

ACADEMIC PROGRAM REVIEW REPORT

ETHNIC STUDIES PROGRAM

College of Social Sciences and Interdisciplinary Studies

Program Review Team

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Spring 2006

COMMENDATIONS

1. The Review Team commends the Ethnic Studies Department for their enviable culture of collegiality. Everyone the team spoke with consistently noted the high level of respect and collegiality within the Department. In general, the Ethnic Studies Department was characterized by its faculty and students alike as a department with a high degree of collegiality, and an infrastructure that allows for faculty growth in the various areas related to tenure and promotion.
2. The Review Team commends the Ethnic Studies Department and the leadership of Dr. Greg Mark in developing a nationally recognized service-learning program (referred to as the Hiram Johnson Project). Ten service projects are under way, involving Ethnic Studies faculty, staff, students, and community partners. Three of the projects involve the Department's extensive tutoring/mentoring program. Seven projects involve middle and high school students and parents who visit the CSUS campus and participate in the annual community celebration at Hiram Johnson High School. These projects involve students, teachers and parents at the High School and its feeder schools, Will C. Wood Middle School and Nicholas Elementary School. These projects have provided an opportunity for outreach into the community with the intent of encouraging and motivating students to excel academically and to consider continuing on to the University.

The Project has given faculty, particularly junior faculty, the opportunity to become involved in service activities that meet the requirements set forth by the tenure and promotion guidelines. Community service is another important component of RTP and it is a tremendous benefit to have the community service projects within reach of the junior faculty. Although it was not discussed in any of the meetings with the people in the Department, the service learning program has served to engage the junior faculty in ways that will benefit their academic career at CSUS.

3. The Review Team commends the Ethnic Studies Department in the development of a series of anthologies for use in its Introduction to Ethnic Studies (ETHN 11) course and its Ethnic America (ETHN 100) course. Each has provided an excellent opportunity for junior faculty to fulfill their RTP scholarship responsibilities. The anthologies also give the Department the option of having a consistent teaching tool for use in their classes. Together with the service-learning component, the Department has developed an infrastructure and culture that promotes and encourages faculty involvement in two key areas of the RTP process. In addition to the informal mentoring, the RTP-related support provided for the junior faculty is admirable. Anthology is a great opportunity for publications, a necessity in the current RTP process, and making such an opportunity easily accessible to junior faculty is a very thoughtful and supportive gesture.
4. The Review Team commends the Ethnic Studies Department for the peer support, mentoring and travel support for its junior (non-tenured/probationary) faculty. The junior faculty expressed appreciation in being supported in their career and professional development. The junior faculty members felt at ease in finding mentors in both full-time and part-time senior faculty members. While this mentoring component is not formal, the informal process seems to be effective.
5. The review team commends the Ethnic Studies Department for its efforts to involve students in community service and professional development activities. Each year numerous students are involved in several of the service-learning activities and several others have the opportunity to attend national conferences. Students also had a positive impression of the Department's advising policies. Ethnic studies students have said that professors have an open door policy and are welcoming of students. They feel that they can ask for advice from any of the professors.
6. The Review Team commends the Ethnic Studies Department for integrating its part time faculty (adjunct professors or lecturers) into the program. The members of the part-time faculty, some of them with many years (one for 12 years, another for 35 years) of teaching in the Department, felt included in the Ethnic Studies program and felt valued as senior members of the faculty. They are also unique assets to the Department because of their lengthy teaching experience and willingness to mentor junior faculty members.
7. The Review Team commends the Ethnic Studies Department for its support and contribution to campus programs such as the College Assistance Migrant Program (CAMP), The Cooper Woodson College Enhancement Program (CWC), and Education Opportunity Program (EOP). These contributions are significant in facilitating the timely graduation of underrepresented students. For example, the proximity and support provided to students by the CWC program should serve as a model for the support infrastructure needed to facilitate academic success and the graduation of our students.

While we live in a diverse community, we, as a people, have not learned how to live effectively as members of these communities – be they in our neighborhoods, our cities, states or those in other nations throughout the world. The Ethnic Studies Department is in a unique position to provide our students with the understanding and the skills necessary to be effective citizens in the twenty-first century. Furthermore, the Department and its faculty have the unique opportunity and challenge to also facilitate understanding within our University community as we all strive to educate our students.

RECOMMENDATIONS TO THE PROGRAM

The Ethnic Studies Department was fortunate to have Dr. Judith Liu, a professor in the Department of Sociology at the University of San Diego, serve as the External Consultant for the program review. Dr. Liu's recommendations are consistent with those of the Review Team but also provide additional discipline specific insight into issues the Department should address. A review of Dr. Liu's commentary should be included in the overall review of the following recommendations. An appendix at the end of this report contains a cross reference list of the Review Team's recommendations and those of Dr. Liu.

RECOMMENDATION 1: Continue the legacy of Collegiality. The Review Team recommends that the Department faculty engage in discussions on how best to continue the legacy of collegiality and cooperation that has characterized relationships within the program since its inception. The collegiality and the ability to work together seem to be the outgrowth of the originally shared vision that guided the development of the undergraduate major in Ethnic Studies. Some of the new faculty, in sharing with the review team their personal motivations for joining the Ethnic Studies Department, indicated their choice was greatly influenced by the nature of the major and the collegiality and cooperation among the faculty. The program's strength does seem to reflect the synergy amongst its faculty; a synergy that has produced a program and a community of scholars that is much more than the sum of the four program areas of concentration.

The program's growth and continuity was greatly facilitated by the leadership of Dr. Otis Scott, who served as chair during the first 22 years. Dr. Greg Mark has provided leadership during the past five years but will step down as department chair at the end of the 2005-06 academic year. Dr. David Leon will serve as interim chair for the next academic year. In the spring the department will elect a chair for a three year term. In addition to these changes in leadership, faculty members expressed some concern with the review team over significant changes that have occurred within the program in recent years. For example, the program has experienced significant turnover in faculty (including the loss of contributing faculty from other departments) to retirements, the addition of a number of new courses, the establishment of program specific minors, and the piloting of a master's program. These concerns related to the long term effect these changes might have on the program's direction as well as what might be characterized as the department's culture. These concerns were not expressed as a judgment that any of these changes were necessarily negative, but merely that the faculty should take some time to assess the current state of the program and have discussions about direction the program should take in the coming years.

Many of the following recommendations cover topics and issues that the faculty should consider including in these discussions.

RECOMMENDATION 2: Formalize the Process of Mentoring of New Faculty. The Review Team recommends that the mentoring of junior faculty could be formalized by matching them up with various senior faculty members. As indicated in the commendations section above, junior faculty, in general, felt that the Department provided them with good mentoring opportunities. However, this is an informal process and, as such, it seemed like the bulk of the responsibilities fell on the chair of the Department. The Department as a whole would benefit from a more formalized process that spreads the mentoring responsibilities among the senior faculty. This would prevent that the mentoring would by default fall on solely on the chair. The Review Team's impression was that most of the junior faculty members sought mentoring from

the Department chair. A formal mentoring program would build consistency in the relationship and evenly distribute the mentoring responsibilities among the senior faculty.

RECOMMENDATION 3: Document the Roles and Responsibilities of Program Directors.

The Review Team recommends that the Department develop a formalized description of the roles and responsibilities for the four program director positions. Currently, a faculty member becomes a program director on a voluntary basis and as a need for one arises. This would help the Department plan more effectively for transitions in leadership positions. Also, each program director receives three units of release time per academic year. The release time is either taken in the fall or spring semester, which logically assumes that the Program Director is a half-year position. In reality, the program director position is a full academic year responsibility. The Directors all agreed that the current three unit release time was not commensurate with the amount of work and time required of the program directors. The Department should draft and adopt a statement of duties and responsibilities of program directors, the selection process, and the length of service. Such formalization of this position would be beneficial when advocating to the College and to the University for more release time for the Program Directors.

RECOMMENDATION 4: Cooperate on the Development of Class Schedules. The Review Team recommends that the Chair and Program Directors work together to develop a more effective class scheduling process. Offering competing courses at the same time and day or in the same semester should be avoided. This applies to the General Education and Service courses as well as the courses offered for both majors and minors. Currently, it appears as if the four programs attempt to maximize the number of courses offered each semester with no analysis of the degree to which enrollments are spread between competing classes. The result is often the canceling of the courses when the minimum enrollments are not met.

For General Education and Service courses, the offerings of competing courses in other disciplines should also be taken into account in scheduling. The Department's scheduling plan should attempt to maximize the opportunities to get sufficient enrollment to fill the courses that are offered. One possibly helpful approach might be the development of a set of recommended program schedules or "road maps" for majors. These schedules would lay out the sequence of major core courses, electives as well as the General Education and University graduation required courses in semester plans leading to graduation. Three such recommended plans might be developed: one for part-time students taking an average of 3 courses per semester, one for those students taking 4 courses per semester, and one for those taking 5 courses per semester. These "road maps" would illustrate for students the options that would allow them to fulfill all graduation requirements and get them to graduation. In addition these "maps" would help in identifying which courses would need to be offered each semester, which could be offered in alternating semesters and those that might be able to be offered every other year.

RECOMMENDATION 5: Evaluate Faculty Hiring Needs. The Review Team recommends that the Department continue to assess its ability to provide high quality programs with its existing faculty and to request additional faculty positions, as needed. As a result of retirements and the potential growth of majors and the demand for service courses for increasing student enrollment, the Department should anticipate the need for faculty in sufficient numbers and quality to provide for the major, the minor and its service demands. The loss of interdisciplinary faculty expertise has not been replaced by other faculty in the various departments. This change in faculty support for the program has been dramatic; represented by a reduction in the list of interdisciplinary faculty requiring three to four pages to three to four faculty members.

The Department has been able to hire six new faculty members in the last three years. However, the impact of the reduction in faculty support continues to significantly affect the offerings in Native American Studies, Pan African Studies, and Chicano Studies. While a five year hiring plan has been prepared and submitted, the Department the Review Team recommends continued assessment of hiring needs and additional hiring requests be submitted, as needed.

In recent years there has been a great amount of curricular growth. In light of this, it is recommended that the Department reflect on the current course offerings to ensure that students are receiving the most effective curricular offerings.

RECOMMENDATION 6: Increase the Level of Administrative Support. The Review Team recommends that the department chair work with the Dean to specify the administrative responsibilities required to adequately support the Ethnic Studies program, to identify the support that cannot currently be adequately provided, and to secure funding sufficient to hire additional office staff, preferably on a full-time basis. The standard formulas used to allocate funding for administrative support does not provide for the range of responsibilities and scope of work required of an administrative assistant in a relatively small department. The Ethnic Studies Department requires support for essentially four programs. In addition, with the significant decline in interdisciplinary faculty teaching in the program and the increase in the number of Ethnic Studies faculty, the nature of support has increased significantly. In addition, the faculty and Department have secured grants that have also added to the administrative workload. While grant funds can cover some of this work, the nature of the support requires more than part-time student assistant support. Furthermore, this kind of support cannot be easily turned on and turned off as various grants come and go.

Ann Thomas, in many ways, is the glue that holds the Department together, providing personal support for both faculty and students. Ann, for many, is the face of the Ethnic Studies program. However, her workload has increased continuously over the years. Currently, she spends many days working after hours to complete work that cannot be done during the normal work day because of the many interrupts during the day and the myriad of tasks that must be attended to for both faculty and students. All the faculty and students that spoke with the Review Team recognized the overwhelming amount of administrative work required and the stress this has placed on Ann, and consequently they were adamant in their recommending that additional administrative support be provided.

RECOMMENDATION 7: Re-evaluate the Master's Program. The Review Team recommends that the Department reflect on its attempt to offer a graduate program in Ethnic Studies and determine the baseline level of resources necessary to support offering the Master's. The Department should also revisit whether having a graduate program is appropriate at this time. The impression of the Review Team is that the Department currently is unable to sustain both a high quality undergraduate program and a graduate program.

RECOMMENDATION 8: Review and Assess the Student Advising Process. The Review Team recommends that the Department engage in a systematic review of its process for advising students. Although student advising occurs in the Department, it seems to work well for those students who are proactive and take the initiative to seek advising. Students might benefit from a formalized student advising process, which would extend the advising opportunities to those students who may not be as proactive in seeking help. There are a variety of models used throughout the University. One such model would be to assign groups of students to a specific professor for advising (e.g., by last name such as students with last names A through G can be assigned to a professor, students with last names H through M can be assigned to another

professor and so on.). Advising could be required of all students in their first semester after declaring the major. In subsequent semesters, students could be required to see an adviser at least once each academic year. Faculty would still be available to advise students at any time and as often as the student wishes.

RECOMMENDATION 9: Reconsider the Focus and Long Range Direction of the Department. The Review Team recommends, in response to discussions with various faculty members, that the Department faculty engage in a discussion of the possible broadening of focus of the program and consequently the long range direction of the program. This discussion would suggest a change in program emphasis from one rooted in the establishment of an accurate historical perspective of how the lives of ethnic and racial minorities were shaped by the various forms of oppression in the United States to one that included an additional emphasis on comparative ethnic studies. As the discipline has evolved, a broader set of structural questions are being asked. How do people live out their lives as ethnic groups? What kinds of institutions do they form? What do people do across various ethnic groups to explain, describe and represent themselves? What is similar, what is not? How has ethnicity been shaped and influenced? What are the reasons why a sense of consciousness of ethnicity is lost among groups? What is the connection between the North American experience and the international experience of ethnic groups. How can the inclusion of diaspora studies contribute to our understanding?

RECOMMENDATION 10: Review Curriculum and Course Offerings. The Review Team recommends that the Department engage in a significant review of its major and minor course offerings. New courses have been added in recent years, while existing courses have not been revised and/or considered for deletion. Faculty also suggested the need to introduce more sophistication in subject matter into existing courses; sophistication which might include a higher level of theoretical content as well as curriculum dealing with comparative ethnic experiences. In addition, the faculty should reassess the expectations and intent of ETHN 194, the Research in Ethnic Studies course. Currently, students come to ETHN 194 with little if any background in theory and research methods. Consequently, significant course time must be devoted to providing this background. There were some suggestions that a theory course be added to the major and that ETHN 194 be expanded into a two-semester course. Current **versions of the 194 attempts** to cover both research methods and grant writing. In addition to the ETHN 194 course, the suggestion of a possible capstone course for the major has been discussed and was responded to favorably. With the major being only 36 units, the Department has the opportunity to make such changes by increasing the required units.

RECOMMENDATION 11: Consider Creation of an Alternative to ETHN 100. The Review Team recommends that the Department consider the possibility of creating an alternative to Ethnic Studies 100 for their majors. Currently, ETHN 100 can be taken to satisfy the 3-unit GE requirement in Area D2 and also to fulfill two additional graduation requirements: the Writing Intensive requirement and the Race and Ethnicity in American Society Ethnic requirement. Faculty and students in the major mentioned the difficulty in covering sufficient content, given that most of the students in each section are non-majors and have not taken the ETHN 11. In addition, with an enrollment cap of 35, the time required to adequately meet the pedagogical requirements associated with a Writing Intensive course further limit the ability to cover the curriculum, at least at a level that should be expected for a core course in the major. As a result, students in the major indicated that there did not seem to be much difference between the ETHN 11 and ETHN 100 courses.

Students did indicate that interactions with non-majors in the ETHN 100 course provided them with clearer insights into the contemporary attitudes involving race and ethnicity represented by

the typical non-major students. The experience seemed to provide for a valuable “laboratory” experience for student majors to observe and reflect upon contemporary attitudes. While the students reacted quite positively to the idea of a separate ETHN 100 course for majors, they all felt strongly the experience of being in a class on non-majors was beneficial. In the event that a separate ETHN 100 course was to be established, they suggested the possibility of being allowed to take the current course as an elective. Given the large number of sections offered each semester, another possibility might be to allow them to serve as student assistants.

RECOMMENDATION 12: Offer Support and Mentoring to ESSA. The Review Team recommends that the Department provide support and mentoring on a formal and continuing basis to the Ethnic Studies Student Association (ESSA). A number of the students that met with the Review Team were members of ESSA. Typically, student associations are populated with the most involved and engaged students in the major. Such involvement further increases their involvement and facilitates their path to graduation. The challenge faced by student associations is how best to reach out and recruit those students that do not typically join but who could benefit from the focus and motivation of its members. The degree of involvement, however, can vary from year to year as student leaders graduate, but are not necessarily replaced. It is important for ESSA to recruit and engage new students in the major in order to provide the support and encouragement to students in the major and also that a continuity in leadership is ensured from year to year. Active involvement of a faculty adviser can help significantly by **working with ESSA** to maintain its vitality and thereby provide important support for the academic and personal life of its majors.

RECOMMENDATION 13: Develop a Comprehensive Assessment Process. The Review Team recommends that the Department faculty engage in discussions that will lead to the development and implementation of a process that examines, first, the mission of the program and then the expectations of both its major and non-major students. While program level outcomes exist, they have not been reviewed in several years. It is recommended that the Department identify how best to assess whether or not these outcomes are being met, look at the relevant data and determine in what areas the Department is doing well and in what areas improvement is needed. For those areas where improvement is needed, the faculty should discuss and agree on specific action that could be taken to improve student outcomes. The Department would then assess the results of actions taken to determine if the expected improvements occurred. In the event that the faculty found that further improvement was needed, actions could be modified and/or new actions could be taken.

As specified in the Self-Study, the Department has developed, over time, a comprehensive set of learning expectations of their students. These expectations are organized into the following three areas: The Discipline, Writing and Reading in the Major, and Computer Information Competence in the Major. The Discipline contains 37 goals that are organized into the following four categories:

- I. Bodies of Skills
 - A. Critical Thinking (3 goals)
 - B. Communication Skills (3 goals)
 - C. Research Skills ((5 goals)

- II. Content Mastery
 - A. Understanding of Interdisciplinary Approaches to Knowledge of the Ethnic Group Experience in the United States (4 goals)
 - B. Social Histories of Ethnic Groups (4 goals)
 - C. Concepts and Theories / Old and New in Ethnic Studies (3 goals)
 - D. Social Justice Issues (4 goals)
 - E. Gender, Race, Class and Ethnic Issues (5 goals)
- III. Service Based Community Learning (4 goals)
- IV. Self Development (2 goals)

The goals for the other two areas are less precisely defined.

While conversations about program goals, the means of measuring the goals, the analysis of the data, findings and recommended action should involve the entire faculty, the planning and data collection could be delegated to a small assessment committee. This committee would then be charged with providing the faculty with information needed for debate and action. Rather than attempt to assess the goals in each of the three areas all at once, a more pragmatic strategy might be to prioritize the goal expectations and begin by focusing assessment efforts on the highest priority goals. The guidelines for assessment provided in the Program Review guidelines explain the process and the Program Review Oversight Committee could assist the Department by providing a facilitator.

RECOMMENDATION 14: Provide Infrastructure Support for Grant Acquisition and Management. The Review Team recommends that the Department work with the Dean's office and the University to develop a plan for providing infrastructure support and the investment funding needed to facilitate the seeking of grants and the adequate management of grants as they are awarded and carried out. While the faculty receives RTP recognition for this work, the Department as well as the faculty are not provided the financial support to sustain and build on their work. The benefits from the Department's significant success in acquiring grant funding accrues not only to the faculty but to the Department, the College and the University. Such added value should be sufficient motivation for the University to develop a process and a means to provide support and investment funds similar to the "incubator" investments made by cities and other universities. These are a number of models that could be used to provide for such enhanced support. For the College and the University to view grants as a source of funding for other non-related activities is short-sighted. By using a portion of the grant funds to reinvest in grant support infrastructure, the College and University could see an increase not only in the number of grants but also in the revenue coming to the College and University as a result.

RECOMMENDATION 15: Redesign the Ethnic Studies Program Website and for its Maintenance. The Review team recommends that the Department redesign and subsequently maintain an Ethnic Studies Program website. Placing information about the major, the minor and certificate programs along with services offered on campus (e.g., writing tutor), and services offered at by the Department could better inform students and help promote the program. In addition, the website could provide information on services not offered at the departmental office could minimize calls to the office and lessen the work load for departmental staff.

The Department should make use of resources provided by the University to assist in both the development of the Department's website and individual faculty webpages. There are many examples on campus of approaches to designing a website which will effectively present an academic program. As a first step, the Department could contact the Academic Technology &

Creative Services group and its Director, Jean-Pierre Bayard and seek their advice in developing a plan to use the Internet to provide information about its program, its faculty, etc. Dr. Bayard's group along with the Center for Teaching and Learning could also be useful in working with Department faculty to explore the potential use of technology in the classroom, as appropriate.

RECOMMENDATIONS TO THE COLLEGE

The following recommendations are related to corresponding recommendations made to the Department.

RECOMMENDATION 1: Assist the Department in its Program Assessment Efforts. The Review Team recommends that the College work with the Department as they continue to assess its ability to provide high quality programs with its existing faculty and to request additional faculty positions, as needed. As a result of retirements and the potential growth of majors and the demand for service courses for increasing student enrollment, the Department should anticipate the need for faculty in sufficient numbers and quality to provide for the major, the minor and its service demands.

RECOMMENDATION 2: Provide for Appropriate Administrative Support for the Department. The Review Team recommends that the College work with the Department to ensure that the administrative responsibilities required to adequately support the Ethnic Studies program are adequately and, as needed, to secure funding sufficient to hire additional office staff, preferably on a full-time basis. As mentioned above, the standard formulas used to allocate funding for administrative support does not provide for the range of responsibilities and scope of work required of an administrative assistant in a relatively small department.

RECOMMENDATION 3: Reassess and Plan for Adequate Infrastructure Support for Grant Acquisition and Management. The Review Team recommends that the College work with Academic Affairs to develop a plan for providing infrastructure support and the investment funding needed to facilitate the seeking of grants and the adequate management of grants as they are awarded and carried out. While College faculty receive RTP recognition for this work, the departments as well as the faculty are not provided the financial support to sustain and build on their work. The benefits from each Department's ability to acquire grant funding accrues not only to the faculty but to the Department, the College and the University. Such added value should be sufficient motivation for the University to develop a process and a means to provide support and investment funds similar to the "incubator" investments made by cities and other universities. These are a number of models that could be used to provide for such enhanced support. For the College and the University to view grants as a source of funding for other non-related activities is short-sighted. By using a portion of the grant funds to reinvest in grant support infrastructure, the College and University could see an increase not only in the number of grants but also in the revenue coming to the College and University as a result.

RECOMMENDATION 4: Redesign the College Website and Provide for its Maintenance. The Review Team recommends that the College assess the current design of the College website. The College website should provide for adequate and up-to-date information on all the College programs along with services offered on campus (e.g., writing tutor), and services offered at by each department/program could better inform students and help promote all the programs in the College. As a first step, the College could contact the Academic Technology & Creative Services group and its Director, Jean-Pierre Bayard and seek their advice in working with the College IT staff to develop a plan to more effectively use the Internet to provide information about its programs, its faculty, etc.

RECOMMENDATIONS TO THE PROGRAM REVIEW OVERSIGHT COMMITTEE

After discussion of the Program Review process with the Dean and the Department Chair the Review Team recommends the following:

1. The Self-Study document be provided to the Dean at the same time it is submitted to Academic Affairs.
2. The Dean be invited to participate in both the introductory and exit meetings with the External Consultant.
3. The report provided by the External Consultant be included with the final Program Review Report and provided to the Department and the Dean.
4. Each College formalize a process whereby the Department provides an overview of the Program Review Report to the College curriculum committee, highlighting any potential course and/or curriculum changes that may come forward as a result of the Department responding to Program Review recommendations.
5. Responses to recommendations made to the Dean and Academic Affairs should be prepared and included with the final Program Review report.

RECOMMENDATIONS TO THE FACULTY SENATE

On the basis of this Program Review and the Self-Study prepared by the Ethnic Studies Department, the Review Team recommends the Bachelor of Arts Degree in Ethnic Studies, the Minor and the Certificate be approved for six years or until the next scheduled program review.

APPENDIX: Cross Reference list of the Program Review Team's recommendations and those of the External Consultant, Dr. Judith Liu.

RECOMMENDATION 1: Continue the legacy of Collegiality.

RECOMMENDATION 2: Formalize the Process of Mentoring of New Faculty.

RECOMMENDATION 3: Document the Roles and Responsibilities of Program Directors.

Reassigned time each semester for program directors (page 5).

Small separate budgets for each program (page 5).

RECOMMENDATION 4: Cooperate on the Development of Class Schedules.

Coordination of course offerings (page 5).

RECOMMENDATION 5: Evaluate Faculty Hiring Needs.

Increase institutional diversity of departmental faculty (page 7).

RECOMMENDATION 6: Increase the Level of Administrative Support.

Hire another full-time executive assistant (page 4).

RECOMMENDATION 7: Re-evaluate the Masters Program.

Provide assigned time for faculty in the graduate program (page 9).

Develop new courses (page 9).

RECOMMENDATION 8: Review and Assess the Student Advising Process.

RECOMMENDATION 9: Reconsider the Focus and Long Range Direction of the Department.

RECOMMENDATION 10: Review Curriculum and Course Offerings.

Change the textbook for ETHN 100 (page 4)

Include a statement of how the course fulfills GE requirements in the syllabus (page 4).

Limit the number of new course offerings introduced during the academic year (page 5).

Revamp existing course offerings (page 6).

Potential new courses (page 6).

Integrate library research skills in more courses (page 10).

Designate a departmental library liaison (page 11).

Involve Kathryn Blackmer Reyes, the Ethnic Studies Librarian, more (page 11).

Include the policy on academic integrity in the syllabus (page 11).

RECOMMENDATION 11: Consider Creation of an Alternative to ETHN 100.

RECOMMENDATION 12: Offer Support and Mentoring to ESSA.

RECOMMENDATION 13: Develop a Comprehensive Assessment Process.

Include focus group interviews in the program level assessment (page 8).

Engage the entire faculty in a discussion of grading rubrics (page 9).

RECOMMENDATION 14: Provide Infrastructure Support for Grant Acquisition and Management.

RECOMMENDATION 15: Redesign the Ethnic Studies Program Website and for its Maintenance.