

HSU Academic Program Criteria

Academic Program in Ethnic Studies

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

The Ethnic Studies program reflects HSU Vision Statements 1, 4, 5, 6, and 8:

--Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

-- We will be renowned for social and environmental responsibility and action.

--We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.

- Ethnic Studies' curriculum delivers courses on ethnic and race relations in the United States and their intersections with social class, gender, sexuality, nationality, and religion.
- Ethnic Studies courses expose students not only to histories of oppression, but also to collaborations across differences, strategies of resistance, and organizing for social change on the part of individuals and groups. This material is addressed in all Ethnic Studies courses, including: ES 105: Introduction to US Ethnic Studies, Ethnic Studies 108: Power and Privilege: Gender, Race, Class, Sex, Ethnic Studies 304: Migrations and Mosaics, Ethnic Studies 308: Multicultural Perspectives in American Society. All these courses serve the Ethnic Studies major and satisfy General Education and the Diversity and Common Ground requirement.

We will commit to increasing our diversity of people and perspectives.

- Ethnic Studies uses interdisciplinary and cross-cultural comparative methods to provide diverse perspectives which challenge monolithic thinking about the formation of identities and societies.
 - This is a central goal of ES 105, 108, 308, 390 core courses in the major, 3 of which also satisfy General Education and all of which satisfy the Diversity and Common Ground requirement.
 - Ethnic Studies courses reveal silenced and marginalized voices from different frames of cultural reference and help students recognize how some voices seem silenced while others seem amplified in local, national and global contexts.

- Ethnic Studies specifically explores and compares the experiences of American ethnic groups (such as African Americans, Latinos, Asian Americans, Native Americans, and European Americans) at the local and national level.
 - Courses in the program address the experiences of single ethnic groups (for example, ES 314 Chicano Culture and Society) as well as the interactions between different groups (ES 304: Migrations and Mosaics, ES 310: The US-Mexico Border). The intent of all courses is to underscore the intersectionality of race and ethnicity with other categories of experience.
- The Ethnic Studies curriculum also pushes students to think globally and to reach intellectually beyond American borders. It prepares students to better understand the intersections of race, ethnicity, class, gender, sexuality, nationality and religion in the experiences of all groups and individuals, including those with privilege and power.
 - This is accomplished in courses like ES 310: The US-Mexico Border as well as in special topics courses like Chinese and Japanese Pop Cultures and Transnational Narratives.
- *We will be stewards of learning to make a positive difference.*
- Ethnic Studies creates a complex, self-reflexive, inclusive and interactive model for critical thinking and social change. By developing students' awareness of human interconnection, social inequality, and cultural diversity, Ethnic Studies promotes human interactions for social justice in the 21st Century. This goal is central to all Ethnic Studies courses.
- All Ethnic Studies courses, especially ES 313: Education for Action, ES 390 Theory and Methods, ES 420 Community Research, emphasize how the tools of the discipline are produced by and facilitate social justice movements.
- 2 units of service learning credit are required by the Ethnic Studies major. This is an opportunity for students to connect their academic training to community service.
- Ethnic Studies provides credit for student participation in campus events like the Dialogue on Race and the Social Justice Summit. Ethnic Studies faculty help plan these events and routinely deliver workshops and other activities as part of these university-wide efforts.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary Majors_overview_ISES report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ISES	IS - Ethnic Studies	0	0	0	0	1	9	13	12
Total		0	0	0	0	1	9	13	12

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_ISES report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ISES	IS - Ethnic Studies	0	0	0	0	2	8	7	5
Total		0	0	0	0	2	8	7	5

Minors enrolled AY Average in Ethnic Studies minors_enrolled_ES report generated: 06-MAR-08									
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08	
Frosh	1	1	0	0	1	1	0	1	
Soph	5	4	3	2	1	1	1	1	
Jr	4	4	3	4	2	1	1	2	
Sr	8	10	11	7	6	5	5	4	
	17	18	17	12	8	6	7	7	

Majors by Sex and Ethnicity Majors_overview_ISES report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Black	0	0	0	0	0	0	0	2
	Hispanic	0	0	0	0	0	3	6	4
	White	0	0	0	0	1	1	1	3
	Other	0	0	0	0	0	1	0	1
	Unknown	0	0	0	0	0	1	3	1
sum		0	0	0	0	1	6	9	10

Male	Black	0	0	0	0	0	1	1	1
	Hispanic	0	0	0	0	0	3	3	1
	White	0	0	0	0	0	1	0	0
	Other	0	0	0	0	1	0	0	0
sum		0	0	0	0	1	4	4	2

IS - Ethnic Studies (with options) Degrees Awarded (incl. primary and second majors) degrees_awarded_B_ISES report generated: 25-JUN-08									
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 06/07
IS - Ethnic Studies	0	0	0	0	0	1	2	10	
sum	0	0	0	0	0	1	2	10	

IS - Ethnic Studies Degrees Awarded by Sex and Ethnicity (incl. primary and second majors) degrees_awarded_B_ISES report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Hispanic	0	0	0	0	0	0	0	3
	White	0	0	0	0	0	0	0	1
	Other	0	0	0	0	0	0	1	0
	Unknown	0	0	0	0	0	0	0	3
sum		0	0	0	0	0	0	1	7
Male	Black	0	0	0	0	0	0	0	1
	Hispanic	0	0	0	0	0	1	1	1
	Other	0	0	0	0	0	0	0	1
sum		0	0	0	0	0	1	1	3

Minors Awarded by Year in Ethnic Studies minors_awarded_ES report generated: 25-JUN-08									
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 06/07
Ethnic Studies	4	8	7	11	6	7	7	8	

2. FTES by Course Code

FTES taken in Ethnic Studies classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_ES report generated: 30-JUN-08									
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08	AY 07/08
ES	Lower-div	Undeclared	5.5	4.9	3.6	3.0	2.8	3.9	
		Psychology	2.3	1.7	1.8	2.2	2.4	2.5	

		Biology	1.3	2.4	2.3	2.0	1.8	2.2
		Business Administration	.9	1.3	1.3	1.9	1.5	1.7
		Art	1.9	3.1	1.5	1.2	1.4	1.6
		English	1.6	1.1	1.0	1.6	1.2	1.6
		Social Work	.2	.1	.4	.4	1.1	1.5
		Nursing Pre-Major	.4	.5	.4	.6	.8	1.1
		Liberal Studies-Elementary Ed	.9	.8	1.0	.6	.8	1.0
		Music	.3	.6	.3	.4	.9	.9
		IS-INTL- International Studies	.3	.1	.3	.9	.7	.9
	Sub-total		27.4	29.6	26.5	28.6	27.6	31.3

FTES taken in Ethnic Studies classes by Majors (AY 02/03 - AY 07/08)
course_ftes_smry_ES report generated: 30-JUN-08

SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ES	Upper-div	IS - Ethnic Studies	.0	.0	.4	4.2	4.9	4.3
		Psychology	1.2	1.5	1.2	2.1	1.9	2.9
		Undeclared	3.4	2.2	2.1	2.4	2.5	2.5
		English	2.3	1.1	2.0	1.8	1.7	2.1
		IS-INTL- International Studies	.7	.5	.9	1.4	1.9	1.7
		Journalism	1.2	1.1	1.6	1.4	1.6	1.6
		Liberal Studies	.7	.8	.6	1.3	1.7	1.6
		Art	1.4	2.8	1.8	1.5	1.3	1.4
		Business Administration	.8	1.3	1.3	1.3	.9	1.3
		Anthropology	.3	.9	.5	1.0	1.2	1.3
	Sub-total		29.0	29.5	37.4	39.0	37.9	38.3

FTES taken in Ethnic Studies classes by Majors (AY 02/03 - AY 07/08)
course_ftes_smry_ES report generated: 30-JUN-08

SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ES	All Levels	Undeclared	8.9	7.1	5.7	5.4	5.3	6.4
		Psychology	3.5	3.2	3.0	4.3	4.3	5.4
		IS - Ethnic Studies	.0	.0	.5	4.9	5.1	4.5
		English	3.9	2.2	3.0	3.5	3.3	3.7
		Biology	2.1	3.6	3.4	3.0	2.9	3.2
		Art	3.3	5.9	3.3	2.7	2.7	3.0
		Business Administration	1.7	2.6	2.6	3.2	2.4	3.0
		Social Work	.4	.4	.8	1.3	1.2	2.7
		IS-INTL- International Studies	1.0	.6	1.2	2.3	2.6	2.6

		Journalism	2.2	2.0	1.9	2.6	2.7	2.4
		Nursing Pre-Major	1.0	1.1	1.1	.9	1.4	1.9
		Liberal Studies	1.1	1.3	.8	1.3	2.2	1.9
		Anthropology	1.3	1.3	1.1	1.5	1.4	1.9
		Wildlife	.6	1.0	1.1	1.3	1.7	1.8
		Social Science-Grad	.0	.2	.2	1.5	3.0	1.8
		Sociology	.8	1.1	.9	1.0	1.6	1.7
Total			56.6	59.7	64.0	69.0	68.5	71.2

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
General Education		105 (3), 108 (3) 304(3) 308 (3)
Diversity and Common Ground		105 (3), 108 (3) 109(3), 304 (3), 308 (3), 310 (3), 313 (3), 314 (3), 330 (3), 336 (4), 360 (4), 390 (4), 420 (4), 465 (4)
Women's Studies	108 (3), 330 (3)	336 (4), 360 (4), 313 (3)
English Education	336 (4)	465 (4)

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Ethnic Studies

Note: The numbers in the “sum” columns in the chart “Majors by Sex and Ethnicity” are mostly incorrectly added, resulting in undercounts. The numbers in the chart “Ethnic Studies Degrees Awarded by Sex and Ethnicity” exclude secondary majors, although it claims to include them. See the first two charts under “Headcount Data.” The “FTES Taken in Ethnic Studies Classes by Majors” data is incomplete. ES offers many cross-listed courses, and students may enroll through other departments in our

courses. This is especially the case with Women's Studies. We share 5 cross-listed courses with WS and additional Ethnic Studies course routinely are counted toward the Women's Studies major, making those students a major audience for ES courses.

- The Ethnic Studies IS major was approved in Spring 2005, has been available for 3 years. The number of graduating Ethnic Studies majors has grown significantly since the major was first offered in Spring 2005.
- We have grown to an average of 18 majors in the last two years. The roughly 10 students graduating with major in 06/07 (and also in 07-08) show that the demand for the program has grown significantly.
- The substantial numbers of second majors in ES speaks to the strong potential for this major to supplement other academic programs on campus.
- The number of majors in the ES program is remarkable given that the approval of the major coincides with a period of budgetary retraction.
 - In 2005-2006 we experienced the retirement of Professor Nathan Smith. With his retirement we have lost one full time faculty position.
 - Due to budget cuts that have been directed at part-time faculty funding, Ethnic Studies has been especially impacted by the loss of courses, due not only to Professor Smith's retirement, but also to the simultaneous cuts targeted at courses staffed by adjuncts.
 - The courses taught by part-time faculty were evenly divided between General Education and upper division courses, all of which served the new major (approved in Spring 2005) as well as the campus at large.
 - Although we offered 24 units of courses staffed by adjuncts in 2005-2006, by 2007-2008, we only offered 6 units of courses staffed by adjuncts. In 2008-2009, Ethnic Studies has no courses staffed by part-time faculty except for a partial replacement of the teaching load of a faculty member who is on medical leave.
- According to the WASC Theme 2 Final Report, in Fall 2006, only three HSU majors—Ethnic Studies, Native American Studies, and Social Work—had enrollments of more than 40% Students of Color. (WASC Theme 2 Final Report, 4)

- According to HSU’s census by sex and ethnicity for Fall 2007, 67% of Ethnic Studies majors are students of color. According to the WASC Theme 2 Final Report, the number is 73.3% (WASC Theme 2 Final Report, 5)
 - If HSU’s goal is to reflect the population of the state of California, and of the CSU, the numbers of the five major ethnic minority groups should total 50-55%. (WASC Theme 2 Final Report, 4)
- Ethnic Studies is well positioned to continue to recruit and retain students of color as majors, and to serve as a model to other programs for the “best practices” outlined by the WASC Theme 2 Action Team.
- The largest numbers of students who take lower division Ethnic Studies courses are drawn from some of the largest majors on campus: Undeclared, Psychology and Biology.
- All lower division Ethnic Studies courses satisfy the Diversity and Common Ground requirement, and those courses that are offered most often (105: Intro to Ethnic Studies and 108: Power and Privilege) satisfy General Education Area D as well. This attracts students from diverse majors.
- Ethnic Studies 105 also serves the Freshmen Interest Groups (FIG) program in the Fall and each year one section of Ethnic Studies 108 is offered exclusively for EOP Summer Bridge students. These courses are used to orient new students, and especially new underrepresented students, to the campus.
- Upper division Ethnic Studies courses also serve the Ethnic Studies major as well as students in other majors, through cross-listed courses, and through General Education and Diversity and Common Ground Courses

Ethnic Studies Minor

Note: The totals in the chart “Minors enrolled AY Average in Ethnic Studies” are not added correctly. The number of minors by class is consistently undercounted.

- Numbers of students in any minor are notoriously unreliable because there is no incentive for students to declare a minor—even one they are actively working on—until they file to graduate. Any headcount of minors in Ethnic Studies is by definition incomplete.

- In this chart the number of Ethnic Studies minors have fallen off since the major was introduced in 2005. Some students who would have elected the minor in the past may now be declaring the major.
- The data on this chart appears to be contradicted by the headcount of students *graduating* with the Ethnic Studies minor, (see chart “Minors Awarded by Year”) which has remained fairly constant over the last ten years, averaging 7 since 2000, even after the Ethnic Studies major was first offered in 2005. Overall, the demand for Ethnic Studies has grown.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Ethnic Studies

- The demand for Ethnic Studies has increased significantly in over recent years because students and faculty members are aware of the importance of this course of study to a well-rounded education.
- HSU acknowledges the importance of these goals by placing diversity, social justice, and service learning prominently in its Vision Statement.
- Multicultural education provides students with critical expertise and is a valuable preparation for a competitive job market.
- In California, student need for multicultural education is especially critical given the dramatic demographic shifts that have taken place over the last thirty years.
 - The San Francisco Chronicle has reported that in the Bay Area alone “as of 1997, American Indians, Asians, Blacks and Latinos accounted for 46 percent of the population,” up from 23 percent in 1970. (sfgate.com)
- The 2000 census has also established that Latinos now make up almost one-third of the state’s population. In addition, immigrants now also make up the majority

of the Asian American population, and continue to be a substantial segment of the U.S. Latino population.

- This transnational diversity, and the need to address not only US domestic populations, but also global forces, has changed Ethnic Studies as a field. The major requires courses in Transnational Ethnic Studies to meet this demand.
- The data illustrated by the chart, combined with the demographic data in outlined in this section, illustrates how Ethnic Studies, given its focus on the history of racialized groups in the U.S. and globally, and on the intersections of categories of experience, trains students to function in a diverse workplace and in a diverse society.
- The following chart, derived from data from the State of California website <http://www.labormarketinfor.edd.ca.gov/> shows fields with growing demands for workers between 2004-2014. In all of these areas, which Ethnic Studies majors or minors pursue with on the job training, professional training, or with double majors, there is a strong demand for professionals trained to work in diverse environments and with diverse populations.

Occupation	Demand for 2004-2014 for CA.
Law	+15.7%
Legal Support Workers	+10.5%
Business and Public Administration	
Social Work	+19.4%
Counseling Clinical/School Psychologist	+22.3%
Psychologist	+10.0%
Community Service Specialist	+31.8
Business and Management	
Post Secondary Education	+31%
Educational, Vocational and School Counselors	+17.4%
Educational Administrators Elementary and Secondary	+21.9%
Elementary Education	+25.4%
Residential Advisors	+22.6%
Librarian	+10.4%
Health Educators	+20.8%
Public and Social Policy	
Social Services Social and Human Services	+28.8

Assistants	
Health Professions General Practitioners	+16.3%
Health Care Support Workers	+21.4%
Nurses	+20.9%
Human Resources	+25.1%

Ethnic Studies Minor

- Courses in this minor prepare students to work successfully in a diverse society.
- Students who go on to professional programs with a minor in Ethnic Studies have a foundation to integrate the study of diversity with their course of study.
- The data illustrated by the chart, combined with the demographic data in outlined in this section, illustrates how Ethnic Studies, given its focus on the history of racialized groups in the U.S. and globally, and on the intersections of categories of experience, trains students to function in a diverse workplace and in a diverse society.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

IS - Ethnic Studies (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_ISES report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
IS - Ethnic Studies						18.0	17.5	16.9
Overall						18.0	17.5	16.9

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

- There is no evidence linking GWPE scores with student learning in any specific subject or program area.
- Three years of scores (the number of years the Ethnic Studies major has been available) for approximately 22 students is probably not statistically reliable, yet it appears that Ethnic Studies majors are equipped by the curriculum to pass this exam.
- Academic units have not been charged with nor given the resources to track the achievements of graduates, however, some anecdotal evidence of student achievement include:
 - The first class of Ethnic Studies graduates included HSU Man and Woman of the Year honorees, the top student achievement awards.
 - One of these students was admitted to the University of California, San Diego doctoral program in Ethnic Studies.
 - Another recent graduate was admitted to a graduate program in Education at University of California, Los Angeles.
 - One student was admitted to the HSU credential program in elementary education.

B. Faculty

Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

- Three of our four full-time faculty members have completed accessibility training.
 - Professor Accomando won the 2007 Professor of the Year Award, acknowledging her excellence in teaching.
 - Two of our four full-time faculty members have participated in the annual Festival of Teaching.
 - Professor Curriel completed CSU sponsored training in Active Learning.
 - Several of our faculty members have organized faculty development workshops at campus wide events such as the Diversity Conference and the Campus Dialogue on Race, including the 2006 Faculty Workshop on Curricular Transformation and the 2005 Transformative Knowledge Faculty and Staff Workshop.
2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter $9/10 = 90\%$.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	67%	33%	67%
At least one funded grant or contract related to scholarship	33%	67%	67%
Invited participant or leader of workshops, expert panels, or task forces	67%	67%	67%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	67%	67%	67%
Professional service activities at a regional or national level	33%	33%	33%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	33%	33%	33%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.
 - Ethnic Studies faculty members are all actively engaged in scholarship.
 - Unfortunately, the chart does not have a space to measure some of the kinds of critical service provided by Ethnic Studies faculty members.
 - Because of the interdisciplinary nature of the field and because of collaborations with other academic programs, all Ethnic Studies faculty members invest substantial amounts of time in committee service in other units, for example, Women's Studies, the Environment and Community Master's Program, Native American Studies and Multicultural Queer Studies. This program-level service is not included in the definition of service to the college and the university, although it clearly meets college and university objectives.
 - Professors Accomando and Curiel, before being jointly appointed to Ethnic Studies in 2008, invested 10 years of substantial essential service to Ethnic Studies (and to Women's Studies) over and above their service to the English department. This is a clear demonstration of service to the college and the university.
 - Ethnic Studies faculty members also participate actively in campus diversity events and committees, including: the Campus Dialogue on Race, the Social Justice Summit, the Diversity Conference, the Fall English Studies Conference, the Festival of Teaching and Learning, Multicultural Convocation, and the graduation ceremonies organized by and for students of color, and the Diversity Plan Action Council.
4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.
 - All Ethnic Studies majors and minors are advised by the program director, who keeps advising records for all students in the program. This typically involves one to three meeting per student per semester.

- Students are mentored through the 491/499 courses in which they are trained to assist faculty members in the classroom and through which students undertake independent projects with faculty supervision. This is a time-intensive one-on-one investment through which students are trained to implement the information they learn in the classroom.
 - About half of the students majoring in Ethnic Studies fulfill the Service Learning component of the major with independent studies sponsored by Ethnic Studies faculty members.
 - Faculty members work closely with student of color organizations and clubs, including Acción Zapatista, MEChA, and the Black Student Union, the Asian-Pacific American Student Association, the Ethnic Studies Collective, and the Queer Student Union and the Eric Rofes Center for Multicultural Queer Resources.
 - Faculty members frequently attend and support student club-organized events.
 - Professor Callahan has supervised a number of Master’s Theses for the Environment and Community Master’s Program, giving these students Ethnic Studies 690 and 699 credit.

Cite numbers of directed/independent studies

Faculty member	Course	Approximate WTUs					
		S08	F07	S07	F06	S06	F05
Accomando	491: Mentoring	.67	.67	.67	.67	.67	1.33
	499: Directed Study					.33	
Bao	491: Mentoring	.33	.67				
	499: Directed Study	.33	.67				
Callahan	491: Mentoring			2.00			
	499: Directed Study	.33	.33	1.00	.33	.67	.67
	690: Thesis	6.00	3.00	6.00			
Curiel	699: Independent St.	1.00	2.00	1.5			
	499: Directed Study	.67	.33	.33	1.33	1.33	
	480: Internship				2.00		
O’Hara	491: Mentoring	.67					
Corral-Ribordy	491: Mentoring			.33			
Mann						.33	

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

- All faculty members in the Ethnic Studies program are people of color and members of communities underrepresented in higher education. Three are full professors. The recruitment, retention, tenure, and promotion of diverse faculty is a “best practice” defined by WACS Theme 2. (WASC Theme 2 Final Report, 12)
- All of the Ethnic Studies faculty members are trained to fulfill the university’s mission of Excellence in Diversity. They teach about difference, power and privilege, and the intersections of race with social class, gender, sexual orientation and nationality.
- Ethnic Studies faculty have “demonstrated ability to work in diverse environments and ...teach from non-dominant or multi-cultural perspectives” which is required by the field and which is also a “best practice” identified by WASC Theme 2. (WASC Theme 2 Final Report, 12)
- These faculty members are trained to teach the experiences of underrepresented groups including: Chicanos/as, Latinos/as, African Americans, Asian Americans, Native Americans, women, queer people, and immigrants using Ethnic Studies pedagogies.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Describe how written and oral communication skills are included in your program.

In most Ethnic Studies Courses, writing and oral communication are at least medium-intensity goals, as designated on our Student Learning Outcomes grid. Upper division courses, especially those in literature and cultural studies: (ES 310, 336, 343, 353, 360, 390, 465) are high intensity writing and communication courses that emphasize writing and presentational skills. These courses require essays, averaging 10-12 pages of writing over the semester, and/or group or individual presentations. ES 420: Community Research, requires writing assignments that are specific to community organizing: for example, editorials. Graduate sections of undergraduate courses: (590, 620) require graduate level writing projects.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Please see the assessment report from the College Faculty Associate for Assessment in the Appendix.

We are fully committed to participating in assessment activities at both the program and departmental level. As discussed in Department report section IV “Learning, Curriculum and Assessment,” we have done much of the preparatory and prototype work necessary to proceed and implement assessment tools in Area C and the Exit Survey. We are currently preparing to implement assessment of department and program specific learner outcomes. We have completed the HSU seven learner outcomes intensity grid for every course we teach in the program. We will revise this grid one more time by the end of this fall semester 08.

Provide 2 examples of how you have used results of assessment of your program’s student learning outcomes to adapt, enhance, or affirm your program’s curriculum.

The Ethnic Studies major was designed to include a Senior Portfolio requirement. Most students complete the portfolio, which includes specific kinds of examples of their work from specific major courses, and a reflective essay, in their senior year.

These portfolios are compiled in a 1-unit course with a sponsoring faculty member who helps each student to assemble his/her work and to generate the reflective essay. The completed portfolios are then read by at least 2 faculty members, who decide which students have passed and which have failed the portfolio. Any students who fail are given the opportunity to revise their reflective essay and resubmit the portfolio.

As a result of the last 3 years of portfolio submissions, the Ethnic Studies faculty have had discussions that have lead to resolutions about: the goals and objectives for student research, and about where in the curriculum students learn specific steps in the process. For example in ES 330 students now do a research exercise and assess the usefulness of available sources on a research topic. ES 390: Theory and Methods has been designated as a course that emphasizes critical reading and writing on disciplinary questions.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

n/a

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

- Ethnic Studies developed as a discipline out of the social justice movements of the 1960s. It has a central concern with the histories of racialized minorities in the United States, and with their histories, cultures, and resistance movements.
- The HSU Ethnic Studies program is intersectional. Students study the overlapping nature of key categories of identity and experience: race, gender, sexual orientation, and nationality. This focus is at the cutting edge of Ethnic Studies as a discipline and is foregrounded by the Ethnic Studies Faculty at HSU
- The HSU Ethnic Studies program is comparative. All of the core courses in the major look at the experiences of racialized groups in a comparative way. This is also a more recent development in the field that allows the study of patterns of power, privilege, and resistance across society.
- The HSU Ethnic Studies program has a transnational element. This is a very new concern in the discipline that incorporates a study of the migrations of people and of cultures to the U.S. and between other regions of the world. All students take coursework in transnational Ethnic Studies as part of the major.
- The Ethnic Studies program prepares students to function in a diverse world and to understand the complexity of that diversity. They are trained to understand the differences and similarities among racialized groups in the U.S., as well as the role of immigration and migration in that dynamic. Ethnic Studies students learn about the forces that create globalization, and about how those trends impact communities here and abroad.
- Among the “best practices” for the retention and recruitment of underrepresented students cited by the WASC Theme 2 Action Team is “Curricula that Facilitate Diversity as an Educational Process.” These curricula, which “increase exposure to diverse perspectives and illuminate

relationships among concurrently studied subjects” is among the emphases of Ethnic Studies. (WASC Theme 2 Final Report, 10-11)

- Also among the WASC Theme 2 best curricular practices is the integration of campus events like the Dialogue on Race and Diversity Conference. These events have long been offered for course and major credit in Ethnic Studies, and Ethnic Studies 105: Introduction to Ethnic Studies, incorporates the Campus Dialogue on Race into its curriculum. (WASC Theme 2 Final Report, 11)

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

n/a

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

- *Ethnic Studies*
- A 2003 survey of majors available in the CSU system showed that of the 23 campuses, Bachelor of Arts and Masters of Arts degrees in Ethnic Studies and related fields were available at 14 campuses.
- The pattern of available majors reflects the ways Ethnic Studies programs developed after their inception in the 1960s. Most of these 14 campuses offer area-specific majors, most commonly in African American and Chicano/Latino Studies. These programs were established when the field was conceived as distinct areas of study focused on clearly defined ethnic and racial groups.
- More recently, the field of Ethnic Studies has developed a comparative focus. A significant portion of the field is conceived of as an interdisciplinary study of racial-ethnic groups, through comparative study.
- Departments established or reorganized more recently-- both within the CSU and nationwide at Ph.D.-granting institutions-- tend to follow the comparative model. Notable models in California include Ethnic Studies Departments at University of California, Berkeley, and at University of California, San Diego.

- HSU's interdisciplinary major in Ethnic Studies follows the comparative model. The major is designed around a 12-unit core of comparative courses, 9-10 units of Breadth and 2 units Service Learning Courses. Students complete 6-8 units of electives and a 9-unit concentration in one of three topic areas: Multicultural Arts, Literature and Language; Multicultural Histories; or Society and Justice.
- Majors study dynamics of power and privilege, patterns of cross-cultural influence and change, and racial dynamics within social and cultural institutions.
- Of the 14 CSU campuses offering Ethnic Studies degrees, only five offer Bachelor of Arts degrees in comparative Ethnic Studies: Chico, Fullerton, Hayward, Sacramento, and Sonoma. Nine campuses offer single group-focused degree programs. HSU's was only the 6th Ethnic Studies B.A. major in the 23 campuses.

Ethnic Studies Minor

- A proposal has been written revising the Ethnic Studies minor to bring it into line with the major. The minor then will go from a 15-unit program with one required course and 12-units of electives, to an 18 unit minor with the same topic categories as the major. This proposal will be submitted after the prioritization report is finished.
- Once the minor revision is approved, it will have the same unique qualities of the major.

7. Opportunities for undergraduate scholarship/creative activities/service

Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

- Ethnic Studies majors have regular opportunities to work with faculty on scholarly and service activities. Frequently, class work is adapted for presentations at campus events like the Campus Dialogue on Race. This happens so frequently that it is difficult to quantify. In addition:

- In 2006 Professors Accomando and Curiel presented a panel with an HSU English graduate student and an Ethnic Studies undergraduate student at the annual meeting of the National Association for Ethnic Studies
- In 2004 Professors Accomando and Curiel presented a panel with two English graduate students at the Multicultural Literatures of the United States (MELUS) national meeting, illustrating how Ethnic Studies brings diverse professional opportunities to graduate students in other departments.
- In 2006 Professor Bao organized a panel on Transnational Ethnic Studies for International Education Week during which three of her students presented on their experiences abroad. Professors Bao and Callahan both presented on the panel as well.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Ethnic Studies has had neither the mandate nor the funding for such affiliations.

Individual faculty members, however, are associated with various institutes or centers that relate to their areas of research.

Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

Although the lack of funds for new library materials has impacted Ethnic Studies, interlibrary loan and faculty members' personal books, archival materials and films enable us to offer a current and high quality program.

2. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

The northern California, and Humboldt County in particular, has a specific history of ethnic/racial relations that overshadows the present day. This history is one of multiple conquests, colonization, violent confrontation, genocide, marginalization, and exclusion. Ethnic Studies faculty play an active role in giving students and community members tools with which to discuss these topics and to work toward understanding, healing, and a commitment to justice in the present day. Faculty members contribute actively in community dialogues around issues of social justice and community relations in the past and present. Some examples include:

- Professor Bao was the narrator of a documentary film on the exclusion of Chinese Americans from Humboldt County in the 1880s. Clips of this film have been aired on KEET-TV and screened on campus.
- Ethnic Studies faculty members actively participate in the annual Social Justice Summit, an event open to the community that especially provides training to local teachers on issues related to diversity and social justice.
- Ethnic Studies faculty members regularly participate as panelists for the Latino Film Festival, an event produced collaboratively by World Languages and Cultures at HSU, and the Spanish Department at College of the Redwoods, which is held in Arcata at the Minor Theatre and is open to the public.
- Ethnic Studies faculty members have participated in events at local high schools related to diversity and social justice.
- Ethnic Studies faculty members serve as guest speakers at College of the Redwoods for cultural events like Cinco de Mayo.
- Professor Curiel has been a reader for local writing contests for high school students, including one for creative writing in Spanish.
- Ethnic Studies faculty members have moderated film screenings at the Morris Graves Museum on social justice and cultural diversity that are open to the public.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	41-46	Required Program SCUs in the primary Course Code	26-37
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COMMENTS

Students must take a core of 26 SCUs, plus elective courses totaling 15 to 20 units. The Elective courses range from 1 to 4 units each and students must take at least 5 courses from at least three different departments. The core courses are all in the ES course code, so at least 26 units will be from ES. If the student chose to take three of the five electives from ES at 3-units each, that would be 35 units. If they chose 4-unit courses, they could take as many as 37 units in the ES course code.

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	39-44	Required Program WTUs in the primary Course Code	24-35
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COMMENTS

The instructors receive only 3 WTUs for core courses ES 390 and ES 420, though the students receive 4 SCUs, so there are 24 WTUs for the core. Add the 15 to 20 units for the concentrations, and that makes 39 to 44 “Total Required Program WTUs.” In the lists of restricted electives, students must choose 5 courses from three departments. If students chose three other departments, there would be 24 WTUs in the “Required Program WTUs in the Primary Course Code.” If the student chose to take three of the five electives from ES at 3-units each, that would be 33 WTUs. If they chose 4-unit courses, they could take as many as 35 units in the ES course code.

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
135.66	27	108.32	N/A	N/A

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

COMMENTS

We did not include any directed courses except for the two sections of ES 499 Senior Portfolio that were offered during the past two years. We also excluded cross-listed sections taught by faculty members of other programs (German, International Studies, Spanish, and Women’s Studies), and cross-listed courses taught by Accomando and Curiel when English was the lead department. We did not include voluntary faculty overloads.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the

Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

COMMENTS

We only counted ES 105, 108, and 308 in those instances when more than one section was offered. We assumed that the first section of each offering was necessary for majors, but more than one section in a semester was counted as service.

*WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.*

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

COMMENTS

We counted only one section of each course. We excluded cross-listed sections taught by faculty members of other programs, and cross-listed courses taught by Accomando and Curiel when English was the lead department. We did not include voluntary faculty overloads.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percent of Staff FTEF	0.17

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
WORLD LANGUAGES & CULTURES	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	2	1.75	2	1.75	2	1.75	1	1.00	2	1.50
R09			1	0.50	1	0.50	1	0.50		
Total	2	1.75	3	2.25	3	2.25	2	1.50	2	1.50

ENTER COMMENTS HERE

WLC staff members support all six programs. Originally, we had two staff members in the department with a total of 2.0 FTE (ASC and ASA), yet due to the educational commitment of our ASA, she only worked at 0.75 FTE initially. When Judi Paul retired, our office staff was reduced by 0.5 FTE to a total of 1.5 FTE because of budget cuts. (Current employees are Kenna Kay Hyatt and Debbie Creed.) The R07 was 1.0 FTE on January 31, 2007 when Kenna Kay started and did not have an assistant yet. After that month, temporary employees filled in and the timebase became 1.50 FTE, which is our current staff allocation.

Our WLC language lab director position was changed from a faculty position to a 0.50 FTE staff position as of Fall 2004. Then, due to budget cuts, it was cut entirely in May 2007.

Now, our WLC lab director is a lecturer hired for a total of 4 WTUs per year, equivalent to 0.13 FTEF, and since this is not enough to sustain the lab, he volunteers time to the task. In fall 2009, Professor Matthew Dean, a newly hired tenure-track faculty member in Spanish, will assume the full responsibilities of the WLC lab director for an annual total of 8 WTUs, which is equal to 0.27 FTEF. Therefore the Lab will be funded out of the Spanish base allocation starting in AY 09/10. Overall, the lab generates FTES equal to a full FTEF load and therefore there are still considerable savings in this arrangement.

Due to budget cuts WLC has lost a full 1.0 FTE in staff positions between the lab and the office support staff.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$343
Instructional Supplies	\$718
Temporary Help (graders, lab assistants, GA's, etc.)	\$433

ENTER COMMENTS HERE:

We show 1/6 of the department’s current estimated expenses here. The total estimated expenses are \$2,060 for equipment; \$4,305 for instructional supplies; \$2,600 for temporary help.

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation affects program costs.

ENTER COMMENTS HERE

N/A

B. Gross Revenues

Revenue			
DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/donations	\$70	\$32	\$16
Extended Education	\$260	\$651	\$561
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

ENTER COMMENTS HERE

Donations are used to cover special expenses not permitted by state funds. We show 1/6 of the total funds received in the World Languages and Cultures Trust account above. The total amounts received each year were: \$150 in 2005/06; \$70 in 2006/07; \$100 in 2007/08, plus amounts donated to the Ethnic Studies Trust (\$45 in 2005/06; \$20 in 2006/07; nothing in 2007/08).

Extended Education concurrent enrollment funds supplement our operating expenses or special projects or emergencies. For example, we used some of last year’s concurrent enrollment funds to modify our lab in the BSS Building, which was built without the proper electrical outlets or Ethernet jacks but was not remedied by the builder. We show 1/6 of the total funds above. Department totals were: \$1,558 in 2005/06; \$3,906 in 2006/07; and \$3,367 in 2007/08.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	ES	3.04	2.90	3.02	3.30	3.12	2.87
FTEF	ES	18.65	20.62	21.23	20.96	21.97	24.81

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

ENTER COMMENTS HERE

We noticed two formatting errors in the SFR chart: the SFR line shows the FTEF data and likewise, the FTEF line shows the SFR data. The data itself seems to be correct.

Comparatively, the ES Program has significantly higher SFR averages when compared with the HSU totals. When compared with the other two colleges, CNRS and CPS, the difference is high every year and at times extremely high, except AY 07/08 where CPS shows an SFR higher than ES in the amount of 0.52. When compared with the College of AHSS, ES has a slightly lower FSR the three first years and a higher SFR the last three years, particularly in AY 07/08 with 1.9 higher FSR in ES. The ES Program shows high efficiency in the Student Faculty Ratio. Having said this, the chart also shows, due to budget cuts, the loss of a total 0.43 FTEF achieved by elimination of courses as illustrated in the charts below.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

ENTER COMMENTS HERE

The ES Program shows growth of major headcount as well as degrees awarded. There is an expected migration of minors to the major program, yet the number of minor degrees awarded still remains in a constant range. The SFR is most efficient as discussed above. The ES Program exhibits the ideal statistics of a successful program: demand, growth, and an above-average SFR. But this is misleading because the program is missing an entire curricular area: the African American field. We predict that an additional position in the ES program in the area of African American studies will maintain, if not expand, these parameters of efficiency as the courses taught in this field will be taught for the first time after a long period. We expect excellent enrollment in these courses. An additional position in African American studies would not only maintain growth and efficiency, but would secure the academic integrity of the ES program.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

ENTER COMMENTS HERE

The most serious and negative impact of budget cuts was the loss of the African American Studies position that was not reauthorized after a failed search in 2005. This created a serious gap in the program and at HSU. Professor Accomando has comparative expertise in this field and already teaches ES 108 and ES 360, where she includes the African American Studies dimension, yet she cannot deliver the entire African American Studies curriculum for the ES program or the university at large. We are aware that the academic integrity of the ES Program has been compromised. This missing component of the ES Program would make it very difficult if not impossible to request stand-alone major status from the Chancellor's office.

The interesting phenomenon is that while this position was not renewed, Professors Curiel and Accomando formalized dual appointments in English/ES, thus compensating in great degree for the loss of the African American position and the negative impact of budget cuts in

the FTES category. This has saved the ES Program from erosion as they, along with Professor Bao, created the ES major under the in-house interdisciplinary mechanism.

In summary, we have significant losses due to budget cuts in the following three areas: first, office staff at 0.5 FTE (department wide); second, lab staff at 0.5 FTE (department wide); and third, a full position in the area of African American studies.

E. Additional Data

Course Offerings Profile in Ethnic Studies (AY 00/01 - AY 07/08)								
class_offerings_ES report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	9	7	9	9	10	11	11	12
Sections Enrolled	20	17	21	19	20	24	22	22
Average Section Enrollment	15	18	15	18	19	16	16	19
Distinct Courses Enrolled in Ethnic Studies by Level (AY 00/01 - AY 07/08)								
class_offerings_ES report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	2	3	3	3	2	2	2	3
Upper-div	7	5	6	6	8	8	7	8
Graduate	1	0	1	1	0	1	2	2
Total	9	7	9	9	10	11	11	12
Sections Enrolled in Ethnic Studies by Level (AY 00/01 - AY 07/08)								
class_offerings_ES report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	4	5	6	6	5	6	5	6
Upper-div	15	13	14	13	15	16	14	14
Graduate	1	0	1	1	0	3	3	2
Total	20	17	21	19	20	24	22	22
Avg Section Enrollment in Ethnic Studies by Level (AY 00/01 - AY 07/08)								
class_offerings_ES report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	27	27	23	26	29	25	27	26
Upper-div	13	14	13	15	16	14	15	19
Graduate	3		3	4		3	4	4

Total	44	41	39	45	45	43	46	48
FTES in Ethnic Studies by Course Level (AY 00/01 - AY 07/08) class_offerings_ES report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	18.9	24.1	27.4	29.6	26.5	28.6	27.6	31.3
Upper-div	28.9	25.2	29.0	29.5	37.4	39.0	37.9	38.3
Graduate	.5	.0	.3	.6	.1	1.4	3.0	1.6
Total	48.3	49.3	56.6	59.7	64.0	69.0	68.5	71.2

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections. Distinct Courses count each distinct SUBJ/Course-number combination enrolled. All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Ethnic Studies (AY 00/01 - AY 07/08) class_offerings_ES report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	3	3	2	4	2	2	2	6
Lecture only sections	18	15	18	18	16	21	18	17
Lab/Activity only sections								
Other modes and combinations	2	2	3	1	4	4	4	5

Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

Service Course Sections Enrolled in Ethnic Studies (AY 00/01 - AY 07/08) class_offerings_ES report generated: 27-JUN-08								
	AY	AY	AY	AY	AY	AY	AY	AY

Course Level	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Lower-div	4	4	6	5	5	6	5	6
Upper-div	3	3	2	4	3	4	4	5
Service Course FTES in Ethnic Studies (AY 00/01 - AY 07/08) class_offerings_ES report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	18.9	22.9	26.7	28.9	26.5	28.6	27.6	31.3
Upper-div	8.9	9.8	6.6	13.3	12.5	15.7	16.5	22.9

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	4	4.5
Maximum capacity with existing resources	10	5

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

The number of existing graduates per year has been calculated by averaging the number of graduates over the last three years. The existing FTES in the major per year was derived by averaging upper and lower division FTES over the last 3 years. We project a maximum capacity of ten graduates per year based on the number of graduates from each of the last two years. In these two years, the FTES reached a maximum of 5.1. Even with 10 graduates per year, FTES in ES courses will grow only slightly because courses in other departments are required for the major. In the Concentration portion of the major, students are required to take 5 courses in at least 3 different departments.

In order to generate and maintain this number of graduates, material on the Ethnic Studies web site has been updated and Ethnic Studies has a program insert in the World Languages and Cultures department’s brochure. Every semester Ethnic Studies produces flyers for its course offerings, including separate flyers for special topics courses. Receptions and information sessions are held every semester for students interested in Ethnic Studies and Ethnic Studies faculty members are regularly invited to make presentations to lower division Ethnic Studies courses.

The growth of the major with existing resources is limited by the following factors:

- CAHSS has cut many sections of our General Education courses and this has limited our ability to recruit students to the major, since students' exposure to the field through GE courses has been a major recruitment tool.
- In 07-08 we were able to offer 3 sections of ES 308, but in 08-09, we are only able to offer 1 section because tenure-track faculty members have replaced adjunct faculty members in our sections of ES 105.
- The growth of Ethnic Studies is also hampered by the unreplaced retirement of Professor Smith, and of the loss of all of our adjunct faculty positions.
- The sparse coverage of African American Studies in the program hampers our ability to recruit majors and undermines the academic integrity of the program.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

Growth for Ethnic Studies can occur on two fronts:

I. Restoration of Departmental Status:

Ethnic Studies was originally a free-standing department. The merger with World Languages and Cultures in 2001 has stabilized the program and allowed it to grow to its present form. Before the merger, Ethnic Studies had 2 full time faculty members and a minor. It now houses the equivalent of 3 full time faculty members, a major and two minors.

Nonetheless, the merger was always conceived as a stopgap measure. According to the Merger Agreement, Ethnic Studies has had the ability to revert to a free-standing department when the faculty decides it is ready. Internally, the faculty determined that it would seek department status when it had at least one full professor, reasoning that this would be important for the program's ability to advocate for itself. At the end of last year, 3 Ethnic Studies faculty members (2 in split appointments) were promoted to full professor, so reverting to department status is our next step. The chair of WLC has been consulted on this intention, and he supports this plan.

The faculty believes that departmental status for Ethnic Studies preserves the institutional presence, unique pedagogy and intellectual history of the discipline. We also believe that departmental status for Ethnic Studies will help the university to show evidence of its commitment to Excellence in Diversity and provide a visible space for its delivery of key academic functions around diversity.

II. Approval of Free-standing Ethnic Studies Major

With the appropriate support, the faculty also plans to convert the Ethnic Studies IS major to a free standing major. This also lends credibility, stability and coherence to what has often been a tenuous existence at HSU. The IS major is now beginning its 4th year, and we have successfully recruited and graduated a growing number of students.

A free standing major recognizes the institutional growth of Ethnic Studies at HSU and helps the university to show evidence of its commitment to its Diversity as an Educational Process, as outlined in WASC Theme 2, the Strategic Plan, the Diversity Action Plan, and the 2006 Proposal to WASC for Re-accreditation. (*WASC Theme 2—Final Report,12*)

3. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

It is imperative to replace Professor Nathan Smith, who retired in December 2005. The search for his replacement failed in Spring 2006, when the only candidate to whom the committee wished to offer the position withdrew from the search to take another job. After the failed search, the Ethnic Studies faculty decided to wait at least one year before searching again, due to the demands of the search on our small program at a time when we were engaged in multiple program-building projects.

A new position request, submitted to CAHSS in Spring 2008, was not approved, even though the need for this position is now more urgent than before. We do not have a full-time faculty member who specializes in African American Studies on our faculty. This gap challenges the curricular integrity of the program, as this field is central to the study of U.S. Ethnic Studies. This position will enable us to offer a more intellectually sound and coherent program for our majors and minors.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

Augmentation would help to restore the cuts the program has experienced over the past several years and would help to strengthen the program's curricular coherence.

A 10% augmentation would allow us to add .28 FTEF, or 8 units per year, and would restore General Education and Diversity and Common Ground courses that help us to recruit majors.

A 20% augmentation, or an additional 16 units per year would allow us to recruit a part-time visiting faculty member who can offer our core GE courses as well as our African American Studies curriculum. This will draw new majors while helping to fulfill the university's student recruitment and retention goals.

D Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

In the 2007-2008 round of budget cuts Ethnic Studies lost all its funding for adjunct faculty. Any further staffing cuts would impact full-time tenured faculty and would seriously impede delivery of the major, which was only approved in 2005. As well:

- Fewer course offerings would mean that essential courses would be larger, which is counter-productive on the lower division level where students are asked to engage thought-provoking material on a personal level. This would impact the delivery of GE, DCG and of the major.
- Fewer topics would be covered, creating less curricular variety.
- There would be less time for innovative curricular projects
- Student time to graduation would lengthen, or alternately, students would need more substitutions for required courses, which would undermine the coherence of the program.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

The WASC Theme II Action Team has done an exhaustive amount of research on the retention and graduation of traditionally underrepresented students in order to identify and to encourage the campus-wide adoption of “best practices” that ensure the retention and graduation of underrepresented students. Prominently listed “best practices” are activities central to Ethnic Studies. Under “Retention/ Academic Achievement/ Graduation” is

- (3) **Curricula that Facilitate Diversity as Educational Process**; e.g., cluster courses and depths of study that increase exposure to diverse perspectives and illuminate the relationships among concurrently studied subjects (*WASC Theme 2—Final Report*, 10-11)

Under “Institutional Receptivity/ Campus Climate” the first two best practices listed are:

- (1) **Explicitly Stated Commitment to Diversity as Educational Process**; e.g., institutional, departmental/program, and individual recognition that “diversity,” broadly defined, is both essential and integral to quality higher education (as well as to HSU’s mission and vision statements, Strategic Plan, Diversity Action Plan, and 2006 Proposal to WASC for Re-accreditation)...

and

- (2) **Recruitment, Retention, Tenure, and Promotion of Diverse Faculty**; e.g., ...require demonstrated abilities to work in diverse environments, and ...require demonstrated abilities to teach from non-dominant or multi-cultural perspectives... (*WASC Theme 2—Final Report*, 12)

All of these institutional objectives are integral to the work of Ethnic Studies. Program elimination would mean that HSU would cripple its ability to meet critical institutional goals around curricular, pedagogical, and faculty diversity. It would undermine its own recruitment and retention efforts directed at students of color, which is critical to its ability to meet enrollment goals.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

The current state of the Ethnic Studies Program reflects the inconsistent support the program has received from the university in recent years. WASC reviewers have expressed concern over the lack of evidence of institutional commitment to student, faculty, and curricular diversity, and so the university has generated policies and

documents articulating that commitment. There is, however, a gap between these stated diversity goals and budgetary processes. Ethnic Studies has both had a new IS major approved in 2005 and lost a full time faculty positions in the three years following that decision. Last year, a position request to replace our African American Studies specialist, who retired in 2005, was denied, and we lost the last of our part-time faculty funds. In spite of the university's multiple-articulations of the importance of diversity in all areas of university life, there is no coordination of how and even whether or not these goals are fulfilled.

Ethnic Studies has historically been the place in the academy where issues of diversity are addressed. We teach students to examine their own experience and the dynamics of the society at large. We teach about the experiences of marginalized groups, and about the forms their collaborations and resistance have taken. We teach about knowledge and power. Ethnic Studies is also historically the place students of color seek out in the university to gain critical insights into their experiences and those of their communities. It is often a place where students see ways to apply their university educations to change the world in positive ways. A strong Ethnic Studies program is often associated with an institution's commitment to an inclusive intellectual culture and to a diverse faculty and student body.

The current Prioritization process is about the university's commitments to itself and its constituencies. As the root, it is also about resources. Prioritization is an opportunity for HSU to commit to an academic endeavor that it has, up to now, seen fit to allow to exist in a minimal fashion. We have in our faculty the commitment and the will to do much more, but we can only show accomplishments that are in line with the university's investment of resources.

Up to now, the university has invested only minimally in Ethnic Studies, although our work is more and more a cornerstone of HSU's declared values. If HSU will walk the walk as well as talk the talk, Ethnic Studies will be ranked high in its list of priorities. If not, this will be yet another missed opportunity to bring HSU into line with other campuses in the system in terms of diversity, as well as to demonstrate that it has the real commitment to prepare students for the rigors of 21st century life.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.

SECTION III.C.2. Program Quality / Curriculum / Assessment for the Department of World Languages and Cultures

Mission/ Goals	Student Learning Outcomes	First year Assessment activity	First year results and action plan	Multi-year Assessment plan	Course map	Comments based on Fall 06-Spring 07 contact	HSU Outcomes map	Comments based on Fall 07-Spring 08 contact	Second year results and action plan	Fall 2008
x	x					Actually did one Area C German course-- assessing Area C outcome, not their own.		10/25 met with World Languages and Culture Executive Committee. They conducted surveys of alumni from all programs housed in this department last Spring, but have not yet analyzed results. We talked about the need to move to direct assessment. This will be difficult for International Studies, as will major course mapping, since almost all courses in that major are offered by other departments. The language majors and Ethnic Studies can do mapping. ES in particular has a natural place for direct assessment since majors are required to construct a portfolio.		Harry Wells and I have been meeting with WL&C this semester. They seem committed to getting caught up on their required assessment pieces. They are working on revising their SLOs.