

California State University, East Bay

**Five-Year Program Review for
Ethnic Studies**

2011-12

Self Study and 5-Year Plan approved by faculty on: April 25, 2012

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**DEPARTMENT OF ETHNIC STUDIES
MISSION STATEMENT**

The mission of the Department of Ethnic Studies is to provide an academically rigorous program that substantively contributes to the University's public commitment to provide a *multicultural learning experience*. Our comparative and interdisciplinary program covers five core areas: African American Studies; American Indian Studies; Asian American Studies; Latino/a and Latin American Studies; and Gender/Sexualities in Communities of Color. In our courses, we teach students to analyze social relations of race, class, gender, and sexuality; develop nuanced understandings of social justice; and act as *socially responsible* global citizens.

**UNIVERSITY MISSION
STATEMENT**

The University's mission is to provide an *academically rich, multicultural learning experience* that prepares all its students to realize their goals, pursue *meaningful lifework*, and to be *socially responsible* contributors to their communities, locally and globally.

**DEPARTMENT OF ETHNIC STUDIES
VALUES STATEMENT**

The department of Ethnic Studies has the following guiding principles for *multicultural competence*: commitment to social and environmental justice; *service to and engagement with the civic, cultural, and economic lives of diverse communities*; critical, interdisciplinary, and intersectional thinking about the categories of race, gender, class, and sexuality. We value creativity, compassion, and *student-centered* pedagogies. We are committed to recruiting and retaining a faculty that mirrors the rich diversity of the East Bay region.

UNIVERSITY VALUES STATEMENT

The University values learning in an academic environment that is inclusive and *student-centered*. We value *engagement in the civic, cultural and economic life of the communities we serve*—locally, regionally, and globally. We value critical and creative thinking, effective communication, ethical decision-making, and *multi-cultural competence*. We value the open exchange of ideas and viewpoints.

1. Summary

In the Department of Ethnic Studies, we provide our students with opportunities to explore a range of innovative, interdisciplinary, and rigorous academic options. We are committed to a comparative and intersectional approach to the study of people of color in the US. In our field, “intersectional” refers to interrelationship between the categories of race, class, gender, and sexuality. We are in the process of expanding our offerings to include coursework on transnational issues.

Ethnic Studies offers students a range of attractive possibilities. For our majors, we offer options in African American Studies, American Indian Studies, Asian American Studies, Latino/a Studies, and Gender and Sexualities Studies in Communities of Color. We also offer six (6) minors in the following areas: Ethnic Studies, African American Studies, American Indian Studies, Asian American Studies, Latino/a Studies, and Genders and Sexualities in Communities of Color.

The Department of Ethnic Studies has undergone substantial growth since its inception in 1983-84. The African American Studies Department, the La Raza and American Indian Studies Programs, and the newly developed Asian American Studies Option, merged into a Department of Ethnic Studies. The department was small and in 1986, only six (6) students were listed as Ethnic Studies majors.

The following graph shows the growth pattern for Ethnic Studies majors in the previous ten-year period:

Number of Ethnic Studies Majors (P.I.R. data/Fall Quarter)

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
19	21	20	16	16	34	37	45	48	34

Faculty

The structure of the major, as well as the composition of the faculty, mirrors our interdisciplinary and comparative emphasis. Ethnic Studies currently has one FERP faculty, Dr. Barbara Paige (PhD, University of California, Berkeley, Folklore): her areas of specialization are African American Studies and folklore. The full time faculty are: Dr. Nicholas Baham (PhD, University of Indiana, Bloomington, Anthropology): areas of specialization are African American music and religion, and gender and sexuality studies; Dr. Luz Calvo (PhD, University of California, Santa Cruz, Cultural Studies): areas of specialization are Chicano/a culture and literature, and gender and sexuality studies; Dr. Colleen Fong (PhD., University of Oregon, Sociology): areas of specialization are Asian American Studies, and women and gender studies; Dr. Carlos Salomon (PhD, University of New Mexico, History): areas of specialization are American history, California history, and Latin American Studies; Dr. Enrique Salmón (PhD, Arizona State U, Anthropology): areas of specialization are American Indian ethnobotany, foodways, and resiliency theory; and Dr. Jaideep Singh (PhD,

Ethnic Studies, University of California, Berkeley): areas of specialization are Sikh American studies, civil rights, and the post-911 racialization.

Preparing Our Students for a Changing World

Ethnic Studies courses integrate social science and literary theory, as well as anthropological and sociological concepts within a historical and humanistic framework. Comparative in theory and approach, Ethnic Studies provides students with the academic skills they need to function in a range of careers, including teaching, social and public service, healthcare, and law. Because our students are likely to change jobs and careers several times throughout their adult lives, our goal is to provide students with a quality liberal arts education that develops their ability to read, write, think critically, solve problems, and work collaboratively. We seek to provide our students with a deeply textured and nuanced understanding of the history, culture, politics, and social reality of communities of color in the US, with a particular focus on issues of social and environmental justice. We want our students to be prepared for meaningful lifework, to feel capable and empowered to participate in the civil life of their communities, and to be confident advocates for social justice both locally and globally.

Achievements

We have substantially increased the number of majors from the previous five-year review. We have made two tenure-track hires. We have substantially revised and updated the curriculum so that we are current in the field. We have gained approval for an online major that will launch in Fall 2012. We have been active in the McNair Scholars program since its inception in 2008, mentoring an astounding eleven (11) McNair Scholars in the past four years. Our faculty members are active scholars: collectively, we have produced two books and several peer-reviewed journal articles in the previous five years. Our faculty members are active in the campus life, providing leadership in the areas of faculty self-governance and faculty labor associations. Our students are also leaders, having become active student government and in activism around budget cuts to higher education.

Challenges

Even with these achievements, we consider ourselves to be in a building stage. The Great Recession and concomitant state budget crisis has affected us. In the previous five years, we have been in a defensive mode.

We have a strong faculty with tenure track lines that cover all five of our options. However, we are about to lose a key member of our faculty with Dr. Paige currently in her third year of the FERP program. We recognize that our faculty is currently unbalanced in terms of our gender make up, with more men than women. This situation will become worse when Dr. Paige stops teaching. Next year (2012-2013), we plan to request one tenure track position in African American Studies with a specialization feminism, gender, or sexuality. This line will replace Dr. Paige and help to keep our option in African American Studies strong. At the same time, this position would bolster our offerings in the areas of Genders and Sexualities in Communities of Color.

The Department of Ethnic Studies feels the pressure to justify our existence with an ever-shifting set of numerical measures, such as FTES, SFR, and the number of majors. We are concerned about our ability to maintain the quality of our teaching when the sizes of our classes have increased dramatically. We need to find ways to balance the pressure to be

“budget neutral” or “budget positive” with our commitment to providing students with the personalized attention they need and deserve.

Five-Year Plan

We have focused our five-year plan on five goals which we believe will lead to continued growth: 1) Revise and streamline the curriculum, including the launching of an online major; 2) Develop a meaningful, vibrant, and high-impact service-learning course; 3) Enact a multi-pronged publicity campaign with the goal of increasing the number of majors and increasing the visibility of our department on the campus and regionally; 4) Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan; and 5) Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies.

Outside Review (add summary here)

Response to Outside Review (add summary here)

2. Self Study

2.1. Summary of Previous Review and 5-Year plan

Our 2006-2007 five-year review highlighted the department’s successful transition following the retirement of four senior faculty members and the hire of three Assistant Professors. At that time we committed our program to expanding our online course offerings to better serve the needs of our working students and continuing our presence in public ethnic and cultural events on campus. We identified our needs as first, an urgent need for a hire in American Indian Studies, following the retirement of our only specialist, and second, the need to develop courses and expand our offerings in gender and sexuality. We also recognized the need to increase the number of majors.

In 2007, Dr. Gordon Nakagawa, Director of Diversity Integration at Hamline University reviewed the Department of Ethnic Studies and his overall assessment was very positive and emphasized the department’s needs for establishing a pro-growth agenda that would include four primary goals: (1) securing new full-time faculty; (2) growing the major through proactive recruitment strategies; (3) curricular development; (4) and the implementing of coherent assessment strategies aligned with student learning outcomes.

Dr. Nakagawa was particularly impressed with the department’s ability to recognize and respond to intellectual developments in the field of Ethnic Studies. Dr. Nakagawa noted that paradigms for Ethnic Studies have significantly shifted since the inception of the discipline in the 1960s, transitioning from an essentialist approach rooted in identity and community politics to “an increasingly variegated, richly complex, multi-perspectival framework that engenders hybridity and syncretism...” Dr. Nakagawa praised the Department of Ethnic Studies for being “...fully cognizant of these sea changes in the field of Ethnic Studies...” and

for engaging in the kind of forward thinking and planning that would insure the continued relevance of the discipline in the academy.

Dr. Nakagawa's notation of paradigmatic shifts in the discipline of Ethnic Studies served as a leitmotif throughout his review and he inserted this theme into his assessment of each of the four primary goals, demonstrating the paramount importance of maintaining the department's intellectual vitality.

Faculty Hiring

Much of Dr. Nakagawa's report was devoted to a discussion of the implications of faculty hiring. At the time of his assessment, the department lacked faculty at the rank of Associate Professor. In his view this gap had significant implications on faculty governance but perhaps more importantly on the department's ability to effectively respond to intellectual developments in the discipline. Dr. Nakagawa emphasized that the department's forward planning was occurring in a context of depleted resources that was pushing faculty workloads to "the breaking point, with little relief in sight..." The department's ability to remain relevant in this critical moment of paradigmatic shifts was therefore particularly noteworthy in light of the relative lack of faculty resources.

Dr. Nakagawa drew specific attention to the department's need for tenure track hires in African American and American Indian Studies to offset retirements and effectively resonate with the diversity goals of the university. Dr. Nakagawa stressed that the department's lack of an American Indian specialist was "an egregious omission and runs counter to the university's, college's, and department's public commitments to realizing educational, equity, diversity, and multicultural learning outcomes," and graphically linked this position to the university's mandates for social equity.

Growing the Major

Dr. Nakagawa's call for tenure-track hires was further necessitated by the department's need to meet "the most basic programmatic requirements." Dr. Nakagawa specifically noted constraints the department faced in providing an adequate number of GE Cultural Groups/Women courses, freshman clusters, and courses for majors and minors. Dr. Nakagawa drew special attention to the balancing act that all Ethnic Studies departments must perform as they seek to meet the curricular demands of the major/minor and at the same time serve the university's commitment to diversity. He specifically warned that disproportionate FTE allocation from service and GE courses instead of from majors and minors is typically reflected in inadequate allocations to a department's base budget. Although Ethnic Studies should reasonably shoulder the burden of meeting the university's standards for diversity and cultural breadth, it should not be asked to do so in the absence of resources needed to both support these service obligations and grow the major.

In light of depleted resources, Dr. Nakagawa praised the department for enhancing student outreach and recruitment by raising the profile of the department through ethnic-specific events, the Ethnic Studies Online Academic Journal, proactive advising of students, scholarship opportunities, and the general teaching excellence among Ethnic Studies faculty. Although the department's efforts were deemed laudable, Dr. Nakagawa did suggest that the department and the College develop some means of tracking the efficacy of these department faculty recruitment efforts by gathering quantitative and qualitative data. Dr. Nakagawa further

urged the department to develop a comprehensive plan for recruitment and create annual or 3 – 5 year plans for recruitment. He suggested that such long-term recruitment plans might emphasize partnerships with other university interests including the Educational Opportunity Program and International Studies.

Curriculum and Programmatic Development

Dr. Nakagawa praised the department for its on-going efforts in curricular development, emphasizing that such development was “consistent with the ideological roots of the discipline, as well as an important diversity goal of the campus...” He drew specific attention to the development of the Genders and Sexualities in Communities of Color option and the creation of courses meeting the American History and Institutions Code requirement. He praised the department for remaining intellectually vital and responsive to ever-evolving paradigmatic shifts in the discipline.

The issue of Ethnic Studies’ dual commitments to university diversity/GE and majors/minors was raised again in this section. Dr. Nakagawa specifically warned that over-commitment to service could threaten the intellectual merit of Ethnic Studies pedagogy. Dr. Nakagawa further used the discussion of the department’s dual commitments as a springboard for discussion the intellectual development of the discipline away from community-centered studies and towards globalization. He requested that the department keep up with the evolution of the field of Ethnic Studies and continue to develop courses that highlight intersectionality, multi-ethnic identity, and globalization.

Assessment

Dr. Nakagawa referred to the department’s self study and assessment tools developed prior to the 2002 program review. Noting workload and related constraints, Dr. Nakagawa urged further development and implementation of a plan to clarify departmental learning outcomes. He noted significant discrepancies in the learning outcomes and the rubric for evaluation. He considered it a priority for the department to “implement the work plan and to begin gathering both qualitative and quantitative data from direct and indirect assessment measures.” He felt that the department had laid a solid foundation in the development of a mission statement, program objectives, learning outcomes, and a general assessment methodology. He did urge the department to set aside time for the evaluation of alternative assessment strategies better attuned to the often interdisciplinary critical and applied methodologies of Ethnic Studies.

Commendations

Dr. Nakagawa commended the Department of Ethnic Studies for the following accomplishments since its 2002 program review:

- The successful hiring of tenure-track faculty in African American and Latino Studies
- Creation of courses fulfilling American History and Institutions Code requirement
- Development of the Genders and Sexualities in Communities of Color major/minor option
- Continued sponsorship of campus-wide ethnic-specific events and co-curricular activities supporting diversity learning
- The Ethnic Studies Online Academic Journal
- The maintenance of three scholarships/grants

- Excellence in teaching manifest in official student responses
- Collegiality within the department
- Transparency of decisions made by the department chair

Recommendations

Dr. Nakagawa listed a number of critical recommendations for the continued growth and development of the department:

- Need to hire a tenure-track professor of American Indian Studies
- Revisit the department's mission and vision in order to address the evolution of the discipline
- Intensive Ethnic Studies faculty dialogue about re-visioning the program within emerging paradigms of globalization
- Examine the possibility of developing a course on multiracial identity perspectives
- Continuing to promote the presence of the Ethnic Studies option within liberal studies
- Development of a more systematic recruitment plan
- Action on implementation of learning outcomes and assessment plan with particular emphasis on clarification of the learning outcomes

Progress in Implementing Previous Plan and Achievements Since Last Review

Faculty and Department Leadership

- Hires: We hired Dr. Enrique Salmón, a specialist in American Indian Studies, and Dr. Jaideep Singh, an expert in Sikh Punjabi Studies.
- Retirement: Dr. Paige, who chaired the department from 2000-2009, retired and is teaching a reduced load in the Faculty Early Retirement Program (FERP).
- Promotions: Professors Baham, Calvo, and Salomon received tenure and promotion to the rank of associate professor. Another faculty, Dr. Salmón, is being considered for tenure and promotion this year.
- Balance: Given these promotions, our department has a better balance between full, associate, and assistant professors, with the largest cluster of faculty now at the associate level.
- Leadership and Collaborative Decision-Making: In terms of leadership, at the time of Dr. Paige's retirement the department made a collective decision to rotate department chairs among the newly tenured faculty. Dr. Baham served as department chair from 2009-2011. Dr. Calvo will serve as department chair from 2011-2013. We are working on developing a collaborative model of decision-making, with shared responsibilities and a democratic ethos.

- Mission: We have rewritten our Department's mission and values statement.

Curriculum Development

- Dr. Salmón has revitalized the curriculum in the option in American Indian Studies. He has developed two new courses, ES 2320 American Indian Oral Literature and ES 4550 Father Sky/Mother Earth: American Indian Science. In addition, he changed the name of the option and minor from Native American to American Indian Studies. He has changed the titles of selected American Indian Studies course in order to make them more attractive to potential students. For example, the title of the course, "Native American Worldview and Religion" is now entitled, "God is Red: American Indian Worldview." Most importantly, course materials for the American Indian Studies courses have been updated to reflect contemporary scholarship and data from within the field.
- Dr. Jaideep Singh, a specialist in Comparative Ethnic Studies, has expanded our curriculum by developing the following courses: ES 3190 "The Internationalist Worldview of Malcolm X," ES 3600 "Presumed Guilty: Asian Americans and the Post-9/11 Racialized State," ES 3610 "The South Asian American Experience, and ES 3650 The Sikh American Experience."
- Dr. Salomon and Dr. Calvo have been developing classes in the area of Latino/a and Latin American Studies: LAST 3260 "Latin American Women and Globalization," LAST 3370 "Latin American Social Movements," and ES 3255 "Chicano/a Movement"
- Dr. Baham, Dr. Paige, and Prof. Cleveland have developed the following courses in African American Studies: ES 3103 "The African Diaspora," ES 3147 "The Fictional Africa," and ES 2175 "Hip Hop"
- Dr. Fong developed ES 3434, "Mixed Race Identities" ES 3553 "Asian American Sites and Sounds," and ES 3557, "Asian American Film Festival"
- The option in genders and sexualities in communities of color has been fully integrated into our department and has attracted students in significant numbers.
- We are currently undergoing a substantial restructuring of the majors and minors that will substantially streamline the requirements and give students greater latitude in selecting courses. The Department has approved the revision and we are working on getting the substantial paperwork through the college curriculum committee.
- As part of this restructuring of the majors and minors, we have proposed to replace our senior seminar/senior thesis with a service-learning requirement. Service learning is a "high impact" program that will help our students apply what they learn to the real world and give them experience when they go on the job

market. Moreover, the service-learning requirement reflects our department's commitment to social and environmental justice.

- Perhaps our biggest achievement in the past five years has been approval of the online major. Dr. Paige wrote the proposal and shepherded it through the approval process. The online major will launch in Fall 2012.

Participation in Campus Life

Our active role in the campus community helps us to maintain a high profile, which also helps us recruit majors. The following are some of the activities we have participated in:

- Our faculty have supported students in the Ethnic Studies Academic Society
- Our faculty have worked with students to advocate for a Diversity Center on campus
- Our faculty have presented at the annual "Diversity Day" sponsored by the Faculty Diversity and Equity Committee
- Our faculty members participate in the Freshman Clusters, including Keeping it Real (Cleveland and Paige) and Viewing Diversity (Baham).
- Dr. Fong plans one activity for API Month each year
- We often plan an Ethnic Studies Graduation Dinner, although we have not done so in the past two years.
- We participate in Al Fresco, the university sponsored day for departments and clubs
- Dr. Fong worked to bring to campus *Dust Storm*— a one-man theatrical performance on Japanese Internment through the eyes of a college-age student—to campus after obtaining funding from numerous departments and the Hayward Area Historical Society
- Dr. Calvo helped to organize the March 4 "Day of Action in Defense of Public Education" (2009). At least 800 students participated in this "speak out."
- Dr. Calvo planned a theatrical protest called "The People's University" to call attention to the budget cuts (2010). Over five hundred students, faculty, and staff attended.

Budget Cuts

Some of the work of building the department has been sidetracked by the need to defend our program from budget cuts. In particular, some members of the administration have used the budget crisis as an opportunity to advocate a variety of restructuring plans. In 2009-10 (the furlough year), then Dean of CLASS, Dr. Badejo strongly encouraged our department to merge with Modern Languages. We spent a good part of the year debating this proposal and ultimately rejected it. We engaged in these debates to the exclusion of substantive curriculum building and programmatic enhancements. Dean Badejo left the university the following year. Since then we have recommitted ourselves to the process of building our student base, developing curriculum, and beginning a service-learning program.

More recently, budget-cutting protocols coming from administration have focused on increasing Student Faculty Ratios (SFR) and cutting staff costs. This year, we lost our department office and administrative assistant. Our department now shares an office staffing

pool with three other departments. The shared office is located away from our faculty offices. The new staff is competent; however, doing the administrative work for four departments is a lot for two people. In addition, we have lost the important social benefits of an ethnic studies office, which served as place to congregate and build community.

Other Challenges

We are still developing a plan for recruiting majors. The growth we have seen is due to individual faculty connecting with students. We believe that this will remain the most important part of our recruitment plan. However, we have fallen behind in a number of areas. Our website is out-of-date. We have no promotional materials that list current faculty and programs. We don't have a budget print such materials.

2.2 Curriculum and Student Learning

Ethnic Studies in the CSU and Other Universities

Ethnic Studies courses integrate social science and literary theory, as well as anthropological and sociological concepts within a historical and humanistic framework. Comparative in theory and approach, Ethnic Studies provides students with the academic skills they need to function in a range of careers, including teaching, social and public service, healthcare, and law. Because our students are likely to change jobs and careers several times throughout their adult lives, our goal is to provide students with a quality liberal arts education that develops their ability to read, write, think critically, solve problems, and work collaboratively. We seek to provide our students with a deeply textured and nuanced understanding of the history, culture, politics, and social reality of communities of color in the US, with a particular focus on issues of social and environmental justice. We want our students to be prepared for meaningful lifework, to feel capable and empowered to participate in the civil life of their communities, and to be confident advocates for social justice both locally and globally.

In our view, the Ethnic Studies Department and faculty are at the heart of the University's Mission, "To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally."

The University Handbook describes our department as follows:

California State University, East Bay (CSUEB) offers a B.A. in Ethnic Studies; an online version of which will be available beginning Fall 2012. Students are required to take the following five core courses totaling 16 units: Ethnic Experience in America (ES 1001, 4 units), Ethnic Writers (ES 3000, 4 units), Race Matters (ES 3820, 4 units), Senior Seminar (ES 4020, 2 units) and Senior Thesis (ES 4030, 2 units). Students select one primary option (20 units) and one secondary option (12 units) from the following: African American Studies, Asian American Studies, Latino/a Studies, American Indian Studies, Genders and Sexualities in Communities of Color (our newest option, effective fall 2007). In addition our department offers courses in South Asian American, Muslim, Afghan American and Arab American Studies. Most courses in the Department fulfill a General Education Requirement: Social Sciences, Cultural Groups, and Humanities. Ethnic Studies 1201 and 1202 fulfill the U.S. Institutions requirement.

Our Department is one of a handful that offers an integrated four-ethnic component Bachelor's degree within the CSU during a time when ethnic-specific departments are the norm. We think the presence African American, Asian American, American Indian, and Latino/a Studies in one department enriches our program and allows for rich conversations between ethnic groups. In addition, we have expanded our program by offering an option/minor in Genders and Sexualities in Communities of Color since 2007, offering Sikh and Punjabi American Studies courses since 2009, and offering Muslim, Afghan American and Arab American Studies courses (from 2009-2011). We are submitting a proposal to integrate Latin American Studies courses into our Department. Moreover, we have increased the accessibility of our Bachelor's and higher education on a whole by being among the first to offer online courses and look forward to the start of our online major Fall 2012.

In this section, the distinctiveness of our program will be highlighted in the context of other state university programs. Ethnic Studies is an important interdisciplinary field throughout the California State University, with the first program established in 1969. There are thirty B.A. programs on sixteen of the University's twenty-three campuses. Of these, twenty-four are in ethnic-specific departments (see below) and five are integrated programs with four ethnic group components. These numbers do not include the MA programs either in ethnic studies or in ethnic-specific programs on several CSU campuses.

According to the California State University On-Line Application,¹ four other CSUs offer a B.A. in Ethnic Studies (Fullerton, Sacramento State, San Luis Obispo, Stanislaus) per se, and one campus, Sonoma State University, offers an equivalent B.A. in American Multicultural Studies. The programs at Sacramento State and Sonoma State are most similar to East Bay in terms of offering a four-ethnic group integrated program and will therefore be discussed first, followed by discussion of Cal State Fullerton, Cal State Stanislaus, and Cal Poly SLO.

Sacramento State

The Department of Ethnic Studies at Sacramento State is most comparable to the department at East Bay. It is located in the College of Social Sciences and Interdisciplinary Studies and is comprised of four components: Asian American Studies, Chicano Studies, Native American Studies, and Pan African Studies. A Bachelor's degree is available in Ethnic Studies with minors in each of the four components. In addition, the Department offers a Certificate in Pan African Studies and "Concentrations" in each of the four components as well as "Teacher Education." Each of the four ethnic components has a Director and Ethnic Studies has a Department Chair. The department has fourteen regular faculty members.

The required core courses include one lower division and seven upper division courses that include lower and upper division survey courses ("Introduction to Ethnic Studies" and "Ethnic America," respectively), one course on each of the four ethnic groups and two methodology courses ("Research in Ethnic Studies" and "Fieldwork in Ethnic Studies"). The remaining four required upper division courses are electives that must apply to the student's declared "Concentration." Students must declare a concentration in one of the four aforementioned ethnic groups or in "Teacher Education."

Since 2002, the Department has worked in collaboration with Hiram Johnson High School and Healthy Start. The initial collaboration involved teaching an Ethnic Studies course to ninth graders (100 students enrolled). This program has since expanded to a middle and elementary school and involves a tutorial program.

The Sacramento State program is similar to East Bay's in many ways: the four ethnic-specific components, the core courses which expose students to a survey of ethnic groups in the U.S., humanities and social sciences and research methodology, and the concentration. The program differs from East Bay's in that students may elect to concentrate on Ethnic Studies in general whereas at East Bay students currently select Primary and Secondary Options which enables them to develop expertise in two ethnic groups and/or genders and sexualities. In our

¹ "Majors Leading to Baccalaureate (Bachelor's) Degrees in the CSU, 2012-2013"
<http://www.calstate.edu/app/programs/documents/majors-matrix-undergrad.pdf> accessed 1/20/2012

curricular redesign, students will select one option have greater freedom in their choice of electives. While each of the ethnic-specific components of the Sacramento State program offers a course on women, the study of gender and sexualities is not integral to their program. With regard to the various ethnic groups covered in the curriculum, Sacramento State includes one course each on Sikh and Hmong communities. Most of the Sacramento State courses fulfill General Education social sciences, humanities and/or the “Race and Ethnic” requirements. Sacramento State also offers courses that fulfill the Writing Intensive GE requirement. Ethnic Studies at Sacramento State has a well-developed Service Learning component; it requires a fieldwork course and has institutionalized a mutually beneficial presence in the public schools. We at East Bay have submitted a new course proposal for “Engaging Communities of Color,” a service learning/internship course that will be part of the core curriculum. Most significant, Sacramento has three times the number of faculty as East Bay. Comparative statistics on Sacramento and East Bay on FTES, FTEF, SFR and average class size over time would be illustrative; however, such statistics from the Chancellor’s Office were not available at the time of this report. Finally, no ethnic studies courses in the Spring 2012 schedule will be offered online. It appears that East Bay, which will be offering an online Bachelor’s beginning Fall 2012, leads the way in maximizing accessibility to higher education through online teaching.

Sonoma State University

The American Multicultural Studies department at Sonoma State University is located in the college of Social Sciences, and “is devoted to the interdisciplinary study of diversity and multiculturalism with a primary focus on ethnic and racial minority groups in the U.S.”² The department consists of three faculty members. The core curriculum consists of four courses: “Ethnic Groups in America”; “Ethnicity in the Humanities”; “Ethics, Values and Multiculturalism”; and “Research and Methodology.” Students have the option to concentrate in either the Humanities or the Behavioral and Social Sciences. Three units of Service Learning are required.

Sonoma State offers a Bachelor’s in American Multicultural Studies, a minor in American Ethnic Studies and a four-year Bachelor’s/Teaching Certificate (CLAD) combined program where students spend most of their senior year taking courses in Education. Most of Sonoma State’s courses count toward General Education and the university specifies that one GE course must fulfill an “Ethnic Studies” graduation requirement. The Sonoma State program is similar to East Bay’s in that the core courses expose the students to a survey of ethnic groups in the U.S., humanities and social sciences and research methodology; however, the Sonoma State program does not offer a genders and sexualities component. The program also differs significantly from East Bay’s through their integrated CLAD program. Sonoma State’s American Multicultural Studies department does not appear to offer online courses, as none are listed in the Spring 2012 schedule.

Cal State Fullerton

A Bachelor’s degree in Ethnic Studies is available in the College of Humanities and Social Sciences at CSU Fullerton with Options in Afro-Ethnic Studies, Asian American Studies and Chicana/o Studies each of which is a separate program located in different offices in the same

² Sonoma State University, American Multicultural Studies Department website <http://www.sonoma.edu/amcs/> accessed 1/28/2012

building.³ An Ethnic Studies Program does not exist nor does an American Indian Studies Program; however two courses in American Indians—one on women and one on religion/philosophy—are taught in Afro-Ethnic Studies. One section “Intro to Chicana/o Studies” was offered online Fall 2011 (out of three total sections of this class). In Spring 2012 two sections of Afro American Music Appreciation and one section of Afro American Intercultural Socialization Patterns will be offered online. Courses are offered on American Indian women, Asian American Women, and African American women, but there are no courses on sexuality in communities of color. Fullerton has a three-unit “Cultural Diversity” graduation requirement similar to East Bay’s “Cultural Groups” requirement.

Fullerton is similar to East Bay in that both campuses offer a Bachelor’s in Ethnic Studies with options in African American, Asian American, and Chicana/o Studies; however, the structure of the program is significantly different because each exists as a separate program, and because American Indian Studies is only minimally represented on the Fullerton campus.

CSU Stanislaus

Ethnic Studies is part of the Department of Ethnic and Gender Studies, located in the College of Humanities and Social Sciences. However, Ethnic Studies and Gender Studies are two distinct programs with four faculty members and one faculty in each.⁴ Students can obtain a Bachelor’s of Ethnic Studies, minors in African American, Chicano or Ethnic Studies, and those majoring in the Social Sciences and Liberal Studies may obtain a “Concentration” in Ethnic Studies. No online courses were listed in the Winter 2012 schedule of classes.

Cal Poly San Luis Obispo

The Ethnic Studies Program developed into a Department in 1994 located in the College of Liberal Arts and offered a minor. In 2005 a major in Comparative Ethnic Studies was proposed.⁵ Two core courses provide a survey of ethnic groups in the U.S. and their global origins, respectively. A third course may be selected from a list of four, each representing one of the major ethnic groups. The Department lists seven faculty members but it is difficult to determine if any of them actual have tenure lines within the ES Department. The Chair is listed as “acting.” Although the program has been in existence for more than a decade, its course offerings and major program are still quite limited. This situation speaks to the limited resources devoted to establishing, developing, and even maintaining Ethnic Studies in California public higher education despite dedicated faculty.

Ethnic-Specific Bachelor’s Offered at other CSUs

Bachelor’s degrees in ethnic-specific programs (as opposed to integrated Ethnic Studies degrees) are offered at several CSUs. A B.A. in American Indian Studies is offered at three campuses: Humboldt, San Diego, and San Francisco. A bachelor’s in African American or Africana Studies is offered at eight campuses: Dominguez Hills, Fresno, Long Beach, Los Angeles, Northridge, San Diego, San Francisco, and San Jose. B.A. programs in Asian

³ CSU Fullerton College of Humanities and Social Sciences website <http://hss.fullerton.edu/hss/accessed/1/28/2012>

⁴ CSU Stanislaus Catalog http://catalog.csustan.edu/preview_entity.php?catoid=12&ent_oid=411&returnto=501 accessed 1/28/2012

⁵ Cal Poly San Luis Obispo Ethnic Studies Program website http://cla.calpoly.edu/es_major_history.html accessed 1/28/2012

American studies or “Asian and Asian American Studies” are offered at four campuses: Long Beach, Los Angeles, Northridge, and San Francisco. Bachelor’s degrees in Chicana/Chicano Studies, Mexican American Studies, or Latino/a Studies are offered at Channel Islands, Dominguez Hills, Fresno, Long Beach, Los Angeles, Northridge, San Diego, San Francisco, and Sonoma.⁶

Gender and Sexuality in Communities of Color as addressed at other CSUs

Only San Francisco State and Stanislaus are listed in the CSU website as offering bachelor’s in “Gender Studies/Women’s and Gender/Gay Lesbian Studies” but as noted in the review of Stanislaus’s Department of Ethnic and Gender Studies above, gender and race are often conceptualized as mutually exclusive categories. Students at Stanislaus may pursue a bachelor’s in Gender Studies with concentrations in 1) History, Society and Inequality; 2) Culture, Ideology and Representation; and 3) Ethnicity, Nationality, and Sexuality.⁷ Thus, a study of the intersections of ethnicity, race, and gender is possible but is not integrated into the program. The Women and Gender Studies department at San Francisco State emphasizes an intersectional approach: “Women and gender studies examines the importance of gender and feminisms in relation to issues such as race, class, sexuality, labor, colonialism, multiculturalism, and globalization.”⁸ Additionally, the College of Ethnic Studies at SF State includes courses on American Indian women, Asian American Women, Asian American Women’s Literature and Arts, Latinas in the U.S., Gendered Borders, The Black Woman, Women of Color, Gender and Postcoloniality, Gender and Modernity in Arab and Muslim Communities, Women in Arab and Muslim Communities, and Queers of Color (some of these courses are cross-listed with Women and Gender Studies and/or Sexuality Studies). We view this to be the emerging consensus in the field.

University of California, Berkeley

Berkeley, a nationally recognized program with fifteen “ladder-rank” faculty members, offers a Bachelor of Art in Ethnic Studies, as well as Asian American Studies, Chicano/Latino Studies, Native American Studies and a PhD in Ethnic Studies.⁹ African American Studies resides in a separate department.

The undergraduate Ethnic Studies bachelor program requires a total of twelve courses (semester). The two required lower division core courses are “A History of Race and Ethnicity in Western North America, 1598-Present” and “Theories and Concepts in Comparative Ethnic Studies”; the two upper division core courses are: “Social Science Methods in Ethnic Studies,” “Humanities Methods in Ethnic Studies.” Students are required to take six electives: one lower-division, three upper-division and two additional upper-division that may be taken in another department. The two remaining requirements for the

⁶ “Majors Leading to Baccalaureate (Bachelor’s) Degrees in the CSU, 2012-2013”
<http://www.calstate.edu/app/programs/documents/majors-matrix-undergrad.pdf> accessed 1/20/2012

⁷ CSU Stanislaus, Department of Gender Studies,
<http://www.csustan.edu/academics/CHSS/GenderStudies.html> accessed 1/29/2012

⁸ San Francisco State, Women and Gender Studies, College of Arts and Humanities website
<http://www.sfsu.edu/~bulletin/current/programs/womens.htm> accessed 1/29/2012

⁹ UC Berkeley, Department of Ethnic Studies website <http://ethnicstudies.berkeley.edu/> accessed 1/30/2012

Bachelor's are one research seminar and one service-learning course (or a series, totally 4 units).¹⁰

Like East Bay, Berkeley requires overview courses that cover the four main ethnic/racial groups combined with special emphasis on specific groups and integrates the social sciences and the humanities. The Berkeley course titles explicitly include periodization, (1598 to the present), theory, humanities methodology compared to East Bay course titles but course content is probably similar in many cases. For example, the East Bay course, "Ethnic Writers" does not explicitly include *humanities methodology*, however contains literary criticism. Like East Bay, Berkeley characterizes the field as continuously shifting and includes topics such as "Islamophobia." One of the ways our Department has stayed current is by institutionalizing the Genders and Sexualities in Communities of Color component as well as offering new courses on some of the more recent groups to enter the U.S. such as Sikhs and Afghans. Although Berkeley is committed to intersectional analysis, it has not gone so far to institutionalize the study of genders and sexualities in communities of color within its program or curriculum.

The major differences between Berkeley and East Bay are: 1) African American Studies is a part of Ethnic Studies at East Bay, but separate at Berkeley, 2) East Bay has only six regular faculty compared to fifteen at Berkeley, plus an additional fourteen tenure/tenure track in the African American Studies Department. Finally, Berkeley requires a field course and East Bay has submitted a proposal for a similar course, "Engaging Communities of Color."

The comparison summarized

East Bay is most similar to CSU Sacramento and UC Berkeley in that it offers a Bachelor's that contains offerings in four ethnic/racial groups: American Indian, African American, Asian American and Latino/a as well as courses in emergent communities such as Muslim and Sikh Americans. In addition, East Bay provides an option in genders and sexualities in communities of color, a concentration unique among the CSU campuses. We have increased our representation of globalization through our January 2012 proposal to integrate Latin American Studies courses into Latino/a Studies, in line with the University's mission to provide students an education that will enable them to become socially responsible citizens of the world. East Bay stands alone in its commitment to making public higher education accessible through teaching a wide variety of online courses and offering an Ethnic Studies major online beginning in Fall 2012.

Student Learning Outcomes (SLO)

The faculty of the Department of Ethnic Studies is committed to the assessment of the student learning outcomes within our courses, in conjunction with the SLO the department, and the University's institutional learning outcomes. In light of the recent changes in the faculty's composition, the Department has undertaken the process of a complete reassessment its SLO, during the consecutive academic years of 2010-11 and 2011-12. As listed in the University course catalog, the department's SLO are as follows:

¹⁰ UC Berkeley, Department of Ethnic Studies website <http://ethnicstudies.berkeley.edu/programs/es.php/> accessed 1/30/2012

Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will:

- 1) Demonstrate an understanding of the historical and contemporary experiences of American ethnic minorities as racialized people in the United States
- 2) Demonstrate a heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity; including an awareness of the importance of structuring work environments that mirror the racial, ethnic, gender, and cultural diversity of service populations; and an ability to engage people from all backgrounds and cultures in informed discussions about ethnicity and ethical issues
- 3) Demonstrate a knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues
- 4) Demonstrate a comparative knowledge of the ways in which migrant and immigrants minority groups adjust to U.S. society and the factors that contributed to and/or hindered their success.

In 2010-2011, Dr. Luz Calvo undertook an initial assessment, focusing on SLO #1, working with the CLASS Faculty Assessment Coordinator Team (FACT). Calvo developed a student survey, which was distributed to ten (10) students. The survey consists of the following three questions:

1. In the field of Ethnic Studies, “racialization” is a key term. In your own words, describe the process of racialization as it pertains to people of color in the US.
2. Describe three historical events that have impacted the socio-economic standing of people of color (any or all groups) in the US. These events can have had either a positive or negative impact. Be as specific as possible in your answers.
3. Describe three contemporary issues that impact people of color in the year 2011. Choose the three issues that you think are MOST important to people of color (any or all groups). Be as specific as possible in your answers.

Rubric

	Developing	Competent	Advanced
#1	Answer does not clearly articulate a clear understanding of race as a socially constructed category with real effects.	Answer shows that EITHER race is socially constructed OR that it has real effects.	Answer clearly articulates that race is a socially constructed category with real effects on people’s lives.
#2	Student can only identify a few obvious events (i.e. Slavery) but gives no historical detail.	Student identifies specific and important historical events but answer is not fully fleshed out.	Student identifies important historical events such as Chinese exclusion laws, Simpson Rodino Act, <i>Brown v. Board of Education</i> and can accurately describe these events in context.
#3	Student cannot articulate three current Issues	Student identifies three current issues that Affect people of color but without much nuance or complexity.	Answer clearly articulates that race is a socially constructed category with real effects on people’s lives.

The eight (8) returned surveys were then assessed by the congregated faculty, according to a rubric developed by Dr. Calvo (shown above). When the results were tallied, the average score was 6.75 out

of 9. According to the rubric, a score of 6 was considered “competent.” The low score was 4. The high score was 9.

The faculty then discussed the results, initiating a discussion about how we could better address that SLO in our course offerings. The key points that emerged from our discussion included:

- We need to emphasize the concept of racialization in *all* of our classes.
- Our students need a broader understanding of racialization as it applies to multiple communities and not just one or two.
- Many students had a solid understanding of racialization as it applies to one community.
- We should work harder to allow students to make connections between the various oppressions faced by each racial and ethnic community.
- We should be teaching more about legal issues and the law.
- Many of the students gave answers that were vague and general.
- Writing skills need improvement.
- Overall, we were impressed by our students’ ability to connect contemporary issues to historical issues affecting communities of color.

The faculty agreed that we need to rethink our Student Learning Outcomes (SLOs), since the four current department SLOs were written several years ago (before the current faculty were in the department) and the field of Ethnic Studies and our curriculum has evolved significantly since that time. We plan to develop SLOs that more accurately reflect the current state of the field and the pedagogical priorities of our present faculty.

In 2011-2012, Dr. Jaideep Singh has continued the process with the CLASS FACT, by assessing SLO #4. The assessment will involve distribution of a written survey to 8-10 declared Ethnic Studies majors (either juniors or seniors in credit hours, having taken at least two (2) Ethnic Studies courses) in Winter quarter 2012. The surveys will then be assessed by the entire faculty, according to a rubric in Spring quarter.

The student assessment survey includes the following questions:

1. Compare and contrast the historical experiences of two (2) of the following four (4) racialized groups: African American, Asian American, American Indian, Chicana(o)/Latina(o). In your answer, please discuss such issues as race and the law, treatment by the U.S. Government or its agents, imperialism, slavery, voluntary vs. involuntary migration/relocation, and the usage and purpose of racial violence.
2. Describe how immigrants of color adapt to U.S. society, while simultaneously retaining ties to their homeland and culture.
3. Describe in detail two (2) contemporary issues that have impacted immigrants of color since 2000. Choose the issues that you think are MOST important to immigrants of color (any or all groups). Be as specific as possible in your answers.

The faculty will assess the surveys, discuss the data generated by the assessment process, and determine how we should adjust our courses accordingly.

Furthermore, we will utilize the data generated from the assessment to discuss how we each integrate specific high-impact educational practices into our departmental curriculum, including: a common intellectual experience, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, and service learning.

We will engage all of these substantive assessment-related issues at our faculty retreat in June 2012. During this meeting, the faculty will rewrite our SLOs to align with the University's new ILOs; discuss how we approach each of our courses, in detail, making certain to align our teaching with our departmental SLOs and ILOs of the University; and develop a plan for a sustainable and authentic assessment of our departments new SLOs.

We recognize that we also need a plan for assessing GE Student Learning Outcomes. We believe that assessing GE outcomes should happen at the level of the university, or at a minimum with University-wide protocols and support. Rubrics for assessing GE learning outcomes would be especially helpful.

2.3 Students, Advising, Retention

The Department of Ethnic Studies has undergone substantial growth since its inception in 1983-84. The African American Studies Department, the La Raza and American Indian Studies Programs, and the newly developed Asian American Studies Option, merged into a Department of Ethnic Studies. The department was small and in 1986, only six (6) students were listed as Ethnic Studies majors.

The following graph shows the growth pattern for Ethnic Studies majors in the previous ten-year period.

Number of Ethnic Studies Majors (Data from I.R. data collect in Fall Quarter of each year)

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
19	21	20	16	16	34	37	45	48	34

In the past five years (2006-2010), the number of majors has grown steadily. We believe that 2010 is an anomaly as other departments also saw significant declines in majors that year. We believe this decrease between 2009 (45 majors) and 2010 (34 majors) is the result of university wide enrollment patterns, compounded by the fact that we graduated a record number of majors in 2009 (16 students graduated).

The number of faculty has remained steady. We lost two faculty to retirement (Samaroo and Paige) and hired two new faculty (Salmón and Singh). Our student-faculty ratio (SFR) has climbed steadily (from 11.8 to 20).

At the beginning of Fall quarter, 2011, our entire faculty met with Dr. Amber Machamer, Associate Vice President, Planning & Institutional Research (PIR) to discuss what kind of

institutional research would help us with our five-year planning. We requested information about student flow through our program, information pertaining to number of students in each option, information about student who declare Ethnic Studies as a second major, and information about retention. Dr. Calvo met with Dr. Machamer again during Winter Quarter; however, the data requested by the department was not ready at the time this report was submitted.

With the help of our office manager, Mary Kendall, we were able to get some crucial missing data from PEMSA. This data shows the number of students who declare Ethnic Studies as a second major. These students are not counted in the data from Institutional Research. We have always suspected that PIR data was an undercount and now we have evidence to support that conclusion.

According to PIR, the record high for the number of students who declared Ethnic Studies as their major was forty-eight (48) majors in 2009. While the PIR data only counts students who declare Ethnic Studies as their first major, it does not count students who double major with Ethnic Studies declared as the second major. In 2009, according to PEMSA data, we actually had fifty-nine (59) majors, including several pursuing a second BA and others pursuing a second major.

This is the data from PEMSA:

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
ES Additional Degree	1	3	4	0	1
ES BA	40	39	49	44	39
2 nd Major	3	4	6	5	8
PEMSA Total	44	46	59	49	48
PIR Total	37	45	48	34	Unavail.

We conclude that second majors are a significant source of students and PIR data consistently undercounts our majors.

This is the data from PIR:

California State University, East Bay
APR Summary Data
Fall 2006 – 2010

Ethnic Studies					
	Fall Quarter				
	2006	2007	2008	2009	2010
A. Students Headcount					
1. Undergraduate	34	36	43	45	34
2. Postbaccalaureate	0	1	2	3	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	34	37	45	48	34
College Years					
B. Degrees Awarded					
	05-06	06-07	07-08	08-09	09-10
1. Undergraduate	5	10	7	16	8
2. Graduate	0	0	0	0	0
3. Total	5	10	7	16	8
Fall Quarter					
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	5	5	5	5
2. Part-Time	1	1	1	1	0
3a. Total Tenure Track	6	6	6	6	5
3b. % Tenure Track	66.7%	60.0%	54.5%	54.5%	55.6%
Lecturer Headcount					
4. Full-Time	0	0	1	2	1
5. Part-Time	3	4	4	3	3
6a. Total Non-Tenure Track	3	4	5	5	4
6b. % Non-Tenure Track	33.3%	40.0%	45.5%	45.5%	44.4%
7. Grand Total All Faculty	9	10	11	11	9
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.7	6.0	5.7	3.1	4.7
9. Lecturer FTEF	1.3	4.1	1.7	4.3	2.3
10. Total Instructional FTEF	6.0	10.1	7.4	7.4	7.1
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	88.5	101.1	106.1	60.0	115.5
11b. % of FTES Taught by Tenure/Track	69.0%	62.9%	56.9%	34.0%	61.1%
12a. FTES Taught by Lecturer	39.7	59.7	80.5	116.3	73.6
12b. % of FTES Taught by Lecturer	31.0%	37.1%	43.1%	66.0%	38.9%
13. Total FTES taught	128.3	160.8	186.7	176.3	189.1
14. Total SCU taught	1924.0	2412.0	2800.0	2644.0	2836.0
D. Student Faculty Ratios					
1. Tenured/Track	19.0	16.8	18.5	19.7	24.4
2. Lecturer	29.8	14.7	47.4	26.8	31.6

3. SFR By Level (All Faculty)	21.4	16.0	25.1	23.9	26.8
4. Lower Division	26.1	14.2	26.2	22.8	28.5
5. Upper Division	20.1	16.8	24.6	24.9	25.2
6. Graduate	0.0	0.0	0.0	0.0	0.0
E. Section Size					
1. Number of Sections Offered	19.0	24.0	31.0	22.8	26.0
2. Average Section Size	28.2	26.2	24.9	30.3	30.7
3. Average Section Size for LD	31.0	28.2	28.5	29.5	32.7
4. Average Section Size for UD	27.3	25.5	23.5	31.1	28.8
5. Average Section Size for GD	0	0	0	0	0
6. LD Section taught by Tenured/Track	3	4	5	6	9
7. UD Section taught by Tenured/Track	11	12	15	3	8
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	1	2	3	4	2
10. UD Section taught by Lecturer	4	6	8	10	7
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Headcount Enrollment	Fall Quarter				
	2006	2007	2008	2009	2010
Ethnic Studies					
1. Undergraduate	28	29	35	41	31
2. Postbaccalaureate	0	1	2	3	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	28	30	37	44	31
Degrees Awarded	College Years				
	05-06	06-07	07-08	08-09	09-10
Ethnic Studies					
1. Undergraduate	4	6	6	15	7
2. Graduate	0	0	0	0	0
3. Total Number of Majors	4	6	6	15	7
2. Graduate	0	0	0	0	0

D. Student Faculty Ratios	Ethnic Studies				
1. Tenured/Track	11.3	12.5	12.6	13.9	22.1
2. Lecturer	13.1	9.5	13.8	15.4	14.2
3. SFR By Level (All Faculty)	11.8	11.6	12.9	14.5	20.0
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	11.8	11.6	12.9	14.5	20.0
E. Section Size					
1. Number of Sections Offered	18.0	22.0	30.0	21.8	26.0

2. SCU taught	1852.0	2376.0	2752.0	2640.0	2836.0
3. Average Section Size	28.8	27.0	25.4	30.3	30.7
4. Average Section Size for LD	31.0	28.2	28.5	29.5	32.7
5. Average Section Size for UD	28.1	26.6	24.1	31.1	28.8
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	3	4	5	6	9
8. UD Section taught by Tenured/Track	10	10	14	2	8
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	1	2	3	4	2
11. UD Section taught by Lecturer	4	6	8	10	7
12. GD Section taught by Lecturer	0	0	0	0	0

The above statistics show that we are teaching ever-increasing number of students with the same number of faculty. These statistics in part reflect the ongoing restructuring of the University in the face of the budgetary crisis. We are concerned about effects of the budget cuts on the quality of our instruction. In order to meet enrollment targets, we are under pressure to increase class sizes. When we first started teaching online, we had twenty-five (25) students in each class. This was then raised to thirty-five (35) and more recently we have felt pressure to raise some online classes to forty (40). We are in strong agreement that enrollments in online classes should not exceed thirty-five (35).

In our experience, the students we serve (largely students of color, including immigrant students and first-generation college students) do best with small class sizes and individual instruction. In general, students of color at CSUEB have lower graduation and retention rates than white students. Because our students often come from under-performing high schools, we find that they need extra help and encouragement developing study skills, overcoming personal and financial challenges, and remaining engaged in University life. Our department is in a unique position to support these students' success. Our pedagogy relies heavily on discussion and engagement between students and faculty, which allows us to get to know our students in a unique way. As our average class size climbs, this level of engagement becomes increasingly difficult to maintain.

In the past five years, we have seen a steady increase in the number of ES majors. This growth is represented in sharp increases followed by some small declines. Without a doubt, the overall trend is upward. So, while University enrollment has been uneven due to budget cuts and other University-wide trends, we have been making steady progress in reaching more students.

We attribute the increase in majors to the increased quality and attractiveness of our courses and to individual advising with students. Our faculty members go to extraordinary efforts to mentor and advise students. This effort is somewhat difficult to document. The one place where our efforts can be clearly documented is in relationship to the McNair program. Our faculty members have gone above and beyond duty in advising McNair Scholars and we have had great success. The McNair program came to Cal State East Bay in 2008. This program targets students from underrepresented groups and prepares them for PhD level graduate work.

Our department has advised eleven McNair scholars, more than any other department on campus, which is extraordinary given that we are a small department in terms of majors. Some of these students have graduated, gone on to graduate school, and one is already working as professor! Most of these students have been Ethnic Studies majors but students from other majors have also sought out our faculty to serve as mentors. Our participation in McNair is evidence of our ability to nurture very high levels of academic excellence among underrepresented student populations.

This table lists all of the McNair students we have mentored:

McNair Scholar	Mentor	Status	Grad School
Nena Bush	Dr. Paige	Graduate (SP09)	Erikson Institute
Ana Angel	Dr. Calvo	Graduate (SP09)	San Jose State
Sade Young	Dr. Calvo/Dr. Baham	Graduate (SP09)	Bowling Green
Vita Paramo	Dr. Calvo	Graduate (SP09)	Dominican U (Chi)
Manuel Flores	Dr. Baham	Graduate (SP09)	Stanford U
Debbie Giron	Dr. Baham/Dr. Calvo	Graduate (SP10)	Applying
Julie Pyatt	Dr. Baham	Graduate (FA10)	Applying
Alberto Valdivia	Dr. Calvo	Graduate (SP11)	UC Davis
Ester Owusu	Dr. Singh	Current Undergrad	n/a
Parris Moore	Dr. Baham	Current Undergrad	n/a
Nyala Wright	Dr. Calvo	Current Undergrad	n/a

Diversity

Our program engages issues of diversity at all levels: Our faculty, our students, our curriculum, and our pedagogy. Most of our majors are students of color; however, we also have always had white students who choose to major in Ethnic Studies. Students of color often arrive in our classes with questions and interests in their own racial identity. In the course of their time with us, they come to find that other racial groups share struggles, histories, and cultures that are similar to their own. White students arrive to our program for a number of reasons, including having family members, friends, or neighbors who are people of color. We believe that Ethnic Studies is for everyone.

According to the most current scholarship in our field, racial issues cannot be studied without simultaneously studying gender and sexual diversity issues. In short, women of color and GLBTQ (gay, lesbian, bisexual, transgender, and queer) of color people are important sectors of ethnic communities and must be accounted for. Our curriculum includes courses specifically devoted to women of color, African American Women, Latinas, Asian American women and GLBT of color issues. Moreover, our students also bring these issues into our classrooms. In recent years, we have been seeing more and more students who are openly GLBTQ and/or identify as gender non-conforming.

This chart provides statistics about the racial and gender diversity of our majors. These statistics suggest that we are trending toward a more even distribution between African American, Latino/a, and Asian American students.

		Degree Level						Total		
		Bachelor			PostBaccalaureate			GENDER		
		GENDER			GENDER					
		Female	Male	All	Female	Male	All	Female	Male	All
Fall 2007	Black, non-Hispanic	8	8	16				8	8	16
	Asian or Pacific Islander	1		1				1		1
	Hispanic	6	2	8				6	2	8
	White		1	1					1	1
	Race/ethnicity unknown	3		3	1		1	4		4
	All	18	11	29	1		1	19	11	30
Fall 2008	Black, non-Hispanic	8	6	14	1		1	9	6	15
	Asian or Pacific Islander	2	3	5				2	3	5
	Hispanic	6	1	7				6	1	7
	White	2		2				2		2
	Race/ethnicity unknown	6	1	7		1	1	6	2	8
	All	24	11	35	1	1	2	25	12	37
Fall 2009	Black, non-Hispanic	8	3	11	1		1	9	3	12
	Asian or Pacific Islander	3	4	7				3	4	7
	Hispanic	8	5	13				8	5	13
	White	2		2	1		1	3		3
	Race/ethnicity unknown	7	1	8				7	1	8
	Nonresident aliens				1		1	1		1
	All	28	13	41	3		3	31	13	44
Fall 2010	Black, non-Hispanic	7	2	9				7	2	9
	Asian or Pacific Islander	4	5	9				4	5	9
	Hispanic	4	4	8				4	4	8
	White	1		1				1		1
	Multiple ethnicity		2	2					2	2
	Race/ethnicity unknown	1		1				1		1
	Nonresident aliens		1	1					1	1
	All	17	14	31				17	14	31

2.4 Faculty Professional Development/Achievements

Our faculty members are active in the areas of service, teaching, and research. Each faculty member has their own strengths and areas of greatest contribution: while some excel in the area of research, others give tremendous amounts of time and energy to service. The entire faculty is dedicated to teaching our students. All members of the faculty have taught online.

We place a high value on providing individualized attention to our students. We are our students' mentors and role models and we take that role seriously. Many of us maintain relationships with our students long after they graduate.

The following biographical sketches provide an overview of the activities of our faculty in the previous five years:

Dr. Nicholas L. Baham III (Anthropology) is an Associate Professor of Ethnic Studies and teaches courses in African American Studies and Genders & Sexualities in Communities of Color. He received his Ph.D. in Anthropology at Indiana University, Bloomington in 2003. Dr. Baham's research focuses on the cultural politics of African American religious experience, sexuality, and artistic expression. He is broadly concerned with how marginalized African American communities formed around ecstatic human experiences (e.g. religion, aesthetics, and sexuality) create meaningful and effective cultural and political strategies for survival.

His forthcoming book, *Apostles of Sound: The Evolutionary, Transitional Gospel of Social Justice According to the St. John Will-I-Am Coltrane African Orthodox Church*, currently being evaluated for publication by Oxford Press, integrates theoretical perspectives drawn from Cultural Studies, ethnomusicology, liberation theology and phenomenology to explain the beliefs and practices of a unique subaltern and largely African American church centered around devotion to the music and wisdom of the late jazz innovator John Coltrane. His book seeks to explain the forty-five year history and continuing relevance of the Coltrane Church in terms of its willingness to evolve and embrace spiritual universalism, anti-denominationalism, environmental activism, and racial and gender equality.

He has a growing body of published journal articles on the Coltrane Church and African American religious expression including "Radio Free Coltrane: Free Jazz Radio as Revolutionary Practice" in *Americana: The Journal of American Popular Culture* and a book review of Michael Leo Owens' *God and Government in the Ghetto* in the for the *Oxford Journal of the American Academy of Religion*. He has also initiated a collection of oral narratives of African American participants in BDSM culture in the San Francisco Bay Area, a project for which he was awarded a California State University Faculty Research grant.

He has presented his work nationally at Stanford, University of Pennsylvania, Tuskegee, and Suffolk University, where he addressed the first annual James Baldwin Conference. He is a member of the Association of Black Anthropologists and the College Language Association founded in 1937 by Black scholars and educators. Dr. Baham has appeared on BET, Canadian SexTV, local KPOO and KPFA radio, and in *ColorLines* and *Esquire* magazine.

Dr. Baham teaches courses on African American intellectual history, religion, jazz music, hip-hop, sexuality, and a yearlong freshman cluster on the history of European colonialism. In 2005 he co-founded the Genders and Sexualities in Communities of Color program in Ethnic Studies, the only dedicated degree program in LGBTQ of Color Studies in the California State University system. In the 2010 he worked to create a fully online major/minor program in Genders and Sexualities in Communities of Color that was approved by the Faculty Academic Senate and received WASC accreditation in 2011. Under the rubric of the Genders and Sexualities in Communities of Color program he has created and taught courses entitled *James*

Baldwin and *Racialized Masculinities*. He has initiated courses in Jazz Studies for the Dept. of Ethnic Studies with the 2006 debut of *Jazz on Film*. He is the principal investigator for \$87,000 in grant funding from the Sterling Charitable Trust to offer courses and develop a program in Islamic/Interfaith Studies.

Dr. Baham served as chair of the department from 2009-2011. He is currently the vice-chair of the Academic Senate.

Luz Calvo (Cultural Studies) is an activist-scholar in the tradition of Ethnic Studies. Dr. Calvo received her PhD from the History of Consciousness program at UC Santa Cruz, where she studied with Teresa de Lauretis. Dr. Calvo's research traverses the fields of Latino/a Studies, visual culture, women of color feminism, and critical race psychoanalysis. Her published research includes "Embodied at the Shrine of Cultural Disjuncture" (*Beyond the Frame: Women of Color and Visual Representation*, Eds. Angela Y. Davis and Neferti X. Tadiar. New York: Palgrave Press, 2005) and "Art Comes for the Archbishop: The Semiotics of Contemporary Chicana Feminism and the Work of Alma Lopez" (*Meridians: Feminism, Race, Transnationalism*, 5:1 Autumn 2004); and "Racial Fantasies and the Primal Scene of Miscegenation," *International Journal of Psychoanalysis* 89 (2008): 55-70. Dr. Calvo has presented research both nationally and internationally, including presentations at Yale, University of Minnesota, Duke, Cornell, and the University of Seville. She regularly presents her work at the National Association of Chicana and Chicano Studies conference.

Dr. Calvo has been an active member of the campus community, serving a term on the Academic Senate and on CAPR (Committee on Academic Program Review). She is currently vice president of our campus chapter of California Faculty Association and works with student activists in Students for Quality Education. She participates in her Oakland community, attending General Assemblies at Occupy Oakland and meetings of the Occupy/Decolonize Oakland POC/QPOC caucus. She is also active in the newly formed "Occupy Education" group organizing statewide actions against budget cuts and privatization of education.

As an activist scholar, Dr. Calvo has taken advantage of our department's "special topics" course to teach issues of contemporary relevance. In Spring Quarter 2010, Dr. Calvo taught a course entitled "Students of Color and the Budget Crisis" and in Spring 2011, she taught a course entitled, "Decolonize Your Diet." Both courses had robust enrollment and provided students with a highly focused discussion of contemporary issues from an Ethnic Studies perspective.

Dr. Calvo is developing expertise in decolonized food studies, presenting her research in this area at the 2011 National Association of Chicana and Chicano Studies conference. She was also interviewed on this topic on KPFA radio and participated in a special panel on Decolonized Food at the Cornerstone Theater "Just Seeds" project in Los Angeles (Nov. 12, 2011).

Colleen Fong (Sociology) was hired as a lecturer to teach the first Asian American Studies course to be offered in nearly a decade when the Department was established (1983-84). As a lecturer she developed "Asian American Family Patterns" based on student interest, participated in the Chancellor's campus-wide program to "multiculturalize" the curriculum, and became an active member of the Asian American staff and faculty organization. In 1990,

having completed her doctorate at the University of Oregon, she received a tenure track position and has developed eight Asian American Studies courses, “Immigrant and Refugee Women,” “Interracial Sex and Marriage,” and a GE freshman cluster, “American Dream, Immigrant Realities.” Dr. Fong taught her first online course in Fall 2006 and has now designed and taught four online courses. Dr. Fong’s interests include historical and contemporary family formation and a developing area in reclaiming/maintaining agricultural and food heritages. She has been exploring ways to involve students in a community garden which is consistent with her teaching philosophy to expand the walls of the classroom. She requires students to observe or collect data in the surrounding communities and evaluate the applicability of what they are learning in class. In her newest course, “Asian American Sites and Sounds,” students visit sites ranging from a small restaurant owned by a Vietnamese refugee, the Fremont Gurdwara (Sikh Temple), and the immigration barracks on Angel Island.

Dr. Fong enjoys working collaboratively to enhance the campus environment. She coauthored *A Guide to the Pronunciation of Asian Pacific Names*. She regularly participates in the Faculty Center on Excellence in Teaching and recently had a co-authored proposal selected for the 15th Annual CSU Symposium on University Teaching. Dr. Fong has served on a variety of committees including the WASC Mission and Campus Climate; Search; Retention, Tenure and Promotion; Research; Fairness; Cultural Groups/Women GE. She also organizes campus events, most recently a panel on Japanese American Internment in honor of Korematsu Day of Civil Liberties, and serves as the co-chair of Asian Pacific Islander Faculty and Staff Association. Dr. Fong was instrumental forming the Department’s first student club, Ethnic Studies Academic Society, and has actively assisted students with their events, apply to graduate school and revise papers for publication or presentation. On several occasions she has announced candidates at Commencement.

Dr. Fong has published syllabi in American Sociological Association resource guides, an article on teaching “Introduction to Asian American Studies” as a GE requirement in *Journal of General Education*, and written two modules on Asian Americans for a CD-ROM, “Diversity, Distance, Dialogue,” for Corporation for Public Broadcasting. A co-authored publication, “In Search of the Right Spouse” on Asian American interracial marriage has been reprinted in anthologies and course readers. Dr. Fong has presented papers at the Association for Asian American Studies, Pacific Sociological Association, and Oral History Association meetings. She has served as a reviewer for Asian American Studies and Sociological journals as well as NYU, UC, and University of North Carolina presses. In November 2012 she will make an invited presentation on her current research, “From Domestic Servants to Husbands; From Mission Home Inmates to Wives: Establishing and Maintaining Chinese American Families in the Shadow of Exclusion” at Wuyi University in Guangdong Province China. Dr. Fong also provides service to the community as a member of the editorial committee of the Chinese Historical Society of America, the Asian Pacific Advisory Council of the Oakland Museum of California, and the Community Advisory Council of the Hayward Area Historical Society.

Enrique Salmón (Anthropology) has a B.S. from Western New Mexico University, an MAT in Southwestern Studies from Colorado College, and PhD in anthropology from Arizona State University. His dissertation is a study of how the bio-region of the Rarámuri people of the Sierra Madres of Chihuahua, Mexico influences their language and thought; poisonous plants used for medicine was the focus for the study. During his doctoral course studies Enrique was a Scholar in Residence at the Heard Museum. Enrique is on the Board of Directors of The

Cultural Conservancy. Enrique has published several articles and chapters on Indigenous ethnobotany, agroecology, and traditional ecological knowledge. His book, *Eating The Landscape: American Indian Stewards of Food and Resilience*, was published this year by University of Arizona Press.

Carlos Salomon (History) is Associate Professor of Ethnic Studies (2005). He received his PhD in 2002 from the University of New Mexico in Latin American and Borderlands history. He is author of *Pio Pico: The Last Governor of Mexican California*. Salomon teaches courses in comparative Ethnic Studies, immigration, and oral history.

Dr. Salomon was the Director of Latin American Studies (2006-2012) and is working on merging this program with our Latino/a Studies option. His interest in transnational history led him to create a website called *Migration Story*. This project teaches students how to conduct oral histories, in the community, and edit them for an audience. The student-written stories are collected on the website and focus on immigration to the Bay Area.

Dr. Salomon has presented his work at various conferences including the Western Historical Association, the Rocky Mountain Conference of Latin American Studies, and the American Historical Society. He has given lectures across California about Pio Pico, the topic of his book, and has consulted with teachers and state parks to develop curriculum around the issue of early California history.

Jaideep Singh (Ethnic Studies) holds a B.A. in History, with a focus on the comparative histories of peoples of color in the Americas, and an M.A. and Ph.D. in Comparative Ethnic Studies from UC Berkeley. He is also co-founder, and sits on the Board of Directors of, the Sikh American Legal Defense and Education Fund, a mediawatch and civil rights advocacy organization.

While at Berkeley, he founded California's first Sikh Students' Association in 1989, and actively organized among Sikhs in the Bay Area for the following decade, addressing issues such as human rights violations against Sikhs in India, Sikh sovereignty, as well as explicating Sikh history, theology and culture to the campus community. In addition, he has done extensive research and filming for a documentary film excavating the lost history of Sikhs in World War II, through which he hopes to recover this forgotten segment of the Sikh community's collective history, while simultaneously instilling pride among Sikh youth in their heritage.

His first book manuscript, currently under review by Oxford University Press, focuses on illuminating the broader significance of three disparate case studies of contemporary, grassroots political organizing by Sikh communities in the United States. Among the examples he analyzes in his first book are the successful battle to build a new Gurdwara in San Jose, California amidst bigotry-laden opposition by members of the surrounding community; the political campaign of the first turban-wearing Sikh to run for state-level political office in suburban Chicago; and Sikh American participation in the largest cab strike in the history of New York City, in the face of Mayor Guiliani's cynical, racialized scapegoating for his own political gain.

Dr. Singh has also written extensively about the Sikh American community's intense

encounters with domestic terrorism in the wake of the attacks of September 11, 2001, and his next book documents and analyzes the community's experiences post-9/11. He has published several scholarly and community-oriented pieces about Sikh and South Asian American history, and various aspects of contemporary South Asian American communities. His research interests include the historical and contemporary development of the Sikh and South Asian American diaspora, contemporary race relations, representations of race and gender in popular culture, racialized politics, and the intersections of religious and racial bigotry in the contemporary United States. In addition to his work in the academy, he has also presented in a number of forums outside the classroom: from community gatherings, to the California State Legislature, to the Asian American Journalists Association.

2.5 Resources

Support for Faculty Research

In order to remain productive scholars, our faculty members need course relief and time to conduct research and writing. Teaching 3-3-3 is grueling. We hope that robust internal grant programs can be reinstated. In addition, we need a sufficient budget to be able to attend one scholarly conference per year.

Kitchen and Community Garden

We have a desire to make the Dr. Calvo's "Decolonize your Diet" class into a permanent course offering. It was taught in Spring 2011 with great success. In order to teach it institute that we would need a dedicated cooking laboratory; the cost estimates for conversion of a classroom to a cooking laboratory are in the \$100,000 range. In addition, several of our faculty (Calvo, Salmón, and Fong) are anxious to have a community garden on our campus. Such a garden would greatly enhance our ability to teach new topics, including ethno-botany, food sovereignty, and reclaiming ancestral foods. We will be exploring grants and A2E2 money as a way to fund these projects. Dr. Salmón is on the Faculty Learning Community on Sustainability that has also expressed interest in creating a community garden. In the meantime, we seek funds to participate in the Hayward Community Gardens.

New Positions

The department will be requesting two additional positions in the next five years. We understand that other departments are in worse shape than us, given the hiring freeze in previous years. We have stepped back from requesting positions we need but we will start putting forth requests next year.

2.6 Unit Requirement

The major consists of 60 units; the B.A. degree requires a total of 180 units.

3. Five-Year Plan (2011-2016)

Our five-year plan is a response to the self-study that we completed as part of the five-year review process. The plan takes into account what we have learned from the review process, and specifically addresses the concerns and observations that we identified as most important. We continue to work in an environment in which we are required to do more with less. The core of that “more” is a commitment to sustaining an academically rigorous program, and to expanding the number of students in our major, minors, and options in ways that meet the needs of our diverse student population.

We have five (5) overarching goals for the next five years:

Goal #1: Revise and streamline the curriculum, including the launching of an online major

Goal #2: Develop a meaningful, vibrant, and high-impact service-learning course

Goal #3: Enact a multi-pronged publicity campaign with the goal of increasing the number of majors and increasing the visibility of our department on the campus and regionally

Goal #4: Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan

Goal #5: Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies

Five Goals in Five Years

Goal #1: Revise and Streamline the Curriculum

Objective: Recruit more majors, improve retention and graduation rates

We want to have a dynamic major, which is grounded in an intellectually challenging curriculum that maintains continuity with foundational research from the past and yet remains open to new and innovative changes in the field. In the next five years, we plan to implement the following programmatic curriculum changes:

- Restructure and streamline our major. We are proposing to eliminate the requirements of the “secondary option” and “breadth requirements.” The primary option will remain in place. The secondary option and breadth requirement will be replaced with electives that allow students to focus on either a single or multiple groups. Students will still be required to study groups outside of their “primary option” but they will have greater latitude of how to put their program together.
- Eliminate the senior seminar/senior thesis and replace these courses with a service-learning requirement.

- Discontinue the Latin American Studies Program and fold it into the Latino/a Studies option under new title, “Latino/a and Latin American Studies”
- Implement online major
- Continue to develop innovative and cutting edge courses

Responsible: Department Curriculum Committee (Baham, Singh)

Resources Needed: No additional resources needed. We will eliminate the need for a course release for the director of Latin American Studies.

Goal #2—Develop a meaningful, vibrant, and high-impact service-learning component

Objectives: Provide our students with a high-impact educational activity and link our program to local communities.

- Continue meetings with the University’s Service Learning staff and faculty, including Mary D’Alleva and Maxwell Davis
- Each faculty member has agreed to contact at least one organization or non-profit agency that dovetails with their courses/curricula to determine whether they will be able to meet the requirements of contracting with CSUEB
- We plan to phase out 4020/4030 and teach our new service learning class in the 2012-13 school year.

Responsible: Department Service Learning Committee (Fong, Salomon, Singh)

Resources Needed: We need assistance from the Service Learning Office to get appropriate sites for service learning approved. We would benefit from a work-study student and/or course relief for a faculty member to get this program started.

Goal #3—Enact a multi-pronged publicity campaign

Objective: Increase our number of majors and increasing the visibility of our department on the campus and regionally

- Work with campus media specialists and chose a new logo
- Redesign the website with the new logo
- Produce books marks with the new logo
- Design a new brochure with the logo
- Distribute these bookmarks to Ethnic Studies programs in local community colleges
- Once our website is redesigned, work with Diane Daniels, CLASS Communications and Publicity specialist, to publicize our program

Goal #4: Rewrite students learning outcomes (SLOs) to align with Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan

Objective: Comply with CAPR's policy on assessment, improve our instruction

The University is currently in the process of approving ILOs. Several Ethnic Studies faculty have participated in the process of defining and writing these ILOs. For the past few years, we have been frustrated by our department SLOs, which are out of date and do not accurately reflect our current curriculum. Further, while we have participated in the Faculty Assessment Coordinator Team (FACT), we have yet to collectively decide on how to conduct assessment in our department.

- Hold a retreat in Summer 2012 to develop our department's SLOs. We will develop no more than five SLOs.
- Develop a plan to assess one SLO each year. Develop a process that is authentic, qualitative, and sustainable. Report progress in annual reviews.
- Link new department SLOs to each of our courses, delineating novice, intermediate, and advanced levels as appropriate.

Responsible: All faculty members under direction of the Chair

Resources Needed: Continued participation in FACT to provide support to faculty undertaking assessment projects

Goal #5: Hire additional faculty members in the fields of African American Studies and Arab/Muslim Studies

Objective: Maintain our strength in the area of African American Studies; Develop coursework in Arab/Muslim Studies; attend to the gender balance of our department's faculty

Our most significant loss in the next five years will be the end of Dr. Paige's FERP. When she completes this program, we will be down to one full time faculty member with an expertise in African American studies. We are in agreement that we need to start planning to hire a replacement for her position in the next year. Moreover, with Dr. Paige's departure, we will be left with a gender imbalance in the department (four men, one woman, and one gender non-conforming person). Our strategy is to propose a position in African American Gender and Sexuality Studies. Such a search will likely yield a diverse applicant pool. Moreover, such a candidate could develop our strengths in the areas of African American Studies and Genders and Sexualities of Color.

Responsible: Department Chair, Dean, Provost

Resources Needed: We will seek approval for these hires through the normal proposal process

4. Outside Reviewer's Report

External Review Report

Department of Ethnic Studies, California State University, East Bay

Prepared by: Nancy Raquel Mirabal, Ph.D.

Associate Professor, Latina/Latino Studies, San Francisco State University

Date of visit: May 3, 2012.

Final Report Submitted June 25, 2012.

This report is an external review of the Department of Ethnic Studies at California State University, East Bay. It is primarily based on extensive discussion and meetings with administrators, faculty, and students and a review and analysis of relevant university and departmental materials. These materials include: the California State University, East Bay Five-Year Program Review for Ethnic Studies, 2011-12; Department of Ethnic Studies 2010-11 Annual Report and the Department of Ethnic Studies Five-Year Review (2006-2007) Self Study.

During my visit I met with the chair of the Department of Ethnic Studies, Luz Calvo (PhD, University of California, Santa Cruz, Cultural Studies) and the full time faculty, including Nicholas Baham (PhD, University of Indiana, Bloomington, Anthropology); Colleen Fong (PhD, University of Oregon, Sociology); Enrique Salmón (PhD, Arizona State University, Anthropology); Carlos Salomon (PhD, University of New Mexico, History); and Jaideep Singh (PhD, University of California, Berkeley, Ethnic Studies). I met with the faculty in a collective meeting as well as individually to discuss specific concerns, elicit suggestions, and listen to solutions.

This is an impressive faculty with a wide-range of expertise, talent, skill, and experience. In addition to their research, heavy teaching loads and publications, I was very taken by their universal support of students and the local/global community. This is a department that takes their role and position as scholar-activists seriously, and as such, have accomplished a great deal in that arena. The amount of community and community-based assignments are astounding. Every faculty that I spoke to and met with had created, completed, or were in the process of establishing innovative and exciting relationships with community groups and organizations, and/or community services learning projects. The faculty's involvement in local community activities informs both their teaching and research.

The Ethnic Studies Department at CSUEB is unique in a number of important ways. To begin with, it is one of the few, if only comparative Ethnic Studies department that emphasizes theories of intersectionality and multiplicity within their curriculum. Structurally this is very difficult and the Ethnic Studies Department has done an excellent job in offering courses that examine ideas, issues, theories, histories, and cultures from a comparative perspective. Moreover, they are committed to incorporating an analysis of genders and sexualities throughout their curriculum. At San Francisco State University where I currently serve as an Associate Professor of Latina/Latino Studies, the departments are structured into four different departments and one program: African Studies Department, American Indian Studies Department, Asian American Studies Department, the Latina/Latino Studies Department, and the Race and Resistance Studies Program. As a result of such a structuring, it has been a challenge to create a comparative curriculum that

speaks to current political, social, economic and cultural conditions in the United States. In fact, one of the major problems facing the College of Ethnic Studies is how to establish spaces where different faculty and departments can come together to craft an intersectional and comparative curriculum, especially in regards to gender and sexualities.

The Department of Ethnic Studies at CSUEB, on the other hand, has mastered this challenge, and now offers one of the most comprehensive, exciting, innovative and popular Ethnic Studies major in the CSU system. They have done an excellent job of manifesting and complicating our understanding of multiculturalism.

While the discussions varied, there was one constant mentioned by faculty: the pressing need for new hires. Previous external review reports have noted the need for hires and have also requested that such hires be made. The demand for courses and curriculum expansion to reflect the disciplinary changes in Ethnic Studies has yet to be adequately met through hiring. It was discussed and agreed by faculty that the department needs to hire **three** (3) faculty members. The most urgent are replacements for **two** (2) faculty members that have retired. The first is the position to be vacated by Dr. Barbara Paige in the field of Africana/African diasporic/Sexuality/Women's Studies. The second is the position vacated by Dr. Noel Samaroo in the field of Social Science/Political Economies. The department is in need of a faculty member who can teach courses in political science, political economies and the intersection of race, gender, and politics. Both retirements (Dr. Paige is in her third year of FERP) have left gaps in the curriculum. There was also consensus concerning the hiring of faculty in Critical Legal Studies. Currently the department does not have a faculty member who can teach courses in criminal justice, education, health care, and social welfare. Considering the scope and importance of the Ethnic Studies Department, these hires need to be made as soon as possible to insure and solidify the continuing success of the department.

In addition, I met with a number of students who were either declared Ethnic Studies majors or had taken a number of courses in the program. They were well versed with the major and provided critical feedback on both the current state and future direction of the department. For the students, the department, professors, and curriculum were invaluable in how they viewed themselves as scholars, activists, organizers, and cultural producers. It was one of the few spaces in the university where they gained insight into their history and their place within the larger society as well as within the academic and university discourse. They noted that the materials they learned in their courses, and the relationships they developed with their professors not only kept them in school, but also ultimately inspired them to apply for post-graduate degrees.

These students were representative of the larger student body at CSUEB who have greatly benefitted from working with the Department of Ethnic Studies. This is evident in the increased number of students who have chosen to declare a major/minor in the Department of Ethnic Studies: Six (6) students in 1986 to forty-eight (48) students in 2009. According to the Fall 2011 enrollment numbers: 38 students identified as Native American; 2800 as Asian-American; 2300 as Latina/os; 1,200 as African-Americans; 300 as mixed race; 1,900 as unknown, and 3169 as white. The demographic changes in California and

within the public university system has made it very clear that Ethnic Studies departments and programs not only make a difference in regards to academic success, excellence, and retention, but they are fast-becoming, if not already, a necessary and significant component to a comprehensive and rigorous university education.

It is important to note that the department has been very active in the *McNair Scholars Program* since its inception in 2008. The faculty has mentored eleven (11) McNair Scholars in the last four years. This is a very impressive number and attests to the department's standing among students and within the university. I know of no other Ethnic Studies department that has successfully mentored so many McNair Scholars. Considering the size of the department, this is to be commended.

Finally, I met with Dean Rountree and Associate Dean Guo of the College of Letters, Arts and Social Sciences, who conveyed important and necessary administrative information, in particular, the structural, budgetary, and administrative challenges facing CSUEB. The discussion was very helpful in placing the needs of the department within a greater context. While the budget shortfall is a definite reality, this review asks that the university administration work with the department to find creative solutions to expand and assist the Ethnic Studies Department.

Review of Documents:

Along with the interviews, meeting and discussions I reviewed three major documents: the California State University, East Bay Five-Year Program Review for Ethnic Studies, 2011-12; Department of Ethnic Studies 2010-11 Annual Report and the Department of Ethnic Studies Five-Year Review (2006-2007) Self Study. I was also provided with a copy of the Department of Ethnic Studies' Response to the External Reviewer's Report, October, 2007; Information on the major and course selection; the Request for Approval of a Minor in Genders and Sexualities in Communities of Color, Fall 2006. I have read the reports thoroughly, and will cite them when appropriate throughout the study.

Department of Ethnic Studies, CSU East Bay

During the late 1960s through the early 1980s, Ethnic Studies departments and programs were established at universities and colleges across the country. Influenced and shaped by the Third World, Civil Rights, Anti-War, Anti-Poverty and Women's Movements, to name a few, faculty, student, and community organizers demanded that universities expand their offerings to include departments, programs, and courses that focused on the history and experiences of populations of color in the United States. The creation of Ethnic Studies Departments and Programs were designed to remedy and disrupt the unchecked racism, classism, sexism, homophobia, hegemony, and narrow definitions of knowledge and cultural productions rampant in many universities and colleges in the United States. Through such departments and programs, students learned to critically and effectively analyze multiple theories, ideas, and practices as well as to articulate and disseminate oppositional discourses and methodologies. Ethnic Studies Departments and Programs have also instituted alternative frameworks of learning and community service and engagement that have now been modeled and used in more traditional departments.

The Department of Ethnic Studies at California State University East Bay (CSUEB) is a well-regarded department comprised of highly respected scholars who have published widely in their fields. According to the Department of Ethnic Studies Mission Statement, their mission is to provide an “academically rigorous program that substantively contributes to the University’s public commitment to provide a multicultural learning experience.” At the same time, they are individually and as a department, committed to scholar-activist and community service/engagement paradigm. Again to cite their mission statement, the department is committed to social and environmental justice, “service to and engagement with the civic, cultural, and economic lives of diverse communities.” They value and are committed to serving communities “locally, regionally, and globally.” What sets the Department of Ethnic Studies apart is their profound dedication to community and service as an integral part of the department’s academic and scholarly mission. From the onset the Department of Ethnic Studies at CSUEB has incorporated a comparative and intersectional approach to the study of people of color in the United States. Founded in 1983-84 the department merged the African-American Studies Department, the La Raza and American Indian Studies Program, and the newly developed Asian American Studies Option into a Department of Ethnic Studies.

Since then, the department has grown exponentially, increasing the number of majors and course offerings. To be clear, the department uses “intersectional” to refer to the interrelationship between the categories of race, class, gender and sexuality. They are currently developing courses and expanding their curriculum to offer coursework on transnational issues. The department’s comparative and interdisciplinary program covers five (5) core areas: African-American Studies; American Indian Studies; Asian American Studies; Latino/a and Latin American Studies; and Gender/Sexualities in Communities of Color. Such an approach allows the faculty to develop courses that teach students to analyze social relations of race, class, gender and sexuality; develop nuanced understandings of social justice; and act as socially responsible global citizens. Along with offering five core areas, the department also offers six (6) minors in the following areas: Ethnic Studies, African-American Studies, American Indian Studies, Asian American Studies, Latino/a Studies and Genders and Sexualities in Communities of Color.

The State of the Department of Ethnic Studies CSUEB 2007-2012

In his 2007 external review report, Dr. Gordon Nakagawa listed four recommendations: (1) Faculty Hiring, (2) Student Outreach, Recruitment, and Growing the Major, (3) Curriculum and Programmatic Development, (4) Clarifying and Aligning Student Learning Outcomes and Implementing the Assessment Plan.

During the last five years, the Department of Ethnic Studies has done an excellent job of responding to Dr. Nakagawa’s recommendations. In regards to faculty hiring, Dr. Nakagawa cited an earlier report completed by Dr. Otis Scott in 2002 that made an explicit appeal for the hiring of additional full-time faculty, especially women of color to make the most of the newly established Genders and Sexualities in Communities of Color option. (Curriculum and Programmatic Development). Since 2007 the university has made important hires and as a result, the department has grown and become an integral part of

the university. With the recent and pending retirements of faculty, however, more hires are needed to insure the department's continued success.

Commendations:

Faculty Hires and Promotion:

Hires: Dr. Enrique Salmón, a specialist in American Indian Studies, and Dr. Jaideep Singh, an expert in Sikh and Punjabi American Studies.

Promotions: Professors Baham, Calvo, and Salomon received tenure and were promoted to rank of associate professor.

Balance: Promotion of faculty has resulted in a stronger balance between full, associate, and assistant professors.

Collegiality: The relationships among the different faculty are collegial and collaborative. They work well together, and are very respectful of each other's strengths and skills. Currently, the department has decided to rotate the duties of chairing the department. This appears to work well for the department. At the moment, the chair of the department is Dr. Luz Calvo. The faculty has praised Dr. Calvo for her vision, hard work, collegiality, and inclusiveness. They expressed their appreciation for her leadership and commitment to building consensus among the faculty.

Student Outreach and Recruitment

Faculty are involved in a number of student organization, societies, and events. They serve as mentors, directors and organizers, and work closely with students to advocate for a Diversity Center on campus, participate in Freshman Clusters, and organize speak-outs against budget cuts.

The department acknowledges that they need to do more in terms of recruitment and are in the process of establishing programs and workshops to recruit more students to the major.

Curriculum and Programmatic Development, and Growing the Major

The department has created and expanded course offerings in American Indian Studies, Comparative Ethnic Studies, Latino/a and Latin American Studies, Africana and Afro-diasporic Studies, and Mixed Race Studies. By 2012 the department in total, created close to twelve (12) new courses, and redeveloped older courses to respond to current theories and methodologies. The department has significantly restructured and streamlined the major and minor course offerings. Students are afforded more latitude in selecting courses and designing their major.

The Genders and Sexualities in Communities of Color option has been fully integrated into the department. It is now attracting a large number of students and promises to expand the major and student enrollment significantly.

Lastly the department has replaced senior seminar/senior thesis with service-learning requirement. This will allow the department to expand and restructure the service-learning requirement to meet needs of students and provide real-world experience.

Clarifying and Aligning Student Learning Outcomes and Implementing the Assessment Plan.

The department has worked very hard in aligning student-learning outcomes with their assessment plans. This is evident in department's restructuring of the major, in the expansion of relevant courses, and the institution of more service-learning courses/experience that will assist with measuring assessment from a different perspective. At the same time, the department recognizes that more work needs to be done in this area.

The department is in the process of changing, complicating and reconfiguring their major, making it difficult to solidify assessment. Once the changes have been put into place, assessment will become easier to identify and incorporate.

From the documents and materials received, I find that the department has done an excellent job of responding to all recommendations, especially during a period of intense financial and budgetary cuts. Yet, more needs to be done. In short, the department needs more faculty hires to respond to future curriculum demands. There is only so much that the department, as it stands, can achieve without the support of the administration and university. Therefore for the department to fully respond to these recommendations as well as the ones that I propose later in this report, there needs to be a commitment and shared vision on the part of the entire university.

Budget Cuts

It is impossible to assess and review the Department of Ethnic Studies at CSUEB without seriously considering the devastating effects of the state of California's budget cuts on the public university system, especially community colleges and the CSU system. Over the last decade the California public university system has experienced and endured staggering tuition hikes, deep budgetary cuts, furloughs, loss of faculty wages, a remarkable increase in student enrollment-which has led to large courses with no student or research assistance-and an overall disillusionment concerning the future of public university education. For the department this has meant being sidetracked by the need to defend their department and program from budget cuts. In 2009-2010 the department successfully resisted an administrative push to merge the Department of Ethnic Studies with Modern Languages. They have also, like most departments, been faced with increasing their Student Faculty Ratios (SFR) at alarming rates and major staff cuts. The department now shares an office staffing pool with three other departments. The shared office is located away from the faculty offices. This has led to an increase in work-load for faculty who can no longer look to staff for assistance, and have been left to handle much more logistical duties. In addition, the elimination of an Ethnic Studies office, as an important space, has further burdened the department. With the loss of the office, students and faculty have no space where they can congregate and meet as a community.

Despite the changes, the department has taken steps to work with the university to do everything possible to insure that students receive an excellent and rigorous education. They continue to balance large workloads, teach larger courses, mentor more students, and complete an ever-increasing service load. The department has also expanded its online course options. Online courses has been referred to by the faculty and administration as their "money-maker" and what many believe "keeps the department afloat." While I understand the benefits of online learning and commend those faculty who choose to teach

students online, I recommend that there be more balance and creativity in how students are taught. Not all students do well with online courses. There needs to be a better balance in regards to teaching methods and experiences.

Recommendations:

1. **FACULTY HIRES:** The hiring of three (3) faculty members in the following fields/disciplines: Africana/African diasporic/Sexuality/Women's Studies; Political science and Political Economies, and Critical Legal Studies.

Justification: Of the three the most pressing and urgent is a hire in the field of Africana/African diasporic/Sexuality/Women's Studies to replace the position soon to be vacated by Dr. Barbara Paige. The urgent call for hires while predictable is nonetheless very necessary. Much like Dr. Nakagawa's appeal that the a hire be made in Native American Studies to replace Dr. Roxanne Dunbar-Ortiz upon her retirement, the same is true in this instance. Dr. Paige's retirement will leave an indelible absence that needs to be replaced as soon as possible. Considering that the CSUEB serves East Bay communities with a large number of African Americans, such as Oakland, Richmond, Vallejo, Pittsburg and Antioch, it is imperative that this hire be made. As different professors noted, the department is "educating more African-American women than ever before" and needs a hire that can teach these courses and serve as a mentor. At the same time, as faculty have noted, such a hire will assist with balancing the gender make-up of the department. Currently there are more male than female professors in the department. Furthermore, it is critical to the department's comparative and intersectional mission, that there be a professor with expertise in Africana/African diasporic/Sexuality/Women's Studies. The call for hires was unanimous among professors and students, and represents the growth and expansion of the department. It is important to reiterate that the department is at a critical and pivotal juncture where, if provided support, can expand and grow. It is in the interest of the university to insure that the Department of Ethnic Studies is strengthen and continues to be an integral part of the university. After reviewing pertinent materials and having extensive discussions, I am convinced that the expansion of the department will encourage greater enrollment and retention of students: aspects that are touted by administration for the survival of universities during a period of financial chaos and uncertainty. Although, I understand that this might not be possible, I nonetheless strongly recommend that the university seriously take into account an additional two hires: one in Political Science and Political Economies; and one in Critical Legal Studies. Both hires are necessary to extending the department's course offerings that will in turn attract more students.

2. **STUDENT OUTREACH AND EXPANSION OF COURSE OFFERINGS:** The department needs to do a better job of promoting its course-offerings, especially its Genders and Sexualities in Communities of Color option, establishing more lower-division and general education courses, and forging stronger relationships with staff and counselors. I commend the department's current restructuring of the major, which will not doubt assist in this endeavor, and encourage that they continue to develop comparative courses in Ethnic Studies.

Justification: One of the challenges facing the department is that students are unaware of the department's course offerings, and how they satisfy general education requirements. In an effort to increase enrollment—outside of the very popular online courses—and majors/minors, I recommend working with staff and G.E. administrators to better inform, publicize and disseminate relevant courses. Often these courses serve as 'gateway' classes that introduce and attract more students to the major. I recommend that the department create lower-division courses to attract students during the first and second year. In addition to promoting their curriculum among the administration, I suggest that they work with student groups and centers to develop workshops that inform students what they can "do" with a degree in Ethnic Studies. The students I met with, who were not majors, remarked that they did not major in Ethnic Studies (even though they appreciate the courses and professors) because they were unaware of how to 'market' a degree in Ethnic Studies. Such workshops and discussion groups will enable students to learn how degrees in ethnic studies can be used in the fields of education, social work, public policy, journalism, and law to name a few. Once students understand that Ethnic Studies is a solid interdisciplinary degree with many benefits, they will choose to major in Ethnic Studies.

3. GROWING THE MAJOR: The department is in the enviable position of being in a potential place of major growth. However, it needs to be careful that they make the most of these opportunities. There are three (3) specific areas of focus: the continued and deliberate expansion of the Genders and Sexualities in Communities of Color option/component; careful weighing of online course enrollment; and the continual reconfiguration of community service learning.

Justification: As noted earlier, the recent approval of the Genders and Sexualities in Communities of Color option/component marks an important opportunity for the department to promote its distinct and varied course offerings. With the introduction of this option, the department can also reacquaint students with the newly created and redeveloped courses, and remind students why both majoring and taking courses in Ethnic Studies is so valuable during a period of demographic change and transnational/global realities. From my interviews and discussions with the students, it was clear that they came to Ethnic Studies on their own, and had not been given much guidance from staff or counselors. In addition to working closely with staff, a possible option is to send e-mails to all incoming students informing them of the department's offering and how those courses satisfy general education as well as other requirements.

I also want to note that there be some caution and balance in regards to online courses. These courses should not be made a requirement for the success and survival of the department (i.e. money-maker). It is clear that online courses attract large number of students, which significantly helps with SFRs. Yet, they are extremely time consuming and deplete faculty resources. Depending on the number of students, the materials and assignments, the workload is potentially unmanageable. While I recommend that these courses be available to professors who want to teach them, I strongly believe that there needs to be an acknowledgement of the heavy work-load. I understand that the administration provides financial incentives to the professors and departments, but this may not be enough. With the onset of online courses as normative features of university learning, teaching loads needs to be reconsidered and adjusted.

At the same time, it is important that the university respect and accommodate faculty who do not want to teach online courses and prefer to teach in-class. Both are important to a balanced and effective curriculum.

4. SUPPORT FOR CSUEB TO BE A HISPANIC SERVING INSTITUTION (HSI). As a result of significant demographic changes, CSUEB is close to becoming a Hispanic Serving Institution. I recommend that the university and department work together to insure that CSUEB be an HIS and that the resources be provided to the department so that they can continue to grow and respond to the large number of students of color. I urge the university to support Dr. Calvo's participation in the proposed Puente/Ganas program.

CONCLUSION

The Ethnic Studies Department at CSUEB is a dynamic, exciting, rigorous, innovative and worthwhile department that merits commendation and support. Their willingness over the years to make needed changes and to evolve theoretically and methodologically is impressive. As both Dr. Scott and Dr. Nakagawa have noted, the course offerings for the Ethnic Studies major are comparative and comprehensive. The department has successfully balanced the need to over course that provide a strong over-view of race, class, gender, sexuality and community, while at the same time establishing courses that are more in-depth and focused on a particular group. From my own experience, I understand how difficult it is to offer and teach such a curriculum. It demands that faculty have a range of knowledge, skill, and understanding. I am also quite impressed by the dedication and commitment to students and community-service learning. The faculty does an excellent job of connecting academic and scholarly work with "real-world" community issues, interests, and needs. They are willing to tweak, make changes, innovate and do everything possible to insure that students learn.

I also want to point out that this a highly effective department that is also at a crossroads. If afforded the hires and support, they will no doubt be one of the best departments at CSUEB. Considering that marked changes in demographics and student learning, reinforcing and strengthening the Ethnic Studies Department assists the *entire* university community. If they are not provided support, the department will be unable to manage the large number of students, the unsustainable teaching and service load, and to grow the department to its fullest potential.

5. Response to Outside Reviewer's Report

The department appreciates the spirit of the Dr. Mirabal's external review and we are in agreement with her suggestions. We appreciate the way Dr. Mirabal understands that our department is unique and cutting edge in our approach to ethnic studies. Unlike our neighboring CSU campuses, such as SFSU and San Jose State, our department is comparative in scope and approach. This provides our students with the ability to gain knowledge about more than one ethnic/racial group. We concur that this approach is becoming increasingly valued in the field but also best reflects the needs of our students as they go out to communities to apply their knowledge.

With regard to Dr. Mirabal's recommendations, we will respond to them in order:

1. **Faculty Hires:** Dr. Mirabal recommends three hires and while we would love to agree with her recommendation, we are realistic about the prospects for these hires in the current climate. We are prioritizing one of the three hires recommended by Dr. Mirabal: the hire in Africana/African Disporic/Sexuality/Women's Studies, which is roughly the replacement for Dr. Paige's position. We will be putting in a request for this hire. We will put the other hire requests on hold for the short term, but will reconsider on an annual basis, taking into account issues such as enrollment and budget.
2. **Student Outreach and Expansion of Course Offerings:** We agree that we need to do a better job of promoting our course offerings and we are working on this issue by developing promotional materials and making better use of our mailing lists, "facebook" page, and website.
3. **Growing the major:** We are in complete agreement about the need to grow our major! We will follow Dr. Mirabal's advice to focus on expanding genders and sexualities option, use online teaching wisely, and reconfigure our service-learning component.
4. Help the University become a **Hispanic Serving Institution:** We agree wholeheartedly and will continue our efforts in that regard.

Appendix A: Five-Year Hiring Plan

**Five-Year Hiring Plan
Department of Ethnic Studies
Luz Calvo, Chair
Submitted November 20, 2011**

2012-13: No request

2013-14: 1 hire

Field: African American Studies with an emphasis in Genders and Sexualities/Women of Color Feminism. The ideal candidate would also be able to teach courses on Civil Rights, Slavery, and/or Black Identity. Rationale: Our African American option has historically been our strongest and most popular option. However, given recent faculty retirements (Noel Samaroo 2006 and Barbara Paige 2009), we are unable to offer the full complement of classes. African American Studies is vital to our major and our department. We ask for this hire with the view toward rebuilding our strength in African American Studies while developing it in the complementary area of Genders and Sexualities. Such a position would thus support our two options with the largest student enrollment: African American and Genders and Sexualities. We would write the position so to encourage applications from qualified women because there is currently a lack of gender parity in our department.

2014-15: No request

2015-16: 1 hire

Field: Arab and Muslim Diaspora Studies, with possible concentration in political economy, comparative ethnic studies, genders and sexualities, social movements. Rationale: Since 2001, Arab Americans have suffered increasing levels of surveillance and racial profiling. The study of Arab and Muslim communities in the US within the context of Ethnic Studies is an emerging trend in the field, recognizing Arabs and Muslims as organic members of the larger communities of color within the US. (See, for example, the program in "Arab and Muslim Ethnicities and Diasporas" in the College of Ethnic Studies at our sister campus, San Francisco State University). Our campus is already enriched by large local communities of Afghan Americans and Arab Americans in Hayward and Fremont. Here in Ethnic Studies we are welcoming an increasing population of Muslim students at CSUEB, but we are conscious that we cannot yet offer classes addressing this group. We feel it is important to develop our department's expertise in this area with a new hire. This hire would also complement the position in Sikh Punjabi Studies, established in 2009.

2016-17: No request

Appendix B: Annual Report

Note: This was the only annual report submitted in the previous five-year period.

Department of Ethnic Studies
2010-11 Annual Report
prepared by
Nicholas L. Baham III, Ph.D.
Associate Professor and Chair

Introduction

The Department of Ethnic Studies at California State University East Bay offers an interdisciplinary and holistic study of the multiracial, multicultural and multi-gender indigenous and immigrant societies of the United States. Its mission is central to the university's commitment to "educational excellence for a diverse society." The department's pedagogy integrates paradigms from the social sciences and humanities and has helped students qualify for graduate and professional schools as well as diverse public and private sector employment.

The Department of Ethnic Studies features 6 full-time tenured or tenure-track faculty members (Fong, Baham, Calvo, Salmon, Salmon, Singh), 1 FERP professor (Paige), and 1 entitled Lecturer appointment (Loden) -although in any given quarter, anywhere from 2 to 5 lecturer faculty may serve the department. The Department of Ethnic Studies is affiliated with the Latin American Studies program that underwent a 5-year review during the 2010-11 academic year under the leadership of Dr. Carlos Salomon. The department additionally supports an Islamic/Interfaith Studies program through a grant from the Sterling Foundation, and has supported a Pashto/Dari/Afghan Studies program through a U.S. State Dept. grant. The department offers major and minor degree options in African American Studies, Asian American Studies, Latino/a Studies, American Indian Studies, and Genders & Sexualities in Communities of Color. The department also possesses the Ranjit Sabharwal Endowed Chair of Sikh/Punjabi Studies (Singh) initiated by a \$500,000 gift from the Bay Area's Sikh community. A complete Sikh/Punjabi Studies program including language courses is currently in development.

Self Study

Since 2003, the Department of Ethnic Studies has hired 5 tenure-track professors (Baham, Calvo, Salomon, Salmon, and Singh), 3 of who have earned tenure (Baham, Calvo, Salomon) and 1 who will be evaluated for tenure during the 2011-12 academic year (Salmon). These 5 professors form the core of the future of the department of Ethnic Studies and have contributed to steadily increasing growth in major/minor programs and FTES. In recent years the department has absorbed the retirement of African American Studies Professor Noel Samaroo and the FERP of former chair and African American Studies professor Barbara Paige. The loss of two faculty in African American Studies in recent years will necessitate another appointment.

The Department of Ethnic Studies is in a growth mode. We are committed as a faculty to increasing the number of our majors. To this end, the Department of Ethnic Studies has crafted a three-part Ethnic Studies Growth Initiative in order to substantially increase the number of its majors within a 5 to 10-year period.

The first phase of the Ethnic Studies Growth Initiative includes the creation of an online major/minor program in its Genders & Sexualities in Communities of Color option. The program has been approved by the university president and faculty senate and is awaiting approval from WASC on September 30, 2011. The Genders & Sexualities in Communities of Color option is the first option in the CSU system dedicated to the academic study of LGBT persons of color. It offers tremendously popular courses including *ES 3430 Interracial Sex & Marriage*, a course that generally affords the department 4 to 6 sections per quarter with waiting lists of hundreds of students. The online program will offer all students throughout the CSU system an ability to earn an Ethnic Studies degree with a major option in this unique program and in the immediate future and long-term the department projects tremendous growth in majors through this online program.

The second phase of the initiative is a substantive alteration of major/minor requirements agreed upon in a faculty retreat Spring 2011. The department has agreed to streamline its Core/Area Breadth/Primary Option/Secondary Option structure into one that requires Core/Primary Option/Electives. The department intends therefore to simplify the path toward a degree in Ethnic Studies and enable students to have a greater choice of courses that they can take. Faculty have considered the impact of the previous degree structure on transfer students as well as the impact that a simplified structure will have on advising and advertising the program. Faculty have also considered the positive impact that streamlining the major will have for students in its new Genders & Sexualities in Communities of Color Online Major/Minor Program.

The third and final phase of the department's growth initiative includes the embrace of Service Learning opportunities. The department further agreed to substitute its capstone courses *ES 4020/4030 Senior Seminar/Senior Thesis* course sequence for a service learning/internship course *ES 3290 Community Development* that will offer students much needed employment experience and contacts in the non-profit employment sector. We are anticipating that our new school-to-work focus will further assist with increasing majors in the department. We are aware that as student fees increase, students are drawn to majors that can lead to employment.

In addition to the three-part Ethnic Studies Growth Initiative, the department is initiating other curricular modifications including the merger of Latino/a and Latin American Studies at the suggestion of Dean Kathleen Rountree. Professors in specific option areas have already begun discussing updating course offerings. The introduction of *Hip-Hop Nation* or *Latino/a Sexualities* for example, reflects the on-going modernization of the program. The Department has further consulted a graphic designer/marketing professional in order to modernize its branding and website. We will begin actively initiating all modifications to the curriculum and public relations ideas during the upcoming 2011/12 academic year.

Summary of Assessment

In Spring 2011 under the leadership of Dr. Luz Calvo, the Department of Ethnic Studies initiated assessment of the academic strengths of its current curriculum. We decided to assess

SLO #1: “Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will demonstrate an understanding of the historical and contemporary experiences of American ethnic minorities as racialized people in the United States.”

The assessment tool/student questionnaire and rubric created by Dr. Calvo reads as follows:

Student Questionnaire:

1. In the field of Ethnic Studies, “racialization” is a key term. In your own words, describe the process of racialization as it pertains to people of color in the US.
2. Describe three historical events that have impacted the socio-economic standing of people of color (any or all groups) in the US. These events can have had either a positive or negative impact. Be as specific as possible in your answers.
3. Describe three contemporary issues that impact people of color in the year 2011. Choose the three issues that you think are MOST important to people of color (any or all groups). Be as specific as possible in your answers.

RUBRIC

	Developing	Competent	Advanced
#1	Answer does not clearly articulate a clear understanding of race as a socially constructed category with real effects.	Answer shows that EITHER race is socially constructed OR that it has real effects.	Answer clearly articulates that race is a socially constructed category with real effects on people's lives.
#2	Student can only identify a few obvious events (i.e. Slavery) but gives no historical detail.	Student identifies specific and important historical events but answer is not fully fleshed out.	Student identifies important historical events such as Chinese exclusion laws, Simpson Rodino Act, <i>Brown v. Board of Education</i> and can accurately describe these events in context.
#3	Student cannot articulate three current issues	Student identifies three current issues that affect people of color but without much nuance or complexity.	Answer clearly articulates that race is a socially constructed category with real effects on people's lives.

Conclusions

The assessment tool was scored during our Spring 2011 faculty retreat. When we tallied the results, the average score was 6.75 out of 9. According to the rubric as score of 6 was considered “competent.” The low score was 4. The high score was 9. After reading the students’ answers to the questions, Ethnic Studies faculty had a qualitative discussion about strengths and weaknesses of students’ responses.

Key points that emerged from our discussion:

1. We need to emphasize the concept of racialization in *all* of our classes.
2. Our students need a broader understanding of racialization as it applies to multiple communities and not just one or two.
3. Many students had a solid understanding of racialization as it applies to one community.
4. We should work harder to allow students to make connections between the various oppressions faced by each racial and ethnic community.
5. We should be teaching more about legal issues and the law.
6. Overall, we were impressed by our students’ ability to connect contemporary issues to historical issues affecting communities of color.

7. Many of the students gave answers that were vague and general.
8. Writing skills need improvement.

After much discussion, faculty agreed to rethink our SLOs. The four department SLOs were written by faculty who have since retired. We are committed to writing SLOs that more accurately reflect the current state of the field and the pedagogical priorities of our present faculty. At our next faculty retreat during 2011-12 we will develop new SLOs for the department.

III. Report on Planning and Institutional Research

The Chair of the Department of Ethnic Studies currently has access to Quarterly Headcount Enrollment data from 2007 through 2011; a Fall 2011 report of enrolled majors; APR summary reports for 2005-2009; and FTES Enrollment statistics from 2005 through 2010 (Fall quarters only).

CAPR should be made aware of the dearth of statistical information and dramatic conflicts in various statistical reports which make it difficult for departments to track their growth and progress. CAPR should further be aware that the Chair of the Department of Ethnic Studies has never been in possession of a one-page report from Planning and Institutional Research. This data has not been available during the duration of my tenure as chair (2009-2011). As soon as this data is made available it can be incorporated into subsequent Ethnic Studies Annual Reports.

All statistical data at hand demonstrates a steady growth in majors in Ethnic Studies since 2007 but there are dramatic conflicts in the numbers. Available CSU ERSS Quarterly Headcount reports suggest that in Fall 2006 the Department of Ethnic Studies had 28 enrolled majors and that by Spring 2011 we had grown to 34 enrolled majors. The Fall 2011 Report indicates that we now have 37 enrolled majors. At the same time an APR Summary for 2005-2009 suggests that in 2005 we had 23 majors and that by 2009 we had 49 majors. The differences are significant, particularly for a small department whose survival in the midst of budgetary crises may be wholly dependent on the growth of enrolled majors. There is a 22% difference alone between 48 and 37 majors.

FTES reports demonstrate similar growth. In Fall 2005 Ethnic Studies had an FTES of 144.0 and in Fall 2010 we had an FTES of 189.1. These numbers are comparable with the Department of Criminal Justice (180.5 FTES Fall 2010) and Political Science (185.1 FTES Fall 2010) to mention a few and exceed PUAD, PHIL, MUS, GEOG, and ANTH. In other words, FTES statistics for the Department of Ethnic Studies represent an average CLASS figure.

Data for Fall 2011 indicates an actual SCU of 3088 (as of Sept. 15, 2011). With 22 classes offered during the Fall 2011 quarter, the SCU figure of 3088 represents approximately 772 students across 22 classes, meaning that the Department of Ethnic Studies teaches an average of 35.09 students per class. In light of the Chancellor's Spring 2011 SFR target of 31, courses must average 40 full-time enrolled students in order to reach an SFR of 31. Contemporary SFR targets of 35 suggest that courses for Fall 2011 and forward must meet an average of 43-45 full-time enrolled students. At an average of 35.09, the Department of Ethnic Studies in

Fall 2011 falls a little short of the 40 – 45 student per class average, although a majority of our courses have waitlists and at least one of our courses has a current enrollment of 50 students (Fall 2011 ES 1201).

To this end the department of Ethnic Studies will take into consideration all implications of the contemporary escalation of SFR targets including the development of mega-sections or a substantive raise in course caps throughout the curriculum. It should be noted, however, that Ethnic Studies offers many courses for General Education and CAPR should be aware that the ever-moving SFR target represents a real threat to the intellectual integrity of our courses, implications for faculty workload, and General Education standards.