
B. IMPLEMENTATION PLAN – REVISED 7/2018 - FINAL

As part of the Provost's APR meeting and/or with the final implementation plan completed for the next seven years, the department chair provides an evaluation of the effectiveness of the academic program review procedures and recommendations for improving the process. Elements to consider include a review of the self-study components, criteria, college and University review processes, student participation, and faculty participation (see Appendix 7, Seven-Year Implementation Plan Template).

After a system-wide review of Ethnic Studies Programs in 2015, the Chancellor's Task Force published a comprehensive report that provided a detailed list of recommendations for CSU Ethnic Studies Programs. These recommendations informed our recent program revision and have guided the formulation of our PMO's and Implementation Plan. We reference these recommendations in our implementation plan below.

PMO # 1 – Faculty Tenure-Track Line to support program growth and student engagement.

Recommendation 2 (taken from the CSU Task Force on the Advancement of Ethnic Studies): *Increase and maintain **regular and consistent** hiring in Ethnic Studies in order to ensure its vital sustainment and growth.*

In the interval between writing most of the self-study document and this final implementation plan, the Ethnic Studies program received support to hire two tenure track faculty, one with expertise in African American Studies and the second with a focus in Native American/Indigenous Studies. We've successfully completed these searches and will welcome two exceptional new faculty in Fall 2018. We anticipate that they will develop new curriculum and relevant programming to actively recruit and advise students. Ethnic Studies is poised for growth, especially in its service to the Chican@/Latin@ population at Stanislaus and in California. Even prior to the recent growth in this population at Stanislaus and prior to our designation as a Hispanic serving institution in 2003, the need for this second faculty position in Chican@/Latin@ Studies was recognized.

The CSU is one of the most ethnically heterogeneous state higher education systems in the country. The Hispanic population is about 39% in the State and 37% in the CSU system, and demographic shifts of a diverse student body are taking place in California and in the CSU system at an increasing pace. Specific to CSU Stanislaus, the headcount of Hispanic students is currently at 4,840 (or 50%), above the average of the rest of the CSU system and state. However, these demographic shifts are not happening at the same rate at the faculty level. At Stanislaus, White full-time faculty are approximately 65% and Hispanic faculty, only 14%. The Ethnic Studies program currently has one tenure track faculty in Chican@/Latin@ Studies. However, given the demographic shifts of Hispanics at CSU Stanislaus and in California, the program needs an additional (new) faculty line in Chican@/Latin@ studies to reflect the academic needs of the growing Hispanic population and to address the 21st century challenges of educational equity and social justice work. Currently, we are able to fill four courses per semester in Chican@ Studies. Two of these are taught by part-time faculty. The average student ratio to faculty in the classroom at CSU Stan is 20:1 (from fast facts on the CSUS website). However, these courses are at full capacity (30+ students). The tenure track faculty is currently modifying and creating new courses in Chican@/Latin@ Studies to address growing need (see PMO #2), however, the program requires an additional tenure track faculty in this area in order for the program to be sustainable and relevant to the growing student body, primarily

Hispanics. A new tenure track position in Chican@/Latin@ Studies would contribute to the Ethnic Studies program by developing courses that reflect relevant social issues to this field, including: border studies, transnational activism, Chicana/Latina literature, and health and spirituality.

PMO #2 – Curriculum Development and Growth

Recommendation 3 (Task Force on the Advancement of Ethnic Studies): *Support curricular development in ways that strengthen Ethnic Studies departments and programs, increase enrollment and open access to a wider range of students and curricular options.*

1. The Ethnic Studies program made revisions to the major in the Fall of 2016. Two courses that are required include one in research methods and another in writing proficiency. The choices for these courses are currently only offered outside of the program and they cannot offer our majors the specific methodologies they should be exposed to. To explain, Ethnic Studies particularly needs its own methods course since the field is simultaneously interdisciplinary and critical. This means that Ethnic Studies methodology borrows from both the social sciences and humanities at the same time it critiques them. Thus, a specific interdisciplinary and critical research course through the lens of Ethnic Studies is required. Although there are several writing proficiency courses offered at the university, none relate specifically to the discipline of the Ethnic Studies program. In particular, the program needs a writing proficiency course that deals with critical and social justice topics specific to the field, such as that address: race/ethnicity, gender, class, sexuality, nationality. The Ethnic Studies program plans to develop and implement these courses in the next couple of years.

2. The Ethnic Studies program plans curricular modifications to reflect contemporary trends and approaches in the field, as well as a move toward more critical framing and understanding of the histories and experiences of these underrepresented group.

The following course modifications are planned during the next two years:

We currently offer the course: "*Multiculturalism: Bias to Reality*". In addition to being a confusing course title, the term "multiculturalism" is outdated since it generally refers to a curricular trend that gains significant attention in the US during the 1990s. Although the topic of "multiculturalism" is still relevant at the moment, the term is rather limiting since there are educational trends that precede and proceed the decade in which multiculturalism emerged. For example, the desegregation of public schools took place during the 1950s, and recently the state of Arizona banned Ethnic Studies at the high school level. Thus, we are proposing to change the course title to be "Racial Inequalities in Education" to reflect contemporary language in the field and also to allow for broader understanding of the subject. This modification does not negate analysis about or attention on multiculturalism, but also allows for a critical analysis of education prior to (and after) the 1990s (and not only specific to the US since race, ethnicity, and critical education is not only a US phenomenon).

We also currently offer the course "The Minority Experience." The title is outdated. In the field of Ethnic Studies, the term "minority" is not favored since it is longer salient and has been critically examined. The term "minority" emerged during the 1960s/1970s when the more popular word "colored" was replaced. Minority was popularly used until the late 1990s when critiques emerged in light of increasing demographic shifts that changed understandings of the term. Since then other terms have become more relevant/accurate to describe people that have been historically disenfranchised, such as "people of color," "underrepresented," or "marginalized." Also, the field of Ethnic Studies has critiqued monolithic

understandings, particularly those that emerge from problematic perspectives that homogenize ethnic/racial groups. Thus, the singular "experience" aspect of the title is ubiquitous. Instead, we are proposing to change the course to "Race and Ethnicity in the US." This title reflects a broader understanding of the topic that does not negate "experience" as a lens by which to understand social and human interactions but allows for a multiplicity of interpretations of the ways in which race/ethnic relations and categories change over time.

The Ethnic Studies program also offers "The Chicano/Latino experience," "The Asian American Experience," and "The African American Experience." These courses also must be modified for similar reasons stated in the previous example. We will propose to change the course titles to: Introduction to Chicano/a-Latino/a Studies, Introduction to Asian American Studies, and Introduction to African American Studies, respectively. These course changes are generative because they will shift content to focus on the field of study, which includes, but is not only limited to, "the experience" of members of these underrepresented groups that the current title suggests.

The Ethnic Studies program is planning new course proposals. One is "Latinx Communities." This interdisciplinary course examines historical and contemporary formations of Chican@/Latin@ communities in the US. In particular, this class looks at the social, cultural, geographic, political, and symbolic developments and forces that shape Chican@/Latin@ groups. The course critically analyzes the social obstacles that Chican@/Latin@ populations face across the country and highlights the ways in which they re-shape their environments. Furthermore, students participate in cultural production and build community within/outside the classroom. This course is particularly relevant given the heterogeneity of the Latino population, especially outside of California.

With tenure track lines in African American Studies, Native/Indigenous Studies, and Chicano/Latino Studies, we anticipate that new courses will be developed that will be relevant to the program and current social trends. As was mentioned earlier, the following is a list of topics of courses that the Ethnic Studies program is planning to offer with new faculty: Hip Hop and Popular Culture; Race and Sports; Anti-Black Racism and Islamophobia; Black feminism; Black diasporas; Mass incarceration and criminal justice; Land Rights and Tribal Sovereignty; Settler and Extractive Colonialisms; Environmental Justice; Social Movements and Activism; Native/Black/Latina Feminism; Health and Spirituality, and Literature and Visual Culture.

PMO #3 – Increase Program Visibility and Centrality to the Mission of Stan State

Recommendation #5 and #6 (Task Force on the Advancement of Ethnic Studies): #5 - Aid in fostering and creating a climate conducive to reaffirming Ethnic Studies' central role in diversity and equity initiatives as they relate to people of color. #6 – Strengthen and expand initiatives on community engagement and partnerships.

In order to foster and create a climate that is conducive to reaffirming Ethnic Studies' central role in diversity and equity initiatives as they relate to people of color, we propose the implementation of 3 initiatives:

First, we propose that CSU Stanislaus creates a Social Justice Center. Although there are many diverse student groups on campus, there is no unifying space. A Social Justice Center is necessary because it would foster cross cultural exchange, promote critical social awareness, create artistic and intellectual exchange, and educate for social action among diverse students. We envision this space to multi-

pronged, which would include rooms to hold classes, to have film screenings and events, to host art exhibits, and to allow students to interact, study, and lounge. The space would intricately be connected with Ethnic Studies courses. For example, the space could be decorated with art that emerges from our Cultural Production course, students could host and participate in events that the Ethnic Studies program organizes, and the space could also provide Ethnic Studies (paid) internships so students could learn relevant skills working with diversity in the 21st century.

Second, we recommend that the Ethnic Studies program is moved into a bigger office and centralized space (ideally into the Social Justice Center space). Currently, the office consists of four small rooms: a small general meeting space, two offices for tenure-track faculty, and one small space for lecturers, office supplies, and storage. If the program expects to grow by adding new faculty, as well as recruiting new majors and increasing student interest, the current space is not adequate and office support staff (at least half-time) is necessary. Furthermore, in the fall of 2016, an Ethnic Studies student club was formed. They increasingly rely on the (small) general office suite space for their meetings. Because the space is small, students who visit for office hours and the student group often don't fit comfortably in the office, not to mention we lack space to provide adequate resources, such as a table and chair, to help with their meeting needs. The lack of space also hinders the program from creating relevant programming. For example, the Ethnic Studies program will be hosting a Cesar Chavez event and conference this semester. Since there is no space in the office, we must have meetings in other classrooms and buildings, which makes it difficult to do adequate programming, given that we conduct programming several times during the academic year. If a Social Justice space was created, we recommend that the Ethnic Studies program is moved to this location so that it is intimately connected to it. We suggest that some of the "surge" structures currently being planned to accommodate renovations in the Library might provide the critically needed space for both the program and the Social Justice Center.

Third, to strengthen and expand initiatives on community engagement and partnerships Ethnic Studies requests increased programmatic funding support. Funding will allow the program to create paid (could be through work study) internships with local/regional community organizations. Funding would also allow us to hire a coordinator to help with organizing the internships and partnerships. Ethnic Studies students generally are passionate about social justice. However, they often have to work and have little time to be involved with the local community. Thus, if funding was provided to create paid internships, this would allow our students to work with community partnerships in a sustained and concentrated way. Such an internship would be great for students to: 1) connect what they learn in practice; 2) build bridges between university and local community; 3) learn relevant and applicable life and professional skills; 4) work towards contributing to civic engagement. A way to get funding for both the Ethnic Studies program and internships is to create a "diversity account" as part of student fees. For example, UC Berkeley has what is called "the Ethnic Studies 5th account." This account comes from student fees and goes directly to the diversity program at the university – a program that is managed through the Ethnic Studies Department. Having this kind of institutional funding assures that the Ethnic Studies program can grow and be sustainable to address the needs of the diverse student population.

To summarize, in order to increase program visibility and centrality to the mission of Stan State, changes in support for the Ethnic Studies program over the next 7 years should include an increase in space (a social justice center and larger office space) and an increase in operating funds (for resources, office support staff, programming, and student internships). These resources would help the Ethnic Studies program foster and create a climate that is conducive to reaffirming Ethnic Studies' central role in diversity and equity initiatives as they relate to people of color and strengthen and expand initiatives on community engagement and partnerships.

PMO #4 – Consider the Development of a Certificate in Ethnic Studies

Recommendation 7 (Task Force on the Advancement of Ethnic Studies): *Build on and expand best practices of both Ethnic Studies and the various universities of the CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.*

In Section II D (p. 35) of this document we referenced a recent curricular innovation at SFSU, College of Ethnic Studies – their Certificate in Ethnic Studies, a 12-unit post-baccalaureate program. As we begin the next APR period, we will consider developing a program of this sort that could benefit students from all majors. The certificate would focus on the application of Ethnic Studies outside the classroom. It would appeal to students seeking competency training in diversity issues to benefit them in the workplace. While we list this as #4 in our prioritized list, its implementation depends on the success of the first three PMO's as well as faculty priorities for teaching and research.

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College: CAHSS

Program: Ethnic Studies

Next APR Year: 2025-2026

Mission Statement:

The Ethnic Studies Program seeks to provide a comprehensive understanding of the unique historical, cultural, political, social and economic experiences of racial and ethnic groups in America through comparative and relational approaches. Our courses help students to recognize, understand and value diversity and to critically examine the intersections of race, ethnicity, class, gender, and sexuality. Students have the opportunity to apply their knowledge of diverse communities and issues to promote equity and social justice.

Program Learning Outcomes:

PLO 1: *Students will be able to describe the histories and experiences of racial and ethnic groups in the United States from a regional, national, and global perspective.*

PLO 2: *Students will be able to identify and articulate theoretical concepts and frameworks involving themes and issues of race, ethnicity, class, sexuality, gender, immigration, policy, and education.*

PLO 3: *Students will be able to apply knowledge of diverse communities and issues to promote equity and social justice.*

PLO 4: *Students will be able to develop social awareness and responsibility through experiential learning, personal and intellectual growth.*

Program Maintenance Outcomes:

PMO 1: *Faculty tenure-track lines to address curricular breadth and support growth.*

PMO 2: *Curriculum development and growth – Methods/WP and Minor revision.*

PMO 3: *Increase program visibility and centrality to the mission of Stan State.*

PMO 4: *Consider the development of a certificate in Ethnic Studies.*

Where are these outcomes published? *University Catalog online*

Please attach the most current program curriculum map.

INITIATIVE/TASK	APR CYCLE YEAR	ASSESSMENT METHODS/ACTIVITIES	ASSESSMENT PROCESS: COLLECTION/ANALYSIS/DISCUSSION	RESOURCES NEEDED (IF APPLICABLE)
Program Learning Outcome (PLO) Students will be able to:				
PLO 1: <i>describe the histories and experiences of racial and ethnic groups in the United States from a regional, national, and global perspective.</i>	1	Direct Assessment in Lower Division Course (ETHS 2200) (Racial/ethnic group specific choice within major and minor).	Direct Assessment: Ethnic Studies faculty evaluate final course assignment (presentations and reflection essay) using a five-tiered rubric. Results are tabulated and discussed at	Faculty time and willingness to participate in the assessment exercise.

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			program meeting.	
PLO 2: <i>to identify and articulate theoretical concepts and frameworks involving themes and issues of race, ethnicity, class, sexuality, gender, immigration, policy, and education.</i>	2	Direct Assessment in Lower Division, Introduction to Ethnic Studies ETHS 2050 (required prerequisite of every major and minor student and D2b, G).	Direct Assessment: Ethnic Studies faculty use short answer class quizzes as assessment instrument. Results are discussed at program meeting.	Faculty time and willingness to participate in the assessment exercise.
PLO 3: <i>apply knowledge of diverse communities and issues to promote equity and social justice.</i>	3	Direct Assessment in Lower Division course.	Direct Assessment: Ethnic Studies faculty evaluate final course assignment using a five-tiered rubric. Results are discussed at program meeting.	Faculty time and willingness to participate in the assessment exercise.
PLO 4: <i>develop social awareness and responsibility through experiential learning, personal and intellectual growth</i>	4	Direct Assessment in Lower Division course.	Direct Assessment: Ethnic Studies faculty evaluate final course assignment using a five-tiered rubric. Results are discussed at program meeting.	Faculty time and willingness to participate in the assessment exercise.
PLO 2: <i>to identify and articulate theoretical concepts and frameworks involving themes and issues of race, ethnicity, class, sexuality, gender, immigration, policy, and education.</i>	5	Direct Assessment in Upper Division core course.	Direct Assessment: Ethnic Studies faculty evaluate final course assignment using a five-tiered rubric. Results are discussed at program meeting.	Faculty time and willingness to participate in the assessment exercise.
PLO 4: <i>develop social awareness and responsibility through experiential learning, personal and intellectual growth</i>	6	Direct and Indirect Assessment in Upper Division capstone/fieldwork course.	Direct Assessment: Ethnic Studies faculty evaluate final project using a five-tiered rubric. Indirect Assessment: Exit survey Results are discussed at program meeting.	Faculty time and willingness to participate in the assessment exercise.
Program Maintenance Outcome (PMO)				
PMO 1: <i>Faculty tenure-track lines to address curricular breadth and support growth.</i>	2 & 5	Direct and Indirect Assessment Curricular needs and program growth	Faculty and student discussion forums Surveys assessing student interests and needs	Approval for tenure-track Assistant Professor search – Chican@/Latin@ Studies
PMO 2: <i>Curriculum development and growth – Research methods/WP, new courses reflecting new faculty expertise</i>	1 - 3	Direct Assessment Activities	Curricular modifications and new courses reviewed and approved by the CAHSS curriculum committee and the Dean.	Faculty time to complete curricular tasks.

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<p>PMO 3: <i>Increase program visibility and centrality to the mission of Stanislaus State.</i></p>	<p>1 - 6</p>	<p>Scheduled events through the academic year such as the Ethnic Studies Conference and Film Festival. Additional cultural, scholarly, and community collaborative events that utilize IRA funds and reach our diverse student population.</p>	<p>Event attendance; audience surveys</p>	<p>Assignment of additional space for a Social Justice Center and office space to address the growing needs of the program. Office support staff (half-time). Collaborations with other programs to make these spaces effective and welcoming to students.</p>
<p>PMO 4: <i>Consider the development of a certificate in Ethnic Studies.</i></p>	<p>2 - 6</p>	<p>Direct and Indirect Assessment Activities</p>	<p>Discussions among program faculty, College Deans (CAHSS and Stockton), Curriculum Committee and UEPC review</p>	<p>Success of PMO #1 - 3</p>