



College	CLASS
Department	Ethnic Studies
Program	Ethnic Studies
Reporting for Academic Year	2017-2018
Last 5-Year Review	2011-12
Next 5-Year Review	2018-19
Department Chair	Luz Calvo
Date Submitted	October 15, 2018

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

In our last 5-Year Review, we presented the following goals: “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.”

B. Progress Toward Five-Year Review Planning Goals

- 1) Revise and streamline the curriculum, including the launching of an online major;

Progress: We revised and streamlined curriculum and launched an online major in 2011-12. Then, in preparation for semester conversion, we overhauled the entire curriculum again.

- 2) Develop a meaningful, vibrant, and high-impact service-learning course;

Progress: We developed our capstone service-learning course in 2014. We have been successfully teaching this course for the past five years.

- 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;

Progress: We have revised our website several times. We have a social media presence, primarily on Facebook but also on Instagram. We have used Blackboard our advantage by working with

staff to set up a BB shell we all use. This shell directs students to our website and to our Facebook page.

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

Progress: We rewrote our PLOs in 2012 and have been assessing them at a rate of one per year. We developed an assessment plan that we have been able to maintain. All five PLOs have been assessed, as reflected in our annual reviews from the previous five years. For semester conversion, we refined our PLOs and our assessment plan a second time. We will start assessing new PLOs in 2019-2020.

- 5) Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies.”

Progress: We hired in the field of African American Studies. Dr Anndretta Wilson began her position in FALL 2017. With Dr. Fong’s retirement in 2014, the department voted to shift our priorities due to the urgent need to fill the position in Asian American Studies. In 2016-17 and 2017-18 we made requests to hire in the field of Asian American Studies. Thus far, our requests have been denied. This year, we are again submitting a request to hire in Asian American Studies (see below). We put the plan to request a hire in Arab/Islamic Studies on hold until the position in Asian American Studies has been filled.

Program Changes and Needs

Overview: I would like to emphasize three important points. 1. We have increased our number of majors by 75% over the past five years. 2. We have successfully hired in African American Studies. However, due to a retirement, we lost a key faculty position in Asian American Studies. 3. We took advantage of semester conversion to substantively revise all our programs and we believe we are well-poised for further growth in the years ahead.

Curriculum: 2017-18 was the last year of teaching our quarter curriculum. We took advantage of the semester conversion to entirely revamp our curriculum. We added core courses and we aligned our core course with our PLOs at both introductory and mastery levels. We developed several new courses in each area of concentration and we deleted antiquated courses from our catalog. We renamed and reworked the descriptions for most of the remaining courses.

Students: As mentioned earlier, our number of majors has been steadily climbing. Our online degree in Ethnic Studies has helped drive up our numbers. Based on observation, the number of Latino/a students are also growing within the major. We plan to dig deeper into our student demographics during the 5-year review self-study (due in 2018-19).

Faculty: The commitment and diversity of our faculty remains one of our biggest assets. Our faculty are accomplished in the areas of teaching, research, and service. We are now a “top heavy” faculty, with four full professors (Baham, Calvo, Salmon, and Solomon) and one assistant professor (Wilson). The tenured professors have been exceptionally active in service to the university—Baham has served as president of the local CFA chapter, Calvo served several years on the GE subcommittee and is the faculty lead for the GANAS program, Salmon has served on the sustainability committee, and Solomon is chairing FDEC in his role as the DELO. Dr. Wilson, although only in her second year, is serving at the department representative on FDEC. In addition, all the faculty continue to publish and present their research in both community and academic settings.

Staff: We share one administrative assistant, Jamane Joseph, with three other units.

Resources: No changes.

Assessment: For the past five years, we have developed our assessment procedures. We have five program learning outcomes and we have assessed one each for the past five years. Starting 2018-19, we will begin assessing the learning outcomes we launched with semester conversion.

Other: (e.g., major program modifications)

II. SUMMARY OF ASSESSMENT

Our faculty voted that it did not make sense for us to assess a learning outcome for 2017-18. During the previous 5-year period, we assessed and reported on all five of our learning outcomes. During the course of conversion to semesters, we created new learning outcomes and new core courses. We will be completing our five year review this academic year. To go back and assess an outcome for our old program doesn't make sense because we have in effect already "closed the loop" by revising our outcomes and completing a major overhaul of our major programs. We look forward to resuming our assessment efforts next year.

Program Learning Outcomes for Years 2012-2018:

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

1. Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice;
2. Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis;
3. Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency;
4. Research, write, and speak clearly and persuasively on issues that affect people of color in the United States; and
5. Participate in community-based or service-learning projects overseen by Ethnic Studies faculty that link the critical frameworks and key concepts of Ethnic Studies with experiential learning while encouraging students to engage in critical reflection about social and environmental justice through experience in community-based organizations.

Assessment for past five years:

PLO and Year Assessed	#1	#2	#3	#4	#5
2012-13	X				
2013-14		X			
2014-15			X		
2015-16				X	
2016-17					X

New Program Learning Outcomes Starting FALL 2018 (semesters):**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.

PLO and Year Assessed	5-Year Review	#1	#2	#3	#4	#5
2018-19	X					
2019-20		X				
2020-21			X			
2021-22				X		
2022-23					X	
2023-24						X

A. CURRICULUM MAP #1: PLOS ALIGNED TO REQUIRED AND ELECTIVE COURSES TEMPLATE

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course
- For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Course title and new number	R					
ES 100 Intro to Social Justice in Communities of Color	R	I		I	I	
ES 200 Race and Resistance	R		I			I
ES 300	R				D/M	

Writing for Social Justice						
ES 301 Black Feminisms	R		D/M	D/M		
ES 302 Eating the Landscape	R					D/M
ES 389 Engaging Communities of Color	R	D/M				

III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A. **Discussion of Trends & Reflections**

Notable Trends:

Most notable in the APR data is the steady increase in number of majors. We went from 41 majors in FALL 2013 to 60 majors in FALL 2017. The increase has been fairly steady (See Appendix 1). Our faculty is among the most diverse in the University (Appendix 2). The number of degrees awarded has been growing proportionate to our number of majors, with 17 bachelor's degrees awarded for each of the past two years (Appendix 3). In every year for the past five years, we have had more courses taught by lecturer faculty than have been taught by full-time faculty (Appendix 4). Our SFR hovers around 30 with some slight variations and our FTES has ranged from approximately 200 to 250 (Appendix 5).

Reflections on Trends and Program Statistics:

The growth in majors is most likely the combined result of our online degree, the changing demographics on campus, the efforts we have put into recruitment and campus visibility, and the larger political context of attacks on people of color communities in the US, including mass deportation, family separation, state violence, increasing economic inequality, sexual assault, and homophobic/transphobic violence. Overall, we are gratified that our efforts at growing our major are paying off. Our department continues to contribute to the university's goals (as stated in ILOs) of social justice and diversity.

Our faculty worked collaboratively over several years to use semester conversion as an opportunity to completely overhaul our curriculum. Our intention was to construct programs that would meet the needs of our students and appeal to their interests. We are hopeful that we will be able to continue a growth trend. *Our goal is to have 80 majors by 2025 and 100 majors by 2030.*

To increase FTES, our department has decided to explore teaching one or more of our lower division courses as mega-sections. We will be piloting this approach in SPRING 2019 semester with ES 100, Introduction to Social Justice in Communities of Color. Depending on the success of this endeavor, we will either continue with the mega-sections or explore other means of growing our FTES. Our

department supports the Senate-mandated cap of 30 students in C4 and D4 courses, as it enables us to provide our students with much-needed intensive writing instruction.

B. Request for Resources

Request for Tenure-Track Hires

In 2017, our long-time colleague, Colleen Fong retired. Our department is structured by six (6) areas of concentration: African American Studies, American Indian Studies, Asian American Studies, Genders and Sexualities in Communities of Color, Latino/a Studies, and Comparative Ethnic Studies (online only). Each concentration is led by 1-2 full time faculty members. The faculty with expertise in each area of concentration are responsible for developing curriculum, keeping courses current, teaching many of the courses in the area of concentration, and developing relationships with majors in the area of concentration. Without a full-time faculty member, all courses in the Asian-American concentration are taught by lecturers.

The chart below outlines the work done by our department and the responsible full-time faculty members:

Area of Concentration (major, minor, curriculum)	Responsible Faculty
African American Studies	Baham and Wilson
American Indian Studies	Salmon
Asian American Studies	VACANT
Genders and Sexualities in Communities of Color	Baham and Calvo
Latino/a Studies	Calvo and Salomon
Comparative ES (online ONLY)	All faculty

As demonstrated by the above chart, Dr. Fong's retirement has left a significant gap in our department and curriculum. With the exception of our Asian American Studies Concentration, our other areas of concentration have one or more faculty with expertise in that particular sub-field.

We feel an urgent need to hire a specialist in Asian American Studies in order to keep the balance between our areas of concentration, to meet the needs of students with interest in Asian American Studies, and for the campus as a whole to benefit from the expertise of a faculty advocate for Asian American student issues.

These are the Asian American Studies courses that are listed in the 2018-19 catalog:

[ES 360 - Asian American Intimacies and Families](#)

[ES 361 - Asian Immigrant and Refugee Women in Literature and Cinema](#)

[ES 362 - Concentration Camps, USA](#)

[ES 363 - Asian American & Pacific Islander Film Festival](#)

[ES 364 - Asian American & Pacific Islander Communities](#)

[ES 365 - Asian American and Pacific Islander Environmental Voices](#)

We would expect a new hire in Asian American Studies to develop several new courses to round out our offerings in the field of Asian American Studies.

CSUEB STUDENT DEMOGRAPHICS

Asian American and Pacific Islander students represent the *second largest demographic* group on campus.

FALL 2017

Asian 2152

Filipino 1323

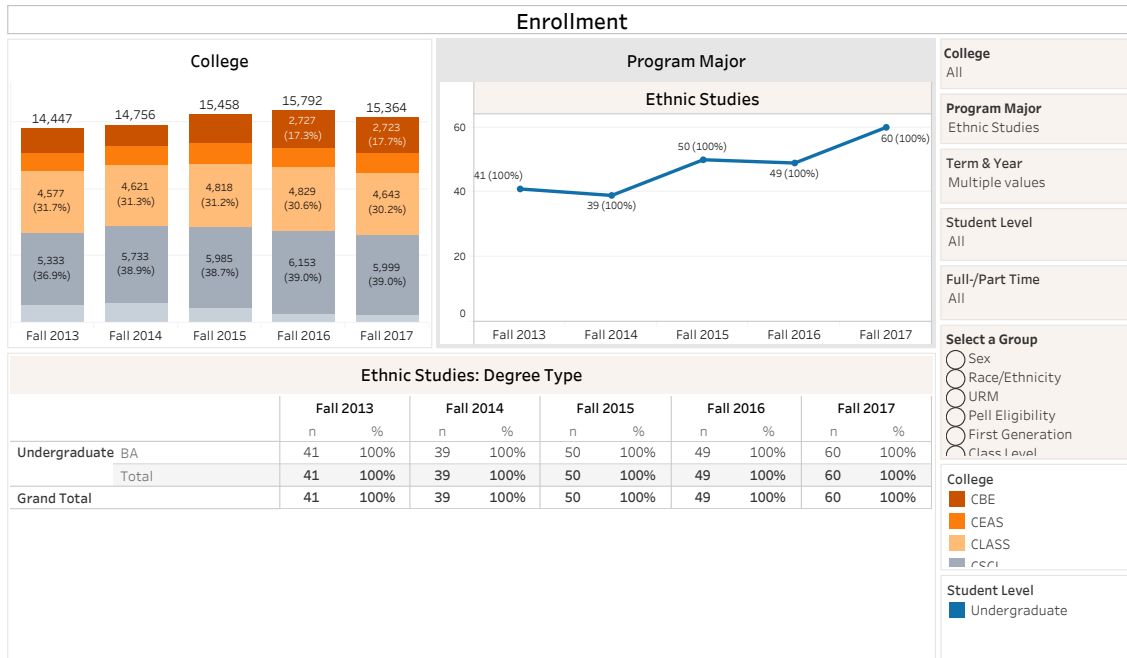
Pacific Islander 126

(From CSU dashboard)

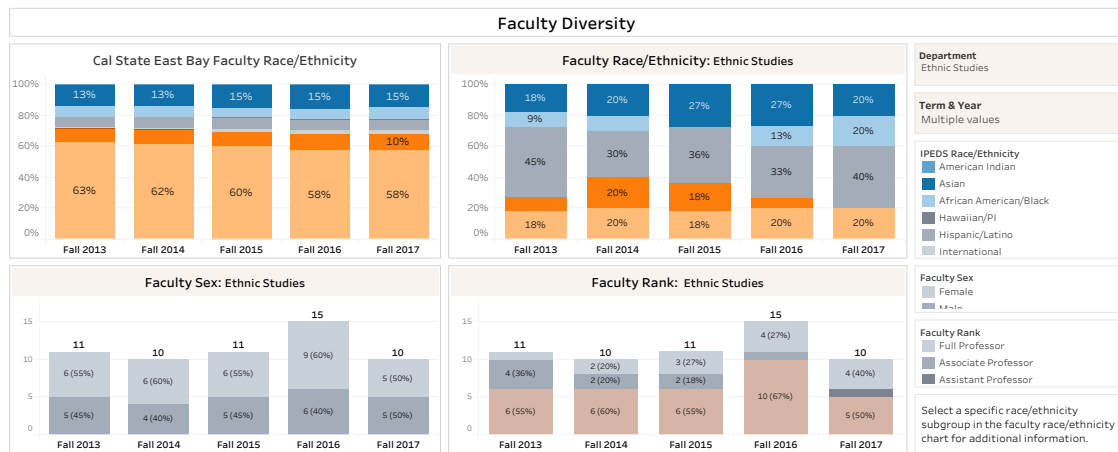
Proposed Position Description:

We seek a cutting-edge scholar/teacher with training in Asian American and Comparative Ethnic Studies. Candidates should have a firm grounding in interdisciplinary and intersectional Ethnic Studies approaches and methodologies. Ideal candidate would be able to teach and develop courses in Asian American and Pacific Islander Studies and Comparative Ethnic Studies. We welcome candidates with additional specialization(s) in immigration, environmental justice, ethnic literatures, critical race theory (CRT), decolonial theory, women of color feminisms, or LGBTQIA issues. Priority will be given to candidates with experience working successfully with Asian-American student groups and community stakeholders on campus diversity initiatives.

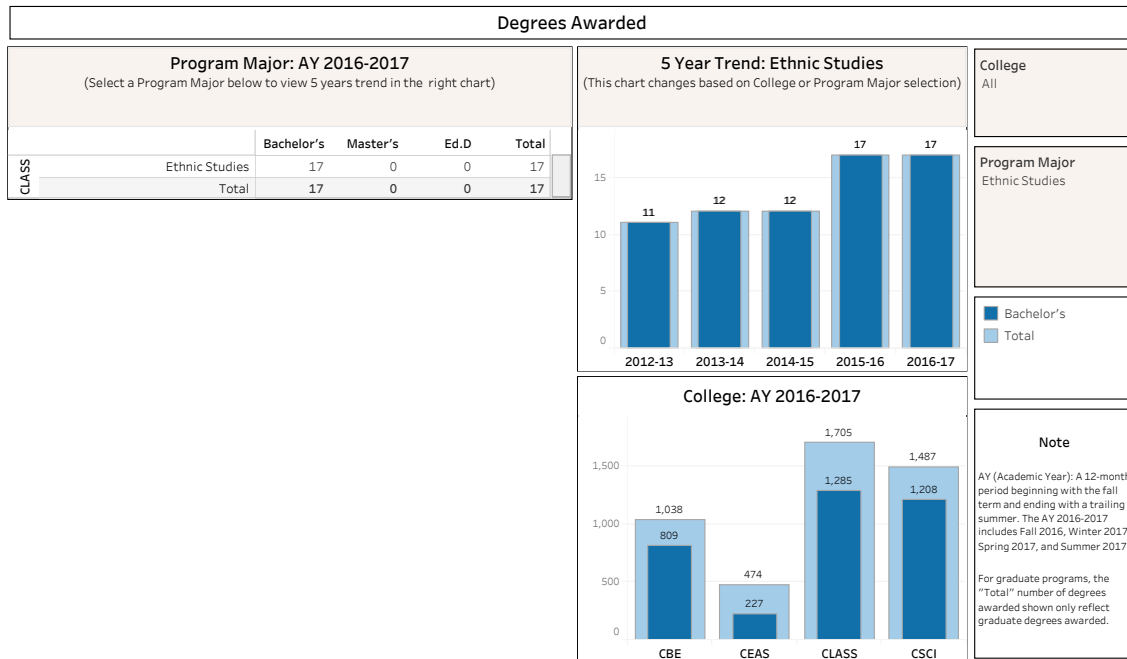
Appendix 1: APR Program Enrollment



Appendix 2: Faculty Diversity



Appendix 3: Degrees Awarded



Appendix 4: APR Instructor Summary

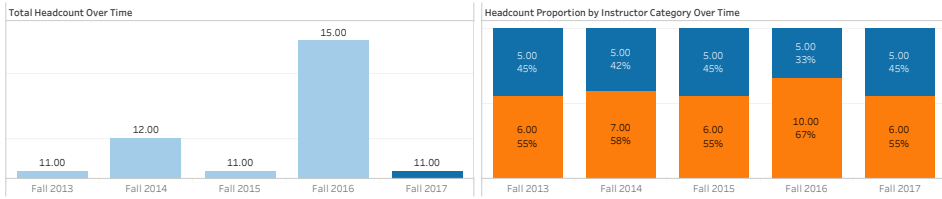
APR Instructor Summary: Fall Term as of Census

Headcount and FTE of appointed regular faculty, lecturers, TAs, and librarians

Lead Dept.	Dept.	Fall 2013		Fall 2014		Term & Year Fall 2015		Fall 2016		Fall 2017	
		n	FTE	n	FTE	n	FTE	n	FTE	n	FTE
10100-	10450- Ethnic Studies	11	7.87	12	8.87	11	8.33	15	10.33	11	9.13
CLASS	Total	11	7.87	12	8.87	11	8.33	15	10.33	11	9.13
Grand Total		11	7.87	12	8.87	11	8.33	15	10.33	11	9.13

Academic Ye.. All
Term Fall
Lead Dept. All
Dept. 10450- Ethnic..
Instructor C.. All
Ferp All

Make a selection in the table above to filter charts further



Metric Headcount
Instructor Category
Regular Faculty
Lecturer

Appendix 5: Coursework Data

APR Coursework Data: Summary: Fall Term as of Census
 FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Fall 2015			Term & Year Fall 2016			Fall 2017		
		Ftes	Ftef	SFR	Ftes	Ftef	SFR	Ftes	Ftef	SFR
CLASS	ES	203.2	6.7	30.2	243.5	8.1	30.2	204.1	7.3	28.1
	Total	203.2	6.7	30.2	243.5	8.1	30.2	204.1	7.3	28.1
	Grand Total	203.2	6.7	30.2	243.5	8.1	30.2	204.1	7.3	28.1

Make a selection in the table above to filter charts further

