

**Ethnic Studies 2021-22
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Ethnic Studies
Program	Ethnic Studies
Reporting for Academic Year	2021-22
Last 5-Year Review	2018-19
Next 5-Year Review	2023-24
Department Chair	Baham
Author of Review	Baham
Date Submitted	10/1/2021

I. SELF-STUDY (suggested length of 1-2 pages)

A. Five-Year Review Planning Goals

Plan

3.1 Curriculum

During the 2021-22 academic year, the Department of Ethnic Studies proposed one significant curricular adjustment: Ethnic Studies minors will no longer be required to take *ES 389 Engaging Communities of Color*. *ES 300 Writing for Social Justice* will now be required in order to obtain a minor in Ethnic Studies. This modification will be submitted and reviewed by the Curriculum Committee during the 2022-23 academic year.

ES 365 AAPI Environmental Voices was launched.

Goals that were established in the 2020-21 Annual Report are on-going. Our curricular priorities are focused on AB 1460 which requires a 3-unit lower division course in Ethnic Studies as a graduation requirement throughout the California State University system. As such, developing Area F courses, staffing Area F courses, and playing key roles in mentoring faculty outside of Ethnic Studies who want to teach these courses and certifying these courses have all become top priorities for the Department of Ethnic Studies.

GOAL #1: Developing Area F courses to meet the new AB 1460 Ethnic Studies requirement is our biggest curricular task. This is already being undertaken by Drs. Sacramento, Wilson, Tran, and Rasiah.

GOAL #2: Advising faculty outside of the department of Ethnic Studies who wish to offer Area F courses within their home departments. This work is also well underway thanks to the on-going Ethnic Studies FLC directed by Dr. Sacramento.

GOAL #3: Certifying Area F courses in departments outside of Ethnic Studies. This work is already underway with a Senate approved Area F committee with mandated Ethnic Studies participation.

GOAL #4: Aligning Ethnic Studies pedagogy with Liberal Studies and creating an Ethnic Studies pathway for students ultimately seeking teacher credential programs.

GOAL #5: Creation and maintenance of mega-sections for *Introduction to Social Justice*, Dr. Jennifer Tran's *Race in the City*, and Dr. Anndretta Wilson's *The Black Fantastic: Politics and Popular Culture in Black America*. These efforts have been frustrated by a lack of cooperation from FASST Advisors and many mega-sections of these courses had to be cancelled during the 2021-22 academic year.

Goal #6: Developing new courses, especially in Comparative Ethnic Studies, Black Studies, Asian American/Pacific Islander/Filipinx Studies, and courses in Muslim American Studies to accommodate the research and expertise of our 4 junior faculty in Ethnic Studies. Drs. Wilson, Sacramento, Tran, and Rasiah (also Director of Liberal Studies) have already initiated this process. Dr. Tran created *Race in the City* that accommodates her expertise in Comparative Ethnic Studies; Dr. Sacramento created the *Pinayism* course to accommodate her research expertise; Dr. Wilson created *The Black Fantastic: Politics and Popular Culture in Black America* to accommodate her research interest in Black performance; and Dr. Rasiah created *Muslims in America*. We see this as a foundation for future courses from these junior faculty.

In the area of Comparative Ethnic Studies, the Dept. of Ethnic Studies continued to perfect its pedagogy in *ES 222 Race in the City*; *ES 244 Mixed Race Identities*; and *ES 328 Afro-Latinx Cultures*.

Additionally, Drs. Rasiah and Sacramento developed *LBST 223 Education for Liberation* and Dr. Sacramento will be teaching this course Fall 2022

3.2 Assessment

Goal: Continue to enact the assessment plan we laid out in semester conversion.

As elaborated in our 2020-21 Annual Report, we do not anticipate altering the new PLOs launched in the midst of semester conversion. We are maintaining our original plan for assessing outcomes at a rate of one per year. We have the outcomes tied to specific courses, including new courses introduced between 2020 and 2022 by our new junior faculty. We will continue to use student artifacts from those courses. We will

continue to maintain our focus on qualitative assessment strategies as suggested in previous annual reports.

3.3 Student Success

Goal #1: Increase graduation and retention rates for all Ethnic Studies majors.

Goal #2 Take concrete steps to increase the quantity and quality of advising contacts between majors and major advisors

Goal #3: Track all advising contacts

Goal #4: Make contact with freshman and transfer students early in their time at CSUEB

Goal #5: Reduce DFW rates to 10% or lower across the curriculum by improving pedagogy

Discussion and strategy: The Department of Ethnic Studies has focused on two distinct areas in order to greater enhance Student Success: Advising and Reduction of DFW rate through changes in Pedagogy. Overall, the Dept. of Ethnic Studies wishes to increase graduation rates for Major/Minor students who enter our program.

Recent data that was not available for the 2019-20 Ethnic Studies Annual Report became available for the 2020-21 Annual Report and the current 2021-22 Annual Report available to our department through repeated consultation with Fanny Yeung. **This data suggests that graduation rates have risen 71% to 77%** even in the era of COVID-19 and even as overall university graduation rates have decreased. **The university is only graduating students at a rate of 48% (6-yr); 18% (4-year); and 46% (Transfer). The Department of Ethnic Studies is outpacing the university as a whole at over 30% for 6-year and Transfer students and almost over 60% for 4-year. We are doing the work that has to be done in order to create a fully equitable and inclusive antiracist university.**

Our north star is clearly for all Ethnic Studies majors to graduate and to get our rate as close to 100% as possible. We attribute this to the efficacy of Ethnic Studies pedagogy as well as the specific commitment that we have had for decreasing grades of DFW and for “intrusive” advising. We believe that we are headed in the right direction.

Our majors are also growing in number, certainly as a consequence of our continued addition of new faculty. **According to BayAdvisor there are 210 students who are in some stage of degree completion and have declared as Ethnic Studies majors. 108 of these are registered for Fall 2022 classes. This figure is up from the 115 majors reported in the 2020-21 Annual Report and up from the 91 majors reported in our 2019-20 Annual Report. The Department of Ethnic Studies is clearly in a growth cycle.** We also attribute this to the impact of Ethnic Studies

pedagogy and advising. Our upcoming 5-Year Review will have more specific numbers that attest to this achievement.

With respect to advising, our goal has been and continues to be to continue tracking and advising contacts. Our goal of capturing freshmen and new transfer students as soon as they enter is underway thanks in large measure to the improved use of the university's technological infrastructure for advising (e.g. use of BayAdvisor), large group advising, and "intrusive" outreach to students by faculty advisors. We continue to hold large group advising sessions in advance of deadlines for filing for graduation and Fall and Spring registration.

The 2019-20 and 2020-21 Annual Reports for the Department of Ethnic Studies elaborated a plan that included the following steps:

- Train regular faculty to use Bay Advisor
- Provide a coherent and enduring advising breakdown for all faculty that establishes clear faculty responsibilities for students organized alphabetically.
- Creating and disseminating an advising packet for regular faculty with pertinent information on the overall process of student advising
- Use university hour to holding mass advising sessions either online or as "pizza advising" sessions when students return to campus perhaps twice a semester that would bring all majors/minors together with faculty advisors

This plan has been maintained through the 2021-22 academic year. "Intrusive" early intervention advising strategies involve Dept. of Ethnic Studies faculty engaging in early intervention and reaching out to majors and minors rather than merely waiting for them to come to us. We have trained our faculty in Bay Advisor in order to facilitate communication with students. Our rationale for this intrusive early intervention advising paradigm is bound up with the concern that student success may well be negatively affected when students wait until the very end of their program to seek faculty for graduation checks, etc. We have noted that generally speaking, students who engage with faculty advisors to create a plan for graduation early in their educational experience often achieve greater success and higher rates of graduation. Dr. Jocyl Sacramento has spearheaded this group advising effort

Emerging data uncovered by Dr. Anndretta Wilson between 2019 and 2022 in consultation with Fanny Yeung continues to point to the efficacy of this approach. **In short, our graduation rates have risen 6 percentage points because of these "intrusive" early intervention advising strategies.** It is our task to double down on these efforts. In our forthcoming 5-Year Review we will have a detailed breakdown of the efficacy of intrusive advising as well as faculty training in BayAdvisor.

With respect to reducing the DFW rate, in the 2019-20 Annual Report the Dept. of Ethnic Studies set a goal of reducing the overall DFW rate to less than 10% overall department-wide. **Again, on-going consultation and data from Fanny Yeung that suggests that graduation rates have risen from 71% to 77% underscore our ability to limit DFW grades.**

In order to achieve this goal, our plan involved several steps including:

- Direct oversight and monitoring of DFW rates by the Chair
- Consider DFW rates in the evaluation of faculty, both regular and lecturer
- Mentoring faculty with DFW rates in excess of 10%
- Developing a department-wide written plan of best practices for lowering the DFW rate (**this policy was passed by the Academic Senate during the 2020-21 session and has been implemented and enforced by the Dept. Chair for all faculty including full faculty, tenure-track, and lecturers**).

3.4. Faculty

Regular Faculty

In the 2021-22 academic year there were several faculty accomplishments:

- Dr. Nicholas L. Baham III was recognized with the Sue Schafer Service Award.
- Dr. Nicholas L. Baham II was nominated for the George and Miriam Phillips Outstanding Professor Award
- Dr. Enrique Salmon was appointed Tribal Liaison and has dedicated himself to efforts at repatriating the remains of Ohlone ancestors housed at CSU East Bay.
- Faculty in the Department of Ethnic Studies received a contract to complete a textbook in Comparative Ethnic Studies from Routledge Press. The book, titled *Love, Knowledge, Revolution: A Comparative Ethnic Studies Reader*, will pioneer the field of comparative ethnic studies and will serve as a unique source for students taking Area F courses in the CSU, community colleges, and advanced high school programs.

In 2021-22 we were granted opportunities for hiring Comparative Ethnic Studies and American Indian / Indigenous Tenure Track Faculty.

Although the Comparative Ethnic Studies search yielded several qualified candidates, issues related to salary resulted in the refusal of any of our top three candidates to accept the position.

If California State University East Bay and the California State University system are serious about hiring diverse faculty capable of implementing inclusive teaching strategies, both this university and the state university system must raise minimum salary levels commensurate with the cost of living in the Bay Area. In spite of the relative higher costs of living in this area, CSU East Bay salaries remain in the lower quartile of all CSU strategies.

Additionally, the American Indian / Indigenous Studies search did not yield a suitable pool of applicants.

In light of the inability to hire qualified faculty during the 2021-22 academic year, the Department of Ethnic Studies has requested tenure-track faculty searches for the 2022-23. Specifically, the Dept. of Ethnic Studies has requested searches for Comparative Ethnic Studies, American Indian / Indigenous Studies, and Liberal Studies.

Lecturer Faculty

We currently have a healthy pool of lecturer faculty. We have been able to progressively increase this pool in light of the increasing demand for new Ethnic Studies sections. During the 2021-22 academic year, several new lecturers were hired across all disciplinary areas. Notable hires included former CSU East Bay and Ethnic Studies alumni Gena Bowman, Mika Valois, and Ana Avendano. Other hires included Robyn McGee and Adrian Taylor in Black Studies; and Elaine Andres and Ben Cabangan in Asian American, Pacific Island, and Filipinx Studies.

Two of our lecturers earned doctoral degrees, including Chicana/Latina Studies Lecturer Dr. Elizabeth Ramirez-Arreola and Black Studies Lecturer Dr. Shaida Akbarian, in large measure because of our increasing support for professional development for our lecturers.

We remain mindful that we can continue to improve communication and community between regular faculty and lecturers, some of whom teach only online and are not physically present in the Bay Area. We are continuing to schedule ZOOM meetings on the topic of pedagogy and student success so that lecturer faculty may have the opportunity to share ideas and strategies that will build our abilities to teach effectively, lower our DFW rates, and increase graduation and retention rates of our students.

Department Chair

From 2006-2017, our department chair received 4 course load reduction (4 quarter units x 4 = 16-unit reduction). Under Dr. Salomon's time as chair, this was reduced to 12 quarter units of reduction). Under semesters, Dr. Calvo received a 3-course reduction (9 semester units).

Dr. Baham, who assumed the position of Department Chair during Summer 2021 and is scheduled to serve until Spring 2024, is receiving 12 semester units of course release. This seems proper and a significant positive change in prior policy. Particularly in light of the increasing responsibilities posed by AB 1460 and Area F, 12 semester units offer far greater flexibility for the department chair to complete their duties. The Department insists that this remains the policy going forward for all future chairs.

3.4 Resources

The Department of Ethnic Studies anticipated receipt, control and/or oversight of an estimated \$460,000 in AB 1460 funds in accordance with the law. This did not happen during the 2020-21 academic year and transparency was not provided by the office of the Assoc. Provost for Academic Planning and Resources. Continued advocacy by Department Chair Nicholas L. Baham III and the faculty of the Department of Ethnic Studies and collaboration and advocacy by CLASS Dean Wendy Ng and Provost Walt

Jacobs has, however, yielded access for the 2022-23 academic year and in the future. The Department of Ethnic Studies is pleased that the law will now be followed.

In light of our increasing responsibilities and dedication to AB 1460, we will in fact need more faculty hires and we anticipate that state funding for AB 1460 will be used for these future hires. We are specifically interested in a tenure-track hire for Comparative Ethnic Studies and for American Indian / Indigenous Studies.

In the area of American Indian/Indigenous Studies, we are seeking a tenure-track hire who can teach CSU-required Ethnic Studies courses (Area F) that focus on American Indian/Indigenous social and environmental justice, and issues unique to California indigenous nations. Candidates should be able to apply critical, indigenizing, de/anticolonial, and/or culturally sustaining methods to their instruction. The area of specialization within American Indian/Indigenous Studies is open, but should reflect specialized knowledge of Federal Indian Policy and law, indigeneity and migration, and be able to help develop curriculum around anti-colonialism, decolonization, and connecting local, regional, and transnational issues.

In the area of Comparative Ethnic Studies, we are seeking a tenure-track hire who must be able to teach courses that meet the new CSU Ethnic Studies Graduation Requirement (Area F) and who will have specialized preparation in one or more of the following areas of Comparative Ethnic Studies: Critical Mixed Race Studies, Community Engagement, Abolition, Critical Media Studies, or Arts and Culture; and Commitment to anticolonial and antiracist pedagogical strategies and mentoring undergraduate students.

We are seeking a Liberal Studies hire as we continue to build our stewardship of this program. The faculty member we are seeking in this position will serve in the Liberal Studies program and will teach and develop courses in both Liberal Studies and Ethnic Studies. They must be prepared to teach large courses through an intersectional lens and CSU-required Ethnic Studies courses (Area F). Candidates should have a firm grounding in praxis-centered, interdisciplinary and intersectional Ethnic Studies pedagogies that are humanizing, decolonial, and culturally sustaining. We are seeking candidates who would be able to teach and develop courses for the Liberal Studies program, develop education-themed and other courses for the Department of Ethnic Studies, and have a grounding in teacher preparation issues for early childhood and/or elementary education. Desirable research foci include (but are not limited to) Indigenous, abolitionist, feminist, queer, bilingual and other critical approaches to educational theory, policy and/or practice. The faculty member may be assigned administrative time for assistance in coordinating the Liberal Studies program.

Our department will also require recertification of our administrative assistant whose duties are growing exponentially in light of Area F responsibilities. Our administrative assistant, Erika Diaz-Apodaca, is improperly classified and under-paid, particularly in light of her increased Area F responsibilities.

The Department of Ethnic Studies may propose additional resources to assist with its Area F responsibilities, and these will likely be on-going and institutional in nature. The

purpose and spirit of AB 1460 involves infusing the university with Ethnic Studies pedagogy. In order for Ethnic Studies to be a rightful lead player in this state-mandated mission, there will be an on-going need for resources and institutional support. New oversight and control of the AB 1460 budget should prove useful to this end.

We need to maintain of 4 courses or 12 WTUs of reduction in teaching load for the Chair of the Department of Ethnic Studies. The Director of Liberal Studies, Dr. Arun Rasiah, will require adequate course release beyond the minimal 3 WTUs. Because of their roles in Ethnic Studies and Liberal Studies, as well as their role in running the Ethnic Studies Pedagogy FLC and the Area F GE Committee, Dr. Jocyl Sacramento will continue to require a minimum of 4 courses or 12 WTUs and potential maximums of 6 courses or 18 WTUs of reduction in teaching load.

Progress Toward Five-Year Review Planning Goals

The COVID-19 pandemic continues to deserve mention here. As of the composition of this document, our faculty have been predominantly teaching online (synchronous and asynchronous) for almost two full years, although we are now slowly beginning to return to campus for in-person classes. Because our department pioneered online education at CSU East Bay, we were well positioned to provide the same rigorous pedagogy online that we had offered face-to-face. As such we have continued to make significant and meaningful progress towards increasing graduation rates, lowering DFW grades, “intrusive” advising and providing a loving and caring educational experience for our students. We have also been able to grow as a department and increase our influence on the College and university as a whole.

Of notable mention are the following achievements:

- We have increased our graduation rates to 77%. This is well above the university average of 48% (6-year); 18% (4-year); and 46% transfer. We are doing something right and will continue to move in this direction and further increase our graduation rates
- According to BayAdvisor, we now have 210 students registered as Ethnic Studies majors with 108 registered for Fall 2022, showing continued growth since the 2019-20 academic year. We are doing something right and will continue moving in this direction
- We hired two faculty in the field of Asian American/Pacific Islander/Filipinx Studies in 2019-20
- We acquired stewardship of the Liberal Studies program
- In 2019-20 we hired one faculty Director of Liberal Studies who is also teaching courses in Ethnic Studies in the field of Muslim American Studies
- We had our “policy for evaluation of lecturer policy” passed by the Senate and we have had a year of implementing this policy and seeing its contribution to increasing graduation rates
- We have further reduced our DFW rates and emerging data supports the positive contribution of this strategy to increasing graduation rates for Ethnic Studies majors

- All faculty advisors are trained in Bay Advisor and are using Bay Advisor to make advising appointments, to store graduation check sheets that are in progress, and to record notes on student advising appointments. We are now entering our second year of implementing what we garnered from our training in BayAdvisor and using it to advance our “intrusive” advising agenda. Clearly emerging data is showing positive results of such practices.
- In the first year of implementation of our new advising policies the department chair sent emails to all new transfer students several times in the Spring and Summer and also held a “group advising session” via Zoom in the summer. This task is now being shared by a dedicated faculty member. The department chair and dedicated faculty member also now work together with new transfer students to get them enrolled in courses so that they can start making progress towards their degree in the first semester.

B.

Program Changes and Needs

Overview: Between 2020 and the present, our department has largely been teaching synchronous and asynchronous online courses throughout the COVID-19 pandemic. Gradually faculty and lecturers are beginning to return to campus for face-to-face courses. It is a goal for the Chair of the Department of Ethnic Studies to return to more balanced offerings of face-to-face and online instruction, similar to our pre-COVID balance.

Curriculum: New courses were introduced including *Pinayism*, *Race in the Cities*, *The Black Fantastic*, *Education for Liberation*, and *Muslims in America*. Two of these have been offered as mega-sections.

Students: We have 210 students registered in BayAdvisor as Ethnic Studies majors in the 2021-22 year with 108 registered in classes for Fall 2022, up from 115 in the 2020-21 Annual Report and 91 in the 2019-20 Annual Report. The Department of Ethnic Studies is continuing to grow.

Faculty: In 2021-22 we attempted to hire tenure-track faculty in American Indian / Indigenous Studies and Comparative Ethnic Studies. Neither search yielded a hire, in large measure due to the low and non-competitive salaries being offered by California State University East Bay and the California State University system. We were fortunate in 2019-20 to hire two Asian American, Pacific Islander, and Filipinx specialists: Dr. Jocyl Sacramento and Dr. Jennifer Tran. We also hired Dr. Arun Rasiah as director of LBST, which is now housed in our department.

Staff: Erika Diaz-Apodaca continues as our administrative assistant and, without her hard work and dedication, the vision that we are beginning to realize would not have been possible. **Again, it is important that she be considered for reclassification and increased compensation.**

Resources: We have only recently been granted access and oversight to AB 1460 funds as stipulated by the law. **We significantly increased our A2E2 Budget for 2022-23 to \$40,000 and have prioritized providing employment for Work Study students.**

Assessment: Assessment was not completed for 2021-22. Per 19-20 CAPR 21, Temporary Policy for Five-Year Reviews and Annual Reports, our department took advantage of the option to take a pause on assessment so that we could instead focus on serving our students in the midst of a pandemic. When we resume assessment, we will use data from student assignments completed in our sections of *ES 100 Introduction to Ethnic Studies*.

II. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

PROGRAM STUDENT LEARNING OUTCOMES	
Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:	
1	Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities.
2	Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories
3	Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US.
4	Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States;
5	Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty.

A. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings. Instrument(s):

Qualitative review of student artifacts using a rubric

Sampling Procedure: Courses aligned w/ SLO submit randomly selected work

Sample Characteristics: Student artifacts, such as papers, essay questions, or discussion board posts that are assignments development to assess the PLO

Data Collection: Data is collected at the end of the course and submitted to Department chair for dissemination.

Data Analysis: All faculty participate in data analysis and closing the loop discussions and agreements.

B. Summary of Assessment Results

None. The Department is requesting an extension for completing its assessment for the present 2021-22 Annual Report. Per 19-20 CAPR 21: Temporary Policy for Five-Year Reviews and Annual Reports, Ethnic Studies did not complete assessment.

C. Assessment Plans for Next Year

We are requesting an extension in order to assess will assess PLO#2 during the 2022-23 academic year.

V. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends and Reflections

Trend #1: Number of majors continues to grow at a steady pace

Trend #2: Our FTES is also growing in spite of the effects of the pandemic and rising inflation and costs for our students

Trend #3: Our DFW rates are decreasing

Trend #4 Graduation rates are increasing in spite of the effects on students and faculty of the pandemic and in spite of poor rates of graduation in the university at large.

Trend#5 Ethnic Studies is taking a leading role in the implementation of AB 1460 and Area F courses

Trend #6 Ethnic Studies is becoming an increasingly important component of combatting systemic racism in the university as is being reported in recent university climate surveys.

Trend #7 The partnership between Ethnic Studies and Liberal Studies continues to develop and we are developing an Ethnic Studies Teaching track that will help our graduates who wish to serve in k-12 education and teach Ethnic Studies courses per recent California legislation.

Reflections on Trends and Program Statistics:

Our efforts, plans, and hard work are paying off. We continue to be leaders in online education and have been well-prepared for the exigencies of the pandemic. We are leaders in the implementation of AB 1460. We are leaders in the development of

Comparative Ethnic Studies. We are leaders in the development of an Ethnic Studies Teaching track/pathway. Our graduation rates and number of majors and minors continue to increase. Our courses are consistently full and with waiting lists and we are consistently offered additional sections.

One issue that we have continued to face involves the lack of cooperation from university advisors, particularly FASST advisors who refuse to advise students to take our Area F mega-sections. Because of this, we have had to cancel mega-sections and we lack any clarity for when an anticipated rush of students in need of Area F will happen. This has substantively affected our course planning. We have and will continue to demand that FASST advisors prioritize Area F and, further, that the university changed its policies and insist that students complete their Area F requirement within the first year of attendance at CSU East Bay.

We are seeing positive results from our “intrusive” early intervention advising of majors and minors. These efforts are producing fewer DFW grades and rising graduation rates.

Our new faculty are contributing to developments in our pedagogy and have further contributed to the “family” atmosphere and unique experience that we have created for our majors and minors. We love our students and we want our students to experience that love and concern. Our new faculty have made significant contributions to the spirit of this department. We have always recognized that our students face tremendous pressure, and the pandemic has only increased this pressure. We are continuing to provide a loving and caring environment that is fully inclusive and prepares students for the challenging world that they will face upon graduation.

We anticipate further growth of our tenure-track faculty in American Indian / Indigenous Studies, Comparative Ethnic Studies, and Liberal Studies in light of AB 1460 funding.

We are clearly in a growth mode as a department and we look forward optimistically to the role that we can play in infusing the university with Ethnic Studies pedagogy.

B. Request for Resources *(suggested length of 1 page)*

In light of our increasing responsibilities and dedication to AB 1460, we will in fact need more faculty hires in the very near future and we anticipate that state funding for AB 1460 will be used for these future hires as well as for future lecturer hires and other one-time and recurring costs. Liberal Studies will need another tenure-track hire as we continue to collaborate. Furthermore, our faculty will be requiring more release time if we are to continue with our role in Area F certification and with the mentoring of faculty. Our department will also require recertification of our administrative assistant whose duties are growing exponentially in light of Area F responsibilities.

The Department of Ethnic Studies may propose additional resources to assist with its Area F responsibilities, and these will likely be on-going and institutional in nature. These may include an Institute of Ethnic Studies, and travel and study abroad programs for students. The purpose and spirit of AB 1460 involves infusing the university with Ethnic Studies pedagogy. In order for Ethnic Studies to be a rightful lead player in this state-mandated mission, there will be an on-going need for resources and institutional support and oversight, transparency and control of these funds by the Dept. of Ethnic Studies for whom these funds are intended.

We need to maintain the 4 courses / 12 WTUs reduction in load for the Chair of the Department of Ethnic Studies. The Director of Liberal Studies will require adequate course release. The current 2 courses/6 WTUs offered to the Director of Liberal Studies is insufficient. Additionally, faculty like Dr. Jocyl Sacramento who serve in both Ethnic Studies and Liberal Studies and on the GE Area F Committee and who also lead FLCs in Ethnic Studies Pedagogy, will also require significant course release that may range from 12 to 18 WTUs.

VI. Diversity Issues

It has been noted in the 2020-21 Annual Report that our recent hires in Asian American/Pacific Islander/Filipinx Studies have transformed the curriculum by introducing an option that is better focused on the Filipinx and Southeast Asian student populations that we serve at California State University East Bay. Dr. Jennifer Tran is contributing to the creation of courses in Southeast Asian and Vietnamese American Studies as well as Genders and Sexualities in Communities of Color and Comparative Ethnic Studies. Dr. Tran is in fact a specialist in the field of Comparative Ethnic Studies. Dr. Jocyl Sacramento, has pioneered the development of Ethnic Studies and Critical pedagogies as well as Filipinx Studies. Dr. Sacramento is in fact an expert in Ethnic Studies pedagogy. The FLC that she hosted not only informed our faculty but also allied faculty seeking to teach Area F courses. Our new Liberal Studies Director has been able to add Muslim Studies to our curriculum as well, in order to further address the needs of our student populations.

Our department full-time faculty are subject level experts on the following topics: Chicana feminism, Chicana history and culture, queer of color identities, Muslim Americans, Black culture and thought, Black political resistance, Black futurities, American Indian culture, indigenous relationships to the land, Filipinx culture and resistance, Comparative Ethnic Studies, Ethnic Studies pedagogies, Critical refugee studies, decolonial theory and practice, and Asian American Studies, and Inter-ethnic community relations. Our lecturer faculty bring additional areas of expertise, including Asian American film, Asian American ecologies, Black filmmaking, Afro-Latina identities, Central American Studies, and people of color critical histories.

Ethnic Studies faculty are more diverse than any department on campus. Our recent hire of two Asian-American (note that one of these hires also specializes in Comparative Ethnic Studies and the other is an expert in Ethnic Studies pedagogy) and an expert in Muslim Studies (who is also our Director of Liberal Studies) increases our diversity and our ability to

reach new constituencies on campus. Our students are also radically diverse and often embrace multiple interesting identities of race, gender, orientation, class, and physical ability.

Dernières réflexions

De nombreux présidents de l'université se demandent si l'un ou l'autre de ces rapports annuels est lu et, dans l'affirmative, quel impact ils ont ou quelle considération ils sont accordés. Je tâte donc le terrain et j'écris cette dernière section en Français. Si jamais quelqu'un lit ceci, j'espère que vous apprécierez ma langue dans la joue Pensées finales.