



San José State University

Responses to CSU Task Force on the Advancement of Ethnic Studies Recommendations

June 30, 2017

The CSU's [Task Force on the Advancement of Ethnic Studies report](#) directly informed discussions about strengthening the Ethnic Studies programs and inter-program collaboration at San José State University. SJSU is meeting the Task Force recommendations (see Appendix A) through a range of new and ongoing initiatives.

Recommendation 1: Ethnic Studies General Education (GE) Requirement – Make ethnic studies a GE requirement throughout the CSU system

Ongoing

- SJSU's current GE requirements include ethnic studies-related learning objectives and courses. Area D2 has the program learning objective that "Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems." Area C2 includes the program learning objective that students will be able to "identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them." Additionally, SJSU GE requirements include courses in American Institutions that "expose students to alternative interpretations of the historical events and political processes that have shaped the social, economic and political systems in which we live."
- Currently, Asian American Studies offers four courses, Mexican American Studies offers five courses, and African American Studies offers three courses that are certified to meet one or more of these GE requirements.

New Initiatives

- The University and the Academic Affairs Division are injecting over \$250,000 in base funding and over \$125,000 in one-time funds into the College of Social Science to support Ethnic Studies. The plan for supporting Ethnic Studies does the following:
 - Reaffirms that a modern high-quality education demands intellectual familiarity with the content of, and critical analysis grounded in, ethnic studies (1.1 [see Appendix A, CSU Task Force of the Advancement of Ethnic Studies for details on the Recommendations]).
 - Reaffirms that ethnic studies is defined by its primary focus on peoples of color, on race and ethnicity (1.2)
 - Reaffirms that ethnic studies is further defined by its initial and continuing commitment to creating intellectual and institutional space for generative scholarship on peoples of color (1.3).
- Our GE program recently submitted a Program Planning self-study for the first time. The Program Planning Committee will meet and review the Program Plan in fall 2017 and an action plan will be developed. The action plan, and the revision of the GE program will consider the ethnic studies student learning outcomes rubric in certification.
 - Reaffirms disciplinary leadership role of ethnic studies faculty in the certification of ethnic studies GE courses based on an ethnic studies student learning outcomes rubrics. will be enhanced through (a) increased hiring of core Ethnic Studies faculty in African American Studies and Mexican American Studies, and (b) more collaboration of current faculty (1.4).

- African American studies has identified eight courses that could meet Area C1, Area V, Area R, or Area S requirements.

Recommendation 2: Essential Hiring – Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth*¹

Ongoing

- The University, under the guidance of the recently hired Chief Diversity Officer, has instituted a new faculty diversity hiring initiative. This initiative provides training to recruitment committees in the writing of position descriptions, advertising strategies, and interviewing practices with the goal of increasing faculty diversity in all departments (2.3).

New Initiatives

- To meet these recommendations, the Provost Office has provided funding to support hiring (2.1):
 - Fall 2018, one new tenure-track faculty member joins the Department of Mexican American Studies to support its roll out of a dynamic new undergraduate major.
 - One new tenure track faculty member in Asian American Studies joins SJSU in fall 2017 and in 2018-2019 another new tenure track faculty member will join.
 - Fall 2017, one new tenured faculty member will be recruited to lead the Department of African American Studies, beginning in fall 2018.
 - Fall 2017, one new tenure-track faculty member in African American Studies will be recruited to join in fall 2018.

Recommendation 3: Curriculum Development - Support curricular development in ways that strengthen ethnic studies departments and programs, increase enrollment and open access to a wider range of students and curricular options.

Ongoing

- The Department of Mexican American Studies has a new major coming online to meet strong demand.
- There are more than 15 ethnic studies courses in the GE curriculum and programs such as Justice Studies and Sociology include ethnic studies courses in their curricula (3.1).

New Initiatives

- Expand access to Title 5 GE and Other Curricular Options (3.1)

¹ Recommendation 2.2 suggests a course of action to be taken at the Chancellor's Office ("Allocate monies from the Chancellor's office for hiring 50 faculty members in ethnic studies across the system with a matching contribution from Presidents to incentivize and support regular and consistent hiring").

- The incoming faculty member in Asian American Studies will work with the Director of Asian American Studies and other faculty to develop a major in Asian American Studies to be submitted for approval in fall 2019.
- African American Studies will enhance its GE offerings by a) establishing a more predictable and consistent rotation of GE courses, and b) creating new GE courses to be submitted for approval in spring 2019.
- Increased opportunities for Native American Studies will be explored by building on the existing Native American Studies minor in the Department of Anthropology, which has strong connections with South Bay Area's Native American communities, including the Muwekma Ohlone tribe.
- In fall 2018, an Ethnic Studies Collaborative will be established will facilitate connections between the Ethnic Studies units and SJSU's College of Education to further the objectives of the SJSU's East Side Promise to better prepare teachers to teach the Ethnic Studies courses and curricula that are becoming more common in K-12 schools in California (3.2 and 3.3).
- The Ethnic Studies Collaborative will a) develop a new minor in Comparative U.S. Race and Ethnic Studies; b) assist unit heads in recruiting affiliate faculty to complement core faculty in African American Studies, Asian American Studies, and Mexican American Studies to increase the range of number of courses offered; c) facilitate increased faculty-student research, scholarly, and creative activity (RSCA) partnerships.
- To provide support for faculty in ethnic studies (3.4):
 - Four new tenure-track faculty will be hired to spread the workload starting in fall 2017.
 - Current faculty will collaborate to prioritize the development of new strategies for student advising and mentoring
 - Beginning in fall 2018, four faculty members (one in each Ethnic Studies area) will receive 0.2 assigned time each semester to serve as an "Outreach Coordinator" to supervise department advising and mentoring activities for students, and enhance public engagement activities.

Recommendation 4: Advising Support—Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university's valuing ethnic studies as vital to its educational mission.

Ongoing

- Advising support is being increased in alignment with the Four Pillars of Student Success strategic plan and the College of Social Science advising center has five full professional advisors and a faculty director (4.1 and 4.2).

New Initiatives

- Beginning summer 2017, new advisors will be trained about the importance of Ethnic Studies (4.3).

- The college will develop a plan to close achievement gaps between White students and students of color and the expertise of faculty in the Ethnic Studies departments and programs will be a key resource (4.3).
- Outreach Coordinator in each Ethnic Studies area will enhance advising, mentoring, and community engagement opportunities for students (4.3).

Recommendation 5: Campus Climate—Aid in fostering and creating a climate conducive to reaffirming ethnic studies’ central role in diversity and equity initiatives as they relate to people of color.

Ongoing

- SJSU hired a Chief Diversity Officer in 2016 and has embarked on an ambitious [diversity action plan](#) in response to a campus climate survey and the reports of several commissions and task forces. Working closely with her is the Acting Chair of African American Studies, who is faculty in Mexican American Studies (5.1).

New Initiatives

- SJSU will begin creating a 10-year strategic plan in the fall of 2017. The Chief Diversity Officer is on the Strategic Planning Steering Committee, as well as the Dean of College of Social Sciences. (The Dean was the chair of an African American Studies unit at a previous institution.) This representation of senior level administrators who understand and are committed to the success of Ethnic Studies will powerfully inform the strategic planning process (5.2 and 5.3).

Recommendation 6: Community Engagement—Strengthen and expand initiatives on community engagement and partnerships.

Ongoing

- The faculty in the Ethnic Studies units work closely with existing community engagement programs, resources, and initiatives on campus, such as the Cesar E. Chavez Community Action Center, CommUniverCity, the Mosaic Cross-Cultural Center, and Residence Life’s Faculty in Residence program (which includes a Living-Learning Community for African American Students) (6.1, 6.2, 6.4)
- Many of the current courses in the units are built around service learning objectives, and more courses with community partnerships will be developed (6.4).

New Initiatives

- The Ethnic Studies Collaborative will facilitate collaboration between the Ethnic Studies units and SJSU’s College of Education to further the objectives of the SJSU’s East Side Promise to better prepare teachers to teach the Ethnic Studies courses and curricula that are becoming more common in K-12 schools in California (6.5).
 - The enhanced sensitivity and knowledge to communities of color would assist teachers in their efforts to blossom a college-going culture.

- Beginning fall 2019, Four faculty members (one in each Ethnic Studies area) will receive 0.2 assigned time each semester to serve as an “Outreach Coordinator” to supervise department advising and mentoring activities for students, and enhance public engagement activities (6.3, 6.4).
- Departments and programs will collaborate extensively with forthcoming student resource centers for African American students, Latinx/Chicanx students, and DREAM/immigrant students (6.4).

Recommendation 7: Best Practices - Build on and expand best practices of both ethnic studies and the various universities of CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.

Ongoing

- Faculty are supported in their RSCA and administrative roles (7.1)
 - Each new faculty member receives start-up funds to help establish a strong RSCA agenda.
 - Professional development for faculty in Ethnic Studies is strongly supported. The Dean of the College of Social Sciences, for example, meets monthly with all new faculty and all new department chairs to provide mentoring and build community.
 - All new T/TT faculty are given access to the Faculty 101 onboarding program and there is similar onboarding for new chairs.
- CoSS does not have a strict course minimum enrollment policy. Each department has an FTES goal, so a small seminar of 5 students can be balanced out by a much larger lecture (7.6).
- There are more than 15 ethnic studies courses in the GE curriculum and programs such as Justice Studies and Sociology include ethnic studies courses in their curricula (7.7).

New Initiatives

- The Ethnic Studies Collaborative will assist in community building through programming and funding for collaborative projects.
- The Office of Diversity, Equity and Inclusion will provide one RSCA grant opportunity for each of the Ethnic Studies programs to support program growth, course development, or the retention, tenure and promotion of faculty (7.1).
- Beginning in 2018, four faculty members (one in each Ethnic Studies area) will receive 0.2 assigned time each semester to serve as an “Outreach Coordinator” to supervise department advising and mentoring activities for students, and enhance public engagement activities (7.2).
- African American studies has identified eight courses that could meet Area C1, Area V, Area R, or Area S requirements (7.3).
- An upcoming revision of the GE program will consider the prominence of ethnic studies in the requirements (7.4).
- The Department of Mexican American Studies has a new major coming online in the fall 2017 to meet strong demand (7.5).

- The Ethnic Studies Collaborative will develop a new minor in Comparative U.S. Race and Ethnic Studies (7.5).
- The incoming faculty member in Asian American Studies will work with the Director of Asian American Studies and other faculty to develop a major in Asian American Studies (7.5)
- Increased opportunities for Native American Studies will be explored by building on the existing Native American Studies minor in the Department of Anthropology, which has strong connections with South Bay Area’s Native American communities, including the Muwekma Ohlone tribe (7.5).
- The Office of Graduate and Undergraduate programs is developing online degree maps that will increase the reach and efficiency of communication about ethnic studies courses (7.8)
- Advising support is being increased in alignment with the Four Pillars of Student Success strategic plan and the College of Social Science advising center has five full professional advisors and a faculty director (7.9).
- Outreach Coordinator in each Ethnic Studies area will enhance advising, mentoring, and community engagement opportunities for students (7.9, 7.11, 7.13).
- The faculty in the Ethnic Studies units work closely with existing community engagement programs, resources, and initiatives on campus, such as the Cesar E. Chavez Community Action Center, CommUniverCity, the Mosaic Cross-Cultural Center, and Residence Life’s Faculty in Residence program (which includes a Living-Learning Community for African American Students) (7.10, 7.11, 7.12, 7.13, 7.14, 7.15).
- Departments and programs will collaborate extensively with forthcoming student resource centers for African American students, Latinx/Chicanx students, and DREAM/immigrant students (7.14).
- Increased opportunities for Native American Studies will be explored by building on the existing Native American Studies minor in the Department of Anthropology, which has strong connections with South Bay Area’s Native American communities, including the Muwekma Ohlone tribe (7.15).

Recommendation 8: CSU-ESC Collaboration—Establish a formal relationship with the CSU-wide Ethnic Studies Council in the CSU’s ongoing effort to advance ethnic studies and realize its mission of providing a quality multicultural education

Recommendation 9: Further Study—Conduct system-wide and campus level 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies, its related academic and campus life initiatives and future promises.

Charged by the Provost and lead by the Dean of the College of Social Sciences, the faculty leads in ethnic studies departments and programs proposed the initiatives outlined in this document.

Recommendation 10: Continued Moratorium –Maintain the moratorium on any negative changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.

We have maintained this moratorium during the period of review, discussion, and response to this report.

Appendix A: Full Report of the CSU Task Force on the Advancement of Ethnic Studies

Appendix B: Recommendations of the CSU Task Force

Recommendation 1: Ethnic Studies General Education (GE) Requirement - Make ethnic studies a GE requirement throughout the CSU system.

- 1.1 Reaffirm that a modern high-quality education demands intellectual familiarity with the content of, and critical analysis grounded in, ethnic studies.
- 1.2 Reaffirm that ethnic studies is defined by its primary focus on peoples of color, on race and ethnicity, as distinct from other disciplines that engage these focal areas as one of many subjects of study.
- 1.3 Reaffirm that ethnic studies is further defined by its initial and continuing commitment to creating intellectual and institutional space for generative scholarship on peoples of color, their attentiveness to their voice and systems of knowledge, and for exploring policies and initiatives to support and serve communities of color.
- 1.4 Reaffirm the disciplinary leadership role of ethnic studies faculty, in partnership with colleagues, in the certification of ethnic studies GE courses based on an ethnic studies student learning outcomes rubric.⁴

Recommendation 2: Essential Hiring - Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth.

- 2.1 Hire faculty, staff and support personnel regularly and consistently in order to maintain essential stability, quality, vitality, and continuity and to meet ongoing developmental needs and the cutting-edge demands of the disciplines.
- 2.2 Allocate monies from the Chancellor's office for hiring 50 faculty members in ethnic studies across the system with a matching contribution from Presidents to incentivize and support regular and consistent hiring.
- 2.3 Continue to hire persons of color in other departments and programs, but not as a substitute or zero sum policy for hiring in ethnic studies departments and programs.

Recommendation 3: Curriculum Development - Support curricular development in ways that strengthen ethnic studies departments and programs, increase enrollment and open access to a wider range of students and curricular options.

- 3.1 Expand access to Title V, American institutions and oral communications, throughout the CSU system as it is the case on several campuses now.⁵
- 3.2 Support the establishment of ethnic studies teaching institutes to meet needs of public school teachers who are beginning to teach ethnic studies mandated by an increasing number of boards of education.
- 3.3 Support the establishment of ethnic studies institutes for research, scholarship and creative activities.

3.4 Provide support for faculty in ethnic studies if their advising and mentoring workload is disproportionately heavy due to an inadequate number of ethnic studies faculty and faculty of color.

3.5 Support the disciplinary leadership role of ethnic studies faculty, in partnership with colleagues, in the writing of ethnic studies rubrics for student learning outcomes (SLO) in determining which courses meet those requirements.

Recommendation 4: Advising Support - Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university's valuing ethnic studies as vital to its educational mission.

4.1 Recognize the importance of revising and strengthening of ethnic studies advising as important to recruitment, application and admission.

4.2 Recognize the importance of adequate ethnic studies advising to increasing rates of retention and graduation as well as ensuring timely graduation.

4.3 Revise and strengthen diversity training of advisors and develop teaching technologies, media and materials which include ethnic studies in visible and significant ways and pose them as valid options for GE's, electives, majors and minors on campus and for other colleges and universities as well as in pursuit of careers.

Recommendation 5: Campus Climate - Aid in fostering and creating a climate conducive to reaffirming ethnic studies' central role in diversity and equity initiatives as they relate to people of color.

5.1 Engage in a formal assessment of campus climate concerning this issue and appoint a senior level official to address its findings.

5.2 Use these findings to inform ongoing strategic planning.

5.3 Institute interrelated initiatives to encourage collaboration and joint planning and programs to create and support the context for the appreciation and engagement of ethnicity and ethnic studies as an enriching and valued diversity in the educational process.

Recommendation 6: Community Engagement - Strengthen and expand initiatives on community engagement and partnerships.

6.1 Increase incentives and initiatives for community-based research.

6.2 Encourage and support policy development in the interest of communities served.

6.3 Strengthen relationships and partnerships with local communities and compensate labor-intensive activities of ethnic studies departments and programs in this regard.

6.4 Increase support for community learning and engagement.

6.5 Support the work of ethnic studies departments and programs with local school districts that are integrating ethnic studies into their curricula.

Recommendation 7: Best Practices - Build on and expand best practices of both ethnic studies and the various universities of CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.

Program Building

7.1 Practice hiring and evaluation of ethnic studies faculty by faculty in ethnic studies field within the concerned department or program and within the CSU based on values and skills criteria grounded in the field of ethnic studies, analogous to departmental hiring, tenure and promotion criteria as utilized by other fields on some campus, as allowed within the context of the Collective Bargaining Agreement (CBA).

7.2 Provide adequate and equitable compensation/release time for chairs, directors and faculty to develop and revitalize ethnic studies programs and courses.

7.3 Expand and establish ethnic studies access to teaching Title V and oral communication courses in the CSU system as is practiced already on some CSU campuses.

7.4 Create a specific ethnic studies requirement in GE that is certified based on an ethnic studies rubric developed and certified by faculty in the disciplines of ethnic studies.

7.5 Create ethnic studies majors, minors, and certificate programs at the undergraduate and graduate levels and create ethnic studies post-graduate certificate programs for professionals.

7.6 Move away from the practice of premature course cancellation and low or late allocations for courses which disadvantage ethnic studies and other small programs.

7.7 Double count ethnic studies units with GE and/or other degree programs.

7.8 Promote the use of technology to increase the reach and efficiency of channels of communication.

7.9 Increase advising, support and mentoring to students in ethnic studies.

Community Engagement

7.10 Incentivize development of curriculum centered on the needs of the community, expertise in communities of color, community leadership, and the challenge to develop cultural competencies to serve under-served communities.

7.11 Support community service learning through appropriate work load allocations and in the RTP process.

7.12 Support community-engaged research.

7.13 Hire from presidents' offices community-specific liaisons where strategic objectives demand it.

7.14 Coordinate community events to strengthen ties with communities of color and increase staff support to facilitate and sustain this.

7.15 Recognize within this context the unique and special status Native American communities have with the state and federal governments and to ensure proper representation and effective participation of Native American groups in realizing the university's mission.

Recommendation 8: CSU-ESC Collaboration - Establish a formal relationship with the CSU-wide Ethnic Studies Council in CSU's ongoing effort to advance ethnic studies and realize its mission.

8.1 Establish a relationship which would serve as a clear indication of the value the CSU places on ethnic studies as an integral part of the conception and carrying out of its mission to prepare students for global and multicultural society and world and enrich the learning and lives of students, their communities, the university, society and the world.

8.2 Establish a relationship which would also serve as an important indication of the value the CSU places on ethnic studies scholars' central role in providing best advice on ethnic studies issues in which they are rooted and in which they do their primary work.

8.3 Establish a working relationship which produces and models the cooperative and collaborative practices key to building and sustaining the intellectual and relational context and initiatives for a truly multicultural quality education.

Recommendation 9: Further Study - Conduct system-wide and campus level 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies, its related academic and campus life initiatives and future promises.

9.1 Conduct further studies in order to address in greater detail the needs, challenges and aspirations of ethnic studies and its contributions to the CSU and the CSU's national leadership.

9.2 Conduct a more detailed study to augment and expand this report to continue to identify and articulate the unique contribution of ethnic studies, the contribution of other related academic programs and extra-curricular diversity programs and their optimal inter-relationships.

9.3 Conduct a more detailed ongoing systematic institutional data collection on both ethnic studies and other equity and social justice initiatives to insure that the CSU and its campuses regularly and accurately assess progress, and engage in informed and continued innovation and leadership in the advancement of ethnic studies and other equity initiatives.

Recommendation 10: Continued Moratorium - In order to encourage and create the climate for continued growth and advancement of ethnic studies in the CSU, maintain the moratorium on any adverse changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.

10.1 Maintain the moratorium to foster the optimal climate conducive to free, frank and full discussion without apprehension concerning possible negative changes.

10.2 Maintain the moratorium to avoid rendering the report and its recommendation irrelevant by actions contrary to the spirit and intention of the report on the advancement of ethnic studies.

10.3 Maintain the moratorium so that the report and recommendations can be assessed and acted on based on their own merit without changes in ethnic studies departments and programs, which might

prejudice or prevent decisions and proposals directed toward the advancement of ethnic studies, which is the central purpose of the report.