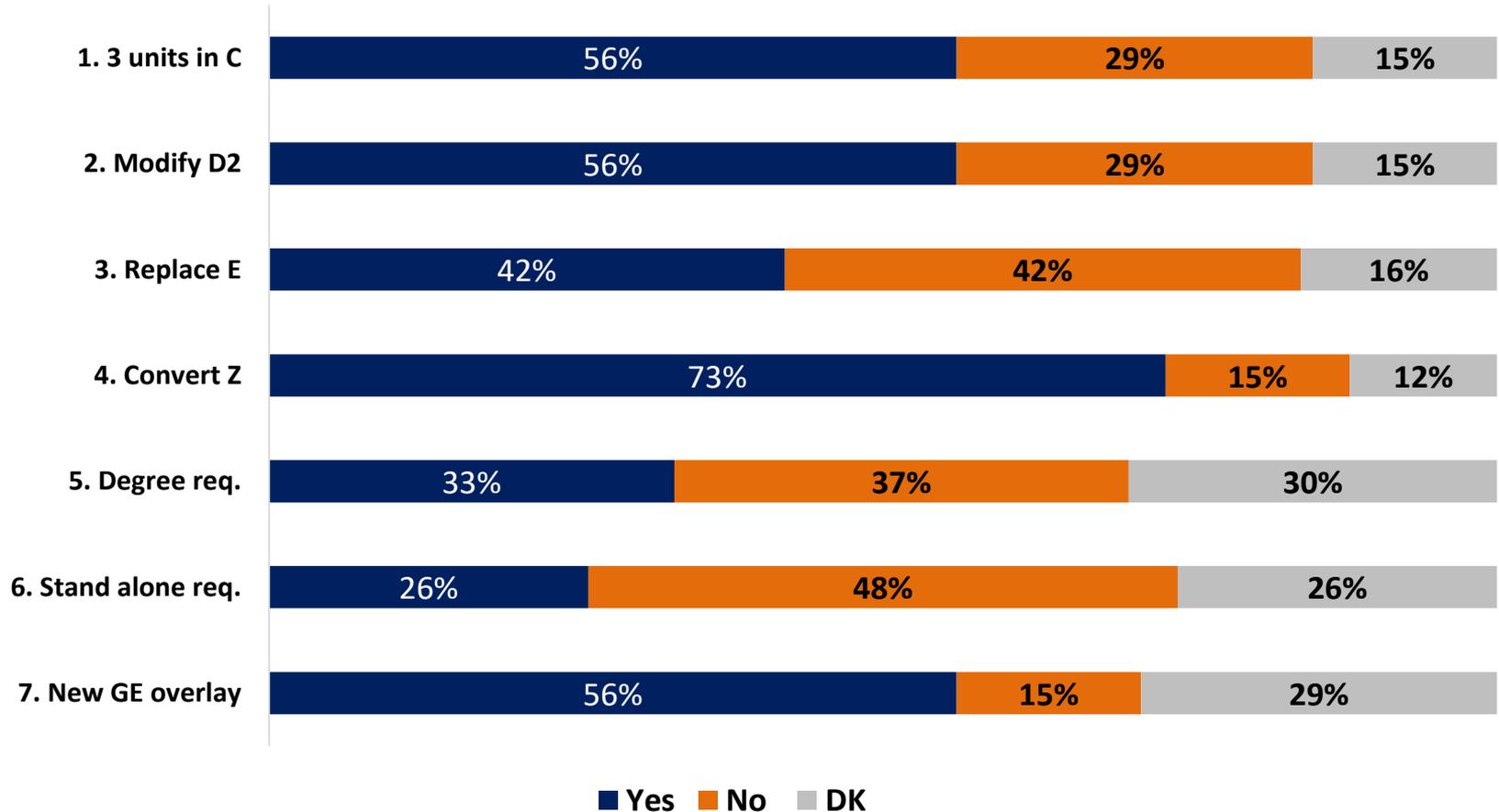
# Staff: Which of these options do you think are appropriate?



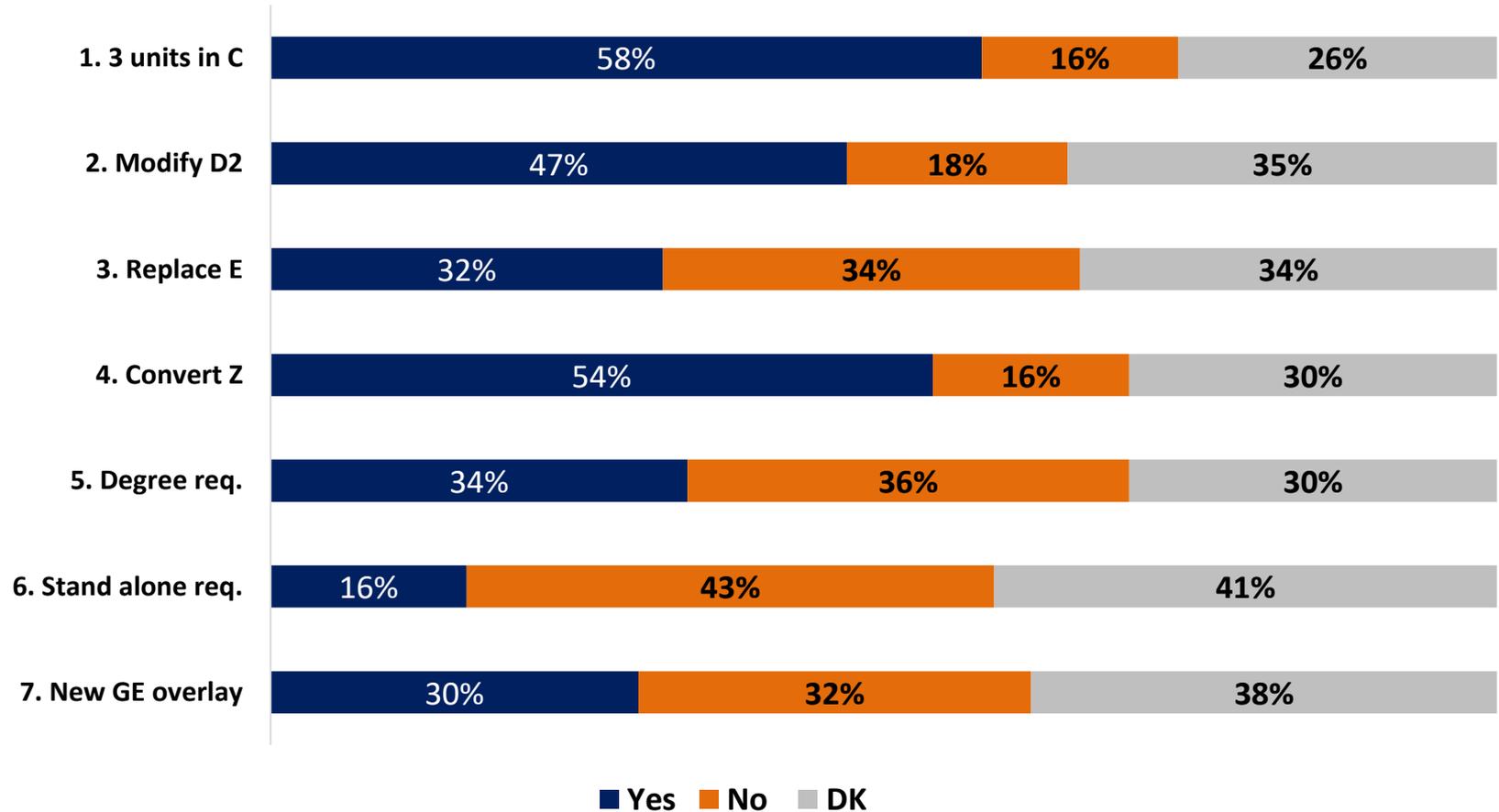
# Faculty: Which of these options do you think are feasible?



# Admin: Which of these options do you think are feasible?



# Staff: Which of these options do you think are feasible?



***Are there any other options, not included here, that you feel would be appropriate and feasible? Please be as detailed as you would like. (N=331)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Not adding a requirement</b>	7
<b>Converting 3 units from Area D</b>	4
<b>Requiring a minimum of 6 ES units</b>	2
<b>Historical roots of contemporary world problems</b>	1
<b>Combining the writing requirement with ES</b>	1
<b>Allowing each department to offer an ES course</b>	1
<b>Letting students choose between a diversity or ES overlay</b>	1

**Note:** These responses are based upon written comments, not the quantitative survey responses.

***Do you have any other comments or suggestions?  
Please be as detailed as you would like. (N=309)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Does not support an ES requirement</b>	15
<b>Define ES broadly, include allied departments, teach across departments and in context</b>	10
<b>Concern about impact of reduced enrollments outside HSS; many ES courses are already in D, so house it there</b>	8
<b>Support for the requirement</b>	7
<b>Campus needs further info, pros/cons, impact analysis</b>	7
<b>Anger about politicians determining curricula</b>	6
<b>Replace/revise existing requirements; do not add “on top”</b>	3

**Note:** These responses are based upon written comments, not the quantitative survey responses.

***Do you have any other comments or suggestions?  
Please be as detailed as you would like. (N=309)***

<b>Categories of Responses</b>	<b><i>n</i></b>
<b>Add “on top”</b>	<b>2</b>
<b>Have faculty from marginalized communities teach</b>	<b>2</b>
<b>Incorporate student input</b>	<b>2</b>
<b>Questionnaire biased, shouldn’t assume support for requirement</b>	<b>2</b>
<b>Questionnaire too complex</b>	<b>2</b>
<b>Desire to keep ES funded</b>	<b>1</b>
<b>Should not be an afterthought; can get units from E or Z</b>	<b>1</b>
<b>Fear of unintended, negative impact on ES</b>	<b>1</b>

**Note:** These responses are based upon written comments, not the quantitative survey responses.

# Limitations

- It is likely that some number of respondents did not fully understand GE, the different options, and their implications. **For this reason, qualitative analysis and interpretation is crucial.**
- The analysis identifying themes for respondents representing administration and staff is not yet complete.

# Next Steps

1. The **ASCSU** (Academic Senate of the CSU) will collect and discuss information from all CSU campuses by November 1, 2019.
2. Simultaneously, the ASCSU will work with the CSU Ethnic Studies Council to draft learning outcomes for an ethnic studies course requirement.
3. At the November 13–14, 2019 meeting of the ASCSU, a resolution about an ES requirement will receive a first reading, with the intention of having a second reading and presumed passing of the resolution during the January 2020 ASCSU Plenary meeting.
4. Any such ES resolution by ASCSU will be forwarded as a recommendation to the Chancellor's Office for action.

# *Questions?*

See information posted to the CSUF Academic Senate Reports web page:

[http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/reports.php](http://www.fullerton.edu/senate/publications_policies_resolutions/reports.php)

Alternatively, email: [academicsenate@fullerton.edu](mailto:academicsenate@fullerton.edu)



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