

Minutes

of the Academic Senate Meeting
October 28, 2020

- PRESENT: Aragon, Barding, Chase, Chaturvedi, Chen, Coburn, Davidov-Pardo, Fallah Fini, Flores, Gonzalez, Hargis, Huerta, Huh, Kumar, Kwok, Lee, Lloyd, Milburn, Myers, Nelson, Ortenberg, Osborn, Pacleb, Puthoff, Quinn, Shen, Singh, Small, Snyder, Soper, Speak, Urey, Van, Van Buer, Von Glahn, Wachs, Welke
- PROXIES: Senator Small for Senator Musgrave
- ABSENT: Anderson
- GUESTS: L. Alex, S. Alva, A. Baski, L. Bricker, B. Brown, I. Bustamante, N. Butts, W. Choi, K. Conway-Gomez, M. Danico, Brianne Dávila, S. Eskandari, K. Forward, C. Garcia-Des Lauriers, S. Garver, H. Gilli-Elwey, B. Givens, T. Gomez, M. Guerrero, P. Hawthorne, N. Horowitz, G. Hunter, K. Kinkopf, S. Krainin, I. Levine, L. Lin Ong, M. Koo, L. Massa, A. Narayan, K. Ozment, J. Portillo, K. Prins, J. Riveire, T. Roby, M. Sancho-Madriz, G. Tejadilla, J. Wagoner, A. Yazdani, W. Yu

Chair Nelson welcomed everyone to the meeting and stated that the chat feature for Zoom has been enabled and that the Executive Committee approved the following [guidelines](#) for use of the chat feature during Academic Senate meetings:

- A. The Senate Chair and Vice Chair and Senate Office Staff may use the chat feature to share relevant information.
- B. The Chat function may be used to address "Everyone" only with explicit prior permission, granted by the Chair orally after the requestor has been recognized to speak.
- C. Speakers who have been recognized by the Chair should indicate that they would like to use the chat box to share information.
- D. A one-to-one chat may be used, judiciously, only when the expectation exists that the message will be welcomed by the recipient [one-to-one chat is recorded and provided to the participants in the chat]
- E. In chat, as with all Senate business, demonstrate respect for every person, in language and message. [Chat to everyone is recorded by the host]

Chair Nelson stated that this special meeting of the Academic Senate was called to consider the challenges of implementing curricular changes that will satisfy the new state law involving an ethnic studies requirement. Dr. Massa, Associate Vice President of Academic Programs, and Dr. Eskandari, Associate Provost, presented information on the requirements, constraints, and impacts of this new law.

Dr. Laura Massa went over a [PowerPoint presentation](#) on the requirements of the new law which resulted in GE-001-201, GE Area F: Ethnic Studies. The PowerPoint presentation is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2020-21/10.28.20/special-academic-senate-meeting-10-28-20_revised.pdf. The resulting referral requests that a new GE Area F be created to accommodate the new ethnic studies requirement for a single, 3-unit lower division course. Also, GE Area D3, Social Science, and the American Cultural Perspectives graduation requirement will be removed. This request is a result of [AB 1460](#) signed into law by Governor Newsom on August 17, 2020. AB 1460 then

became Education Code Section 89032. This law requires that all CSU undergraduate students complete a 3-unit course in Ethnic Studies for their degree. Ethnic studies courses examine the persecutions, contributions, and power dynamics affecting four (4) ethnic and racial groups:

- Native Americans
- African Americans
- Asian Americans
- Latina and Latino Americans

Education Code Section 89032 requires that beginning in the 2021-2022 academic year all CSUs must offer courses in ethnic studies. Cal Poly Pomona currently meets this requirement. AVP Massa explained that the law specifies that core competencies need to be established for this requirement. The law states “*the California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course*” Dr. Massa commented that this process is on-going and is not yet complete. The core competencies are needed to begin developing courses for GE Area F. The law also specifies that this requirement applies to students graduating in the 2024-2025 academic year. Graduation requirements are not defined by the year that students graduate, but rather by the year they enter. Students have rights to the catalog at the time they enter the system and therefore students who graduate in 2024-2025 have catalog rights in fall 2021. Dr. Massa emphasized that the catalog for fall 2021 is being established currently.

Another stipulation of the law is that even though it is requiring an additional 3-unit course, campuses shall not increase the number of units required to complete a Bachelor’s degree. Thus three (3) units must be removed from the current curriculum. The Education Code does not specify General Education, but the Chancellor’s Office has determined that General Education is a logical place to make this adjustment to the curriculum. Dr. Massa commented that incorporating the ethnic studies requirement into GE aligns with the first recommendation of the [Report of the California State University Task Force on the Advancement of Ethnic Studies](#).

In addition to the Education Code, there is Title 5, which is administrative law governing work in the CSU. In July 2020, the Board of Trustees (BOT) made changes to the section on GE Breadth in Title 5. The following changes were made:

- Removed three (3) units from the fourth area, CPP area D, dealing with human social, political, and economic institutions, and behavior, and their historical background
- Created a 3-unit sixth area designed to ethnic studies and social justice
 - This is specified as a lower-division requirement

Dr. Massa stated that the Board of Trustees will be making one (1) more change at their November meeting and remove “and social justice” from the newly defined sixth area of GE. The submitted referral has already accounted for this change.

Title 5 changes get translated into policy by the Chancellor’s Office. The changes mentioned above will be incorporated into the policy titled, “*CSU General Education Breadth Requirements*,” which used to be called Executive Order 1100 – Revised. The changes to this policy state that three (3) units need to be removed from GE Area D and that campuses need to establish a GE Area F, Ethnic Studies. The policy also specifies the courses taught in GE Area F must be taught in Ethnic Studies departments or cross-listed with an Ethnic Studies department. Dr. Massa stated that this will require work because there are no clear guidelines on our campus for cross-listing courses or for how the campus is to create these ethnic studies courses. Once the *CSU General Education Breadth Requirements Policy* is complete it will specify the core competencies for GE Area F. These core competencies have not been defined to date but are supposed to be available sometime in November 2020.

AVP Massa commented that all the changes described above are addressed in GE-001-201, GE Area F: Ethnic Studies. The referral requests the following items:

- Creation of GE Area F: Ethnic Studies
- Removal of Area D3: Social Science
 - Areas D1 and D2 fulfill the Title 5 requirement: United States History, Constitution, and American Ideals
- Removal of American Cultural Perspectives graduation requirement
 - Significant overlap with GE Area F

Question: Why does GE Area D3 have to be removed rather than double-counted? Why is it not possible for the Cal Poly Pomona requirements to be changed to take an area F course which can be satisfied by taking a cross-listed course? Ethnic Studies has a strong overlap with both Social Sciences and Humanities so it should be possible to double-count area F in other GE areas. This approach would preserve area D3 and minimize the impact on departments that teach area D3 courses.

Dr. Massa responded that is an excellent question and it has come up a lot. She stated that because the policy on *CSU General Education Breadth Requirements* dictates the removal of three (3) units from GE Area D and the creation of GE Area F, this is the law and therefore it is not something that can be changed at the campus level. She went on to say that you cannot double-count within a single curriculum. You can double-count with different curricula, for example major and GE, but not within GE. AVP Massa stated that she had a conversation with the Chancellor's Office to ask about the double-counting restrictions and it was confirmed that you cannot double-count within one curriculum.

Question: Does it have to be a lower division course? There has been some talk that this requirement could be satisfied by an upper-division course. There have been inconsistent messages regarding this issue.

Title 5 specifies that this is a lower division requirement. Dr. Massa stated that her understanding of the requirement is that as long as the course is offered as a lower-division course, understanding that transfer students will have this requirement satisfied by a lower-division course, the campus can offer upper-division courses that meet GE Area F. There is nothing to prevent the university from offering an upper-division course that meets a lower-division requirement if the lower-division course is also offered.

Question: Does the law explicitly state that GE Area D3 must be eliminated?

The state law does not specifically refer to GE Area D3 because each campus implements the requirement differently. The state law refers to nine (9) lower-division units in Area D and that is being reduced to six (6) units, meaning that Cal Poly Pomona has to cut one (1) 3-unit course from Area D. AVP Massa explained that the problem is that the courses in GE Areas D1 and D2 fulfill different legal requirements, therefore it made the most sense to remove GE Area D3.

Question: If the changes were made to Title 5 before AB 1460 was signed into law, and Title 5 is being changed at the November Board of Trustees Meeting, why can't Title 5 be changed again at the November meeting?

AVP Massa responded that the Board of Trustees (BOT) does not make changes in one (1) meeting just as the Academic Senate has first and second readings of any proposed changes. During the September Board of Trustees Meeting, it was proposed that the words "and social justice" be removed from the title of the requirement. If the Board of Trustees wanted to make additional changes to the Title 5 GE Requirements, that would have to be on multiple meeting agendas. This means that the soonest new GE changes would be implemented is early in 2021 which would be too late for the next catalog year.

Question: If it is Title 5 document that dictates how the Education Code is implemented, and Title 5 was adopted before AB 1460 was signed into law, is there a chance that it will be revised again? If so, should permanent changes be made to the CPP curriculum based on these “temporary” documents?

Dr. Massa stated that she does not fully understand why the BOT made the changes to the GE Section of Title 5 prior to AB 1460 being signed into law, other than the BOT knew the change to add ethnic studies as a graduation requirement was inevitable.

Chair Nelson reminded the body that the use of the chat feature to everyone requires the Chair’s permission so that the speakers’ list is not circumvented.

Question: Clarification was requested about AB 1460 requiring the elimination of a GE category and the creation of a new category of GE.

AVP Massa reiterated that the BOT made changes to the section on GE Breadth in Title 5 to remove three (3) units from the fourth area of GE, which CPP has defined as GE Area D, dealing with human social, political, and economic institutions, and behavior, and their historical background, and created a sixth area of GE requiring three (3) units of lower-division ethnic studies. Title 5, along with the Education Code, is state law. AB 1460, which became Education Code Section 89032, is more open than Title 5 in that it requires a 3-unit ethnic studies course for all undergraduates to obtain a degree from the CSU. It also stated that there be no increase in the number of units to graduate which means a course needs to be removed. The BOT made the decision to require removing the units from GE breadth.

Comment/Question: The issue of double-counting was raised again. The removal of GE Area D3 is the fundamental issue and the reason this subject is so contentious is because it requires the elimination of an entire category of GE that will affect many departments, but disproportionately affect a few. According to this senator, there is nothing in EO 1100 that prevents GE double-counting in areas other than GE Area B. Secondly, there are several CSUs that do creative things with GE curricula, and the fundamental question before us is that the university could do something with double-counting, which would go against one interpretation of some set of rules, but it would not violate AB 1460 because it would still require students to take an ethnic studies course to graduate and it would not increase the units required to degree. The only thing double-counting would do is satisfy the law while perhaps annoying some individuals in the Chancellor’s Office but it would also save the interest of at least two social science departments that are bearing most of the brunt and at least one college that heavily relies on those social science departments. Therefore the university has a choice and can either be as scrupulous as possible adhering to the most stringent and ill-considered interpretation by the Chancellor’s Office, or double-count GE Area D3 which satisfies the law signed into effect by the Governor and saves a couple of departments. What is preventing Cal Poly Pomona from double-counting GE Area D3?

AVP Massa responded that you cannot double-count within the GE curriculum. She has not found any statement in the law that says you can double-count within GE but EO 1100R only allows double-counting within the major and GE. Dr. Massa stated that if the desire is not to cut from GE Area D, this needs to be brought up to the Board of Trustees because it is their law that is stating the number of units in Area D needs to be reduced and requires the creation of Area F. This is not something that the campus can choose. As previously stated, the BOT changed the GE Section of Title 5 to reduce the number of units in the fourth area of GE and create a sixth area of GE, This was then incorporated into policy by the Chancellor’s Office which stated GE Area D needs to be reduced by 3 units, from 9 units to 6 units, and GE Area F needs to be created. Since the courses in GE Areas D1 and D2 fulfill different legal requirements, it made the most sense to remove GE Area D3.

Senator Speak stated that there has been a lot of talk around AB 1460 about what is the law and what is not and he reminded the body that Title 5 is administrative law, just like the AB 1460 statute is the law. He added that it is probably not helpful to talk about what is law if by that you want to exclude things that are not

authoritative statements. The legislature spoke with AB 1460, the trustees spoke with the changes to Title 5, and the Chancellor's Office speaks authoritatively with its policies, formally Executive Orders, to the campuses. So when the Chancellor's Office speaks authoritatively in terms of policies it is fruitless to try and do anything other than follow the policies of the Chancellor's Office.

Senator Speak commented that he and Senator Urey, as ASCSU Senators, have been privileged to be included in the highest level conversations regarding AB 1460; conversations with the Executive Vice Chancellor Blanchard, Associate Vice Chancellor (AVC) Wrynn, representatives of the CSU Ethnic Studies Council, and the ASCSU Executive Committee with members of the Academic Affairs Committee on which Senator Urey serves. Senator Speak added that he believes that there is a small likelihood that there is some flexibility in differences between Title 5 and the Chancellor's Office policy. It is Senator Speak's opinion that AVC Wrynn's argument for making this a GE requirement was not particularly strong, as opposed to making it a graduation requirement. A graduation requirement would allow it to be satisfied in a variety of ways on different campuses and it would still meet the AB 1460 statute. He added that it is not wrong to continue with these types of conversations, but if the current environment does not change, it will be precisely what AVP Massa has been explaining.

Question: Understanding that AB 1460 is the law, and Title 5 is the law, are they treated as the same standard, or does one supersede the other? Is Title 5 the interpretation of the law by the Board of Trustees?

AVP Massa responded that they are both laws and both need to be followed. Title 5 just further clarifies how AB 1460 is to be implemented.

Senator Urey added that AB 1460 is a law made by the legislature and Title 5 is how the CSU complies with that law. There are on-going conversations between the statewide senate, the CSU, and the CSU Ethnic Studies Council, who are the parties who are specifically identified to collaborate in AB 1460. The CSU Ethnic Studies Council has some reservations about the creation of GE Area F and the elimination of 3 units in Area D. Senator Urey believes there is some room for changing some aspects of the implementation structure of AB 1460. She hopes that during the ASCSU meetings next week there will be some alternate proposals discussed.

Senator Huerta thanked Senator Urey for her input and commented that the CSU Ethnic Studies Council does not agree with the elimination of GE Area D3. Senator Huerta made additional statements but unfortunately, his audio cut out, and they were not recorded for the minutes. Senator Huerta suggested that a resolution may be needed to pressure the trustees and the Chancellor's Office to make the ethnic studies requirement a graduation requirement and not a change to GE or to allow double-counting.

Professor Brown, Department Chair for Economics, stated that the Economics Department will be hit hard by the removal of GE Area D3. He went on to say that what is at stake is much more than one department, all of the students, most of them first-generation and underrepresented, will not have the opportunity to get the education to help them succeed after graduation. Chair Brown commented that he has contacted other university Department Chairs and they have not been given a deadline for their curricular changes.

Question: Do we have information on the curriculum deadlines from other CSUs? Is there a more flexible way to meet the requirement for those graduating in 2024-2025?

Dr. Massa replied that every CSU campus has different catalog dates, but every campus has to make this change to GE in a short timeframe. She reminded the body that students have catalog rights to the curriculum of the year they enter the university and that is why these changes need to be done quickly. The Title 5 law on GE is not expected to change except for the name change of removing "and Social Justice." If there happens to be additional changes made to Title 5 during the November meeting, then the referral, GE-001-201, will be withdrawn. GE-001-201, Ethnic Studies: GE Area F, is scheduled for a second reading on December 2, 2020.

Provost Alva commented that it is very easy to criticize the Chancellor's Office on this issue, but it was the ASCSU's recommendation that is in Title 5 today and was approved by the Board of Trustees. These Title 5 changes were voted on before the signing of AB 1460 by Governor Newsom. The university does have to adhere to the laws. In addition, the CSU Ethnic Studies Council is on record in their *Advancement of Ethnic Studies Report* that there should be a GE requirement in ethnic studies. The Provost stated that it would be problematic if the campus uses the term "double-counting" for this requirement, but instead, the campus could say "there shall be a GE requirement that meets the ethnic studies requirement." Then there is no need to create GE Area F or delete GE Area D3. This would allow the campuses to define the ways for students to get three units of GE that fulfill the intent of the state law. The Provost mentioned that part of the reason this is so challenging is because there is a strained relationship between the Ethnic Studies Council, the ASCSU, and the CSU leadership. She added that Cal Poly Pomona is waiting for those bodies to tell us what to do. The Provost believes there is an opportunity to speak through the statewide Academic Senate representatives to advance this proposal on behalf of CPP and have it be part of the general conversation because the campus needs to ultimately adopt what is decided upon.

Senator Wachs commented that imposing the ethnic studies requirement in this way will have a deleterious impact on students' time to graduation. By eliminating D3, any major that double-counts a D3 course with a major course will have a problem with this implementation. Sociology has unrestricted electives, but many majors do not, so as a result there is a unit cap burden to those programs unless a more flexible solution with double-counting is implemented. She stated that there are still ways to fulfill Title 5 requirements and gave the example that Cal Poly San Luis Obispo offers one class that fulfills the D1 and D2 requirements. Depending on the major there might be a multiplicity of ways to fulfill this requirement that are more flexible and will not negatively impact time to graduation for students in majors that double-count GE Area D3.

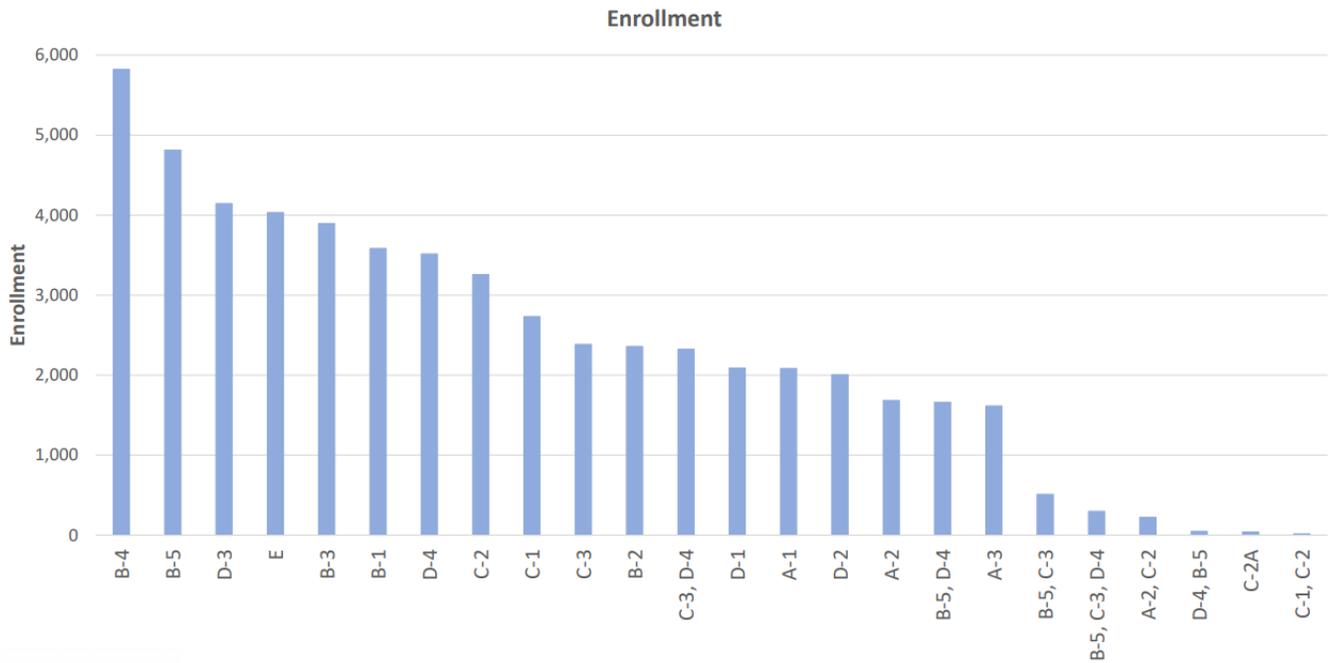
Question: Do catalog rights apply to students who take more than four (4) years to graduate? For example, if there is a student already in the system who graduates in 2024-2025, will this change impact them?

AVP Massa answered that students in the system currently who take longer to graduate will not be impacted by this law. Students who are already attending CPP have catalog rights at their time of entry.

Associate Provost Eskandari went over a [PowerPoint presentation on Fall 2020 GE Classes](https://www.cpp.edu/~senate/documents/packets/2020-21/10.28.20/fall_2020_ge_2020-10-28.pdf), with a focus on GE Area D3. The presentation is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2020-21/10.28.20/fall_2020_ge_2020-10-28.pdf. Dr. Eskandari brought forth information that is relevant to the conversation and covers GE with a focus on GE Area D3. The presentation put numbers to the impact of removing GE Area D3 if the proposal goes forth as it is stated now. AP Eskandari explained that he is speaking in terms of enrollment which translates to seats in a given class in each GE area. This means that it is perfectly feasible that one student can contribute to the enrollment in multiple GE areas by taking classes in different GE areas.

Dr. Eskandari presented the following slide which detailed the enrollment per GE area for fall 2020:

GE Enrollment – By GE Area



Dr. Eskandari stated the total enrollment represented in this slide is 55,000 seats filled in the GE program.

The GE enrollment by college is shown below. AP Eskandari explained if you are interested in FTES instead of enrollment since a typical GE class is three (3) units you multiply the enrollment by 3 and then divide by 15 to come up with FTES.

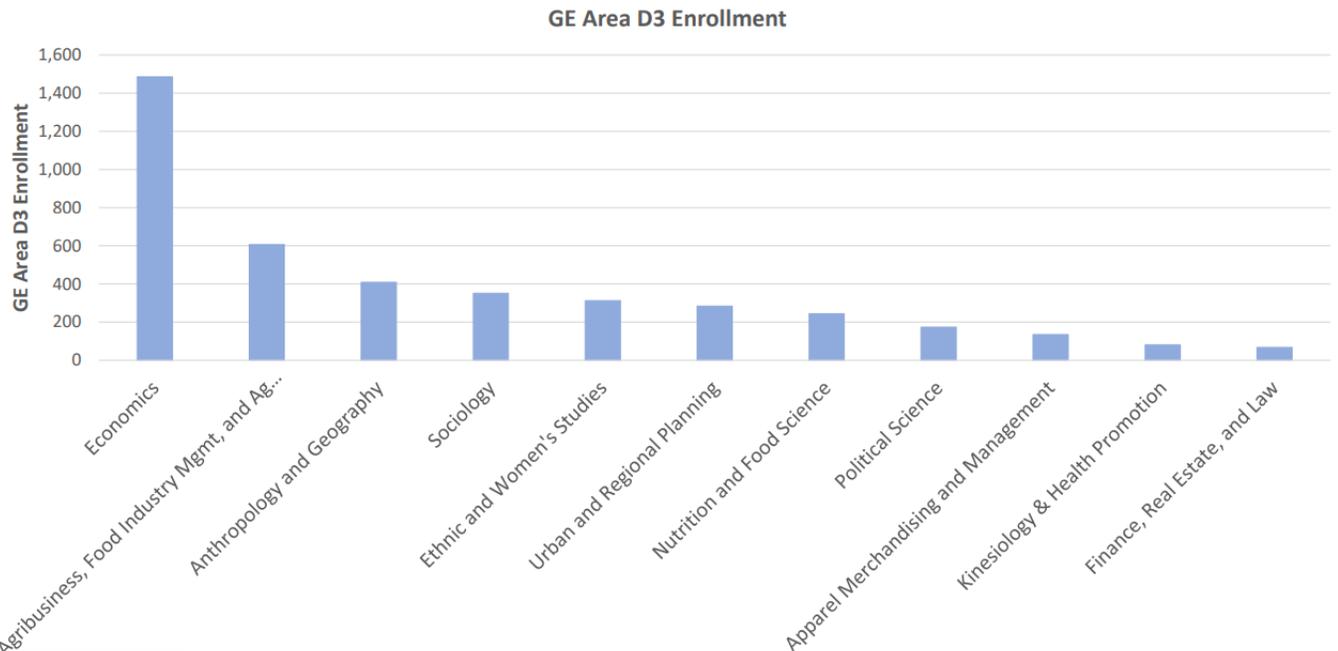
College	Enrollment
Letters, Arts, and Social Sciences	24,068
Science	18,434
Agriculture	3,625
Engineering	3,169
Education and Integrative Studies	2,552
Environmental Design	1,637
Business Administration	1,401
Hospitality Management	192
University Programs	35
Grand Total	55,113

Since the focus is on GE Area D3, the following shows GE Area D3 enrollment by college:

GE Area D3	Enrollment
Letters, Arts, and Social Sciences	2,417
Agriculture	985
Education and Integrative Studies	312
Environmental Design	283
Science	80
Business Administration	67
Grand Total	4,144

The next slide presented showed the GE Area D3 enrollment at the department level. The department of economics plays a large role in area D3 but is not the only department impacted by the removal of GE Area D3. The data shows that the Economics Department offers the majority of the area D3 courses.

GE Area D3 Enrollment – By Department



Dr. Eskandari presented GE Area D3 enrollment data by course, noting all of the sections of the particular course are counted towards enrollment, and it showed that EC 2201 is the course with the most enrollment for area D3. He then broke that EC 2201 enrollment data down by majors (or academic plan). Dr. Eskandari presented the same type of data for the next two (2) courses with the most area D3 enrollment, EC 2202 and AG 1010 (see [presentation](#) for details).

Question: The enrollment per college shows only 67 for Business Administration, but the enrollment for EC

2201 by Business Administration Majors is over 300. Please explain the difference in those numbers.

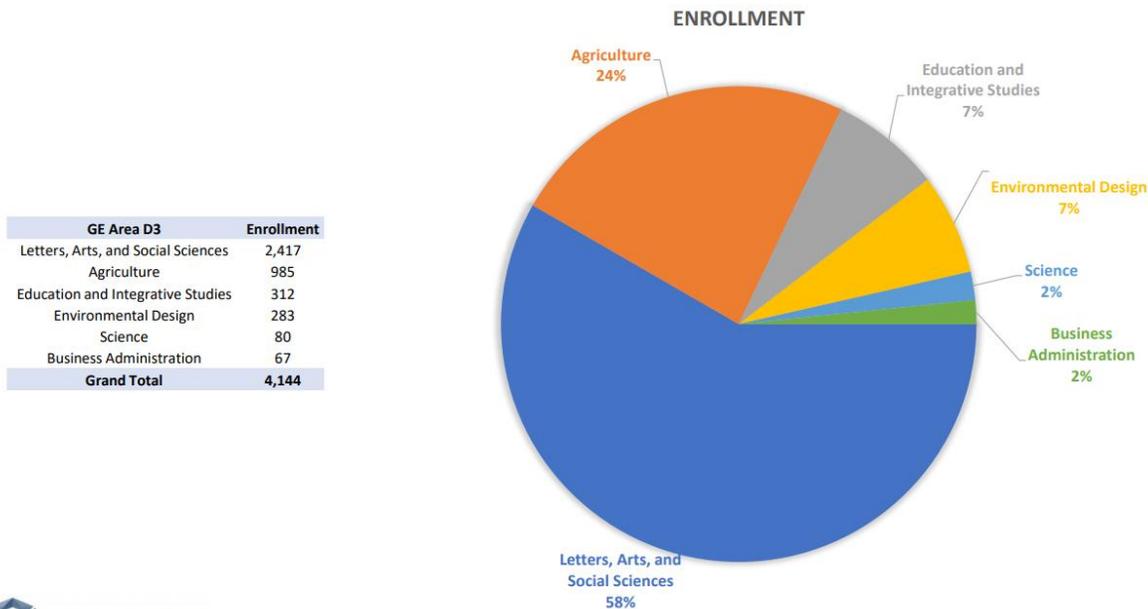
Dr. Eskandari explained that the enrollment per college number shows that the College of Business Administration offered a D3 course/s that had a total enrollment of 67. The other number represents Business Administration students that were enrolled in EC 2201.

Dr. Eskandari clarified that the 2% shown in the pie chart is NOT the number of students from the College of Business Administration taking D3 courses but represents the number of all students taking D3 courses offered by the College of Business Administration.

Question: The majority of the students who take EC 2201 and EC 2202 are Business Administration and Mechanical Engineering majors. Is this because these students gravitate towards these courses, or is it because there is some double-counting advantage to take those courses?

Associate Provost Eskandari stated that he can only speak to the Business Administration majors because this is a major course that can be counted as a GE course. He commented that he was surprised that Mechanical Engineering was the second-highest category that took EC 2201 and EC 2202. AVP Massa added that engineering has accreditation requirements for economics courses so that is probably why so many engineering students take these courses.

GE Area D3 Enrollment – By College



Question: Economics has been identified as a Social Science, but if GE Area D3 is eliminated then Economics becomes a service course for business students. Is that the intent and have the implications of this change been discussed?

AVP Massa responded that Economics is an accreditation requirement for the College of Business Administration so these courses will continue to be offered as major courses.

Question: There are currently GE courses that are double-counted in two different GE areas. Is there

double-counting for GE Area F courses?

Chair Nelson responded that there are courses cross-listed in two different GE areas, but it is the responsibility of the student to choose one or the other GE area to be satisfied by the course; the one course does not satisfy two GE areas.

1. Academic Senate Committee Reports
 - a. [GE-001-201, GE Area F: Ethnic Studies – FIRST READING](#)

The first reading report for GE-001-201, GE Area F: Ethnic Studies, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge001201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-001-201, GE Area F: Ethnic Studies.

RECOMMENDATION:

Removal of core competencies included in AS-3438-20/AA, Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032C (Attachment 4 in the referral) because these have yet to be determined.

The GE Committee unanimously abstained from voting on GE-001-201 because it was clear to us that an up or down vote would not make a difference in the trajectory of the referral. But we also know that it needed to get before the Senate for a larger campus discussion, a discussion that did not occur before we received this referral. We understand that the Chancellor's Office recommendations are required so that the campus has a compliant curriculum in the 2021-22 catalog, and we are therefore providing those recommendations to the Senate.

DISCUSSION:

Senator Quinn commented that many of the items discussed earlier in the meeting are included in the committee report. He added that the GE Committee had a very short amount of time to consider this referral with the goal to get the report to the Academic Senate to have this type of discussion about the implications of the changes. Senator Quinn stated that there was great support for the Ethnic Studies requirement, but there was also a considerable amount of consternation about the removal of GE Area D3. The GE Committee wanted to honor the Executive Committee's request to bring this report to the Senate floor in an expeditious manner and looks forward to the consultative process with the hopes that alternative agreements might be made. Senator Quinn mentioned that with little to no faculty consultation, the Board of Trustees passed changes to Title 5 reducing Area D and creating Area F. The GE Social Sciences requirement (Area D) takes many forms at Cal Poly Pomona and has provided students with a valuable breadth of knowledge that has served them to take on the diverse challenges of our world. The GE Committee is concerned that they are being forced to make a tradeoff between one extremely important GE requirement and another without any consideration for the effect this will have on the education of our students or consultation with the faculty who teach these subjects. This is the epitome of administrative overreach.

The GE Committee felt that they were required to “rubber stamp” the implementation because it is considered law, but instead, the GE Committee supports having a collaborative conversation about ways to execute the law that does not erase the importance of the social sciences. The GE Committee has concerns about the lack of shared governance on this important issue and the extremely short timeline for implementation. The committee would like to bring forth alternate solutions, some of which have been talked about in today’s discussion. The committee report also includes the letter sent from the CSUCES to the Chancellor’s Office dated October 12, 2020, regarding consultation and compliance with the law. The following excerpt from the letter encapsulates many of the sentiments of the GE Committee.

“Regarding the draft CO executive order, the CSUCES Steering Committee has reviewed the draft, discussed it in the meeting of our AB1460 Implementation Working Group (IWG) with a membership of over 70, and received feedback from our broader membership and non-Ethnic Studies colleagues, as well as compared it to various campus senate resolutions, which the CSUCES has received. Here are our observations to date:

1. **In your cover letter, you continue to use only the concept “consultation” to describe the working relationship among the CO, CSUCES and ASCSU. We reaffirm that the formal definition of our exchange, according to the letter and spirit of AB1460, is captured by the word *collaboration*. We acknowledge that we will discuss the meaning and means of our collaboration on Wednesday.**
2. **We appreciate the CO’s language reinforcing and reaffirming that the Ethnic Studies requirement will be fulfilled by Ethnic Studies courses created and offered by Ethnic Studies faculty.**
3. **We reaffirm that the proposal to insert the Ethnic Studies requirement into a newly proposed area F in GE:**
 - a. **is not in the law;**
 - b. **is added with no compelling rationale and complicates a simpler and more effective implementation as a free-standing graduation requirement;**
 - c. **proposes limiting the requirement to lower division, which we oppose and propose in its stead the option for campuses to choose either lower or upper division, or both;**
 - d. **is used to justify limiting units in area D, which we also oppose, particularly because of the harm it will do to allied disciplines and the quality of undergraduate education;**
 - e. **encumbers the requirement into one of the curriculum’s most complex policies, GE, requiring unnecessary workload on an already over-burdened faculty;**
 - f. **and, because of the complexities of GE, unnecessarily opens the Ethnic Studies requirement to possible unknown, unanticipated or unintended consequences or interventions.**

Therefore, we reaffirm our support for a free-standing graduation requirement as supported by a number of campus senates, allowing campuses to maximize its positive impact and coordination with their local curricula, and respecting reasonable campus autonomy, authority, and responsiveness to student need.”

Gregory Hunter, Professor of Economics, inquired if there was any flexibility regarding the length of time for implementation. He brought up the example of a proposal for an upper-division D4 course which would normally have a lower division D3 prerequisite to have a meaningful synthesis experience, but ironically since D3 is being eliminated, the most practical thing for that department

to do is to eliminate the lower division prerequisite, before taking the upper-division synthesis course. Dr. Hunter went on to say by eliminating D3 there is an impact on area D4 and the student experience. He hopes that before course proposals are finalized those types of impacts are taken into consideration. Are there ways to rearrange GE to be more consistent with other CSU campuses without impacting the experience of the students, or even in a way that preserves the elements in area D3 and still have a meaningful lower-division Social Science experience? In his opinion, the referral is rushed and the campus has not had the opportunity to consider what are the best ways to adapt and preserve the best experiences for the students.

Chair Nelson responded that the ethnic studies requirement has to be included in the 2021-2022 catalog, but there is nothing that stops these conversations from taking place through the next semester and offering a different solution in a following catalog year. That might also happen with changes in Title 5 through the Chancellor's Office. She does not expect that this discussion will be over this semester.

Senator Wachs thanked Dr. Hunter for his comments and stated that the elimination of the Social Sciences eliminates a very important viewpoint from the curriculum that is unique and which is just as important as adding ethnic studies to the curriculum. The Social Sciences brings a very important viewpoint and methodology and a host of skills and abilities that is important to expose students to.

Senator Small stated that he agrees with the addition of ethnic studies courses, but the elimination of Area D3 is a loss for CPP students; it is a loss to the intellectual opportunities for students and a loss of a perspective that is needed at this moment. There needs to be an understanding of diversity, justice, and injustice, but there is also a need for other Social Sciences.

Senator Speak commented that the conversation regarding this issue needs to be realistic, meaning that we need to understand the constraints that we are operating within, and that the landscape has largely been defined. However, there is a very effervescent conversation in the whole CSU system regarding the implementation of the ethnic studies requirement. Campuses should have the greatest amount of freedom deciding how they are going to implement the requirement without compromising other GE Areas. Senator Speak stated that in his opinion the number of concerns being raised means perhaps there is the possibility of an alternative implementation. He does think it is important to have these types of conversations but understanding the campus needs to operate in accordance with the direction given by the Chancellor's Office, which is operating under the direction of the legislature.

Vice Chair Pacleb voiced her concerns about the timeline for the implementation of AB 1460 and the apparent weakening of GE by the directed implementation. The elimination of Area D3 does not compliment the creation of an ethnic studies requirement. The ongoing discussions and the resolution in opposition to the implementation are important to let the legislature and Chancellor's Office know that we are not in agreement with their directive. She asked how is it possible to move forward with so many unanswered questions.

Chair Nelson mentioned that the second reading of GE-001-201, GE Area F: Ethnic Studies, will not be scheduled until the December 2, 2021 Academic Senate Meeting to ensure that there is the greatest possible time to consider any changes from the Chancellor's Office.