

**DEPARTMENT OF ETHNIC STUDIES**

**Self-Study**

**Spring 2006**

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
DEPARTMENT OF ETHNIC STUDIES  
SELF-STUDY, SPRING 2006**

**I. Program Introduction/History**

**A. Describe your program's mission and goals (undergraduate, graduate, general education). In what way do program goals respond to community and regional needs?**

The Ethnic Studies Department at California State University, Sacramento had its modern origins in the late 1960s. It is one of nearly 500 such academic units in the nation. Programs initiated during this era, such as Ethnic Studies at CSUS, were created out of the recognition that the academy had long overlooked and disregarded scholarship by and about African Americans, Asian Americans, Chicana/os and Latina/os and Native Americans. Due to institutionalized practices of race and ethnic discrimination, these social groups have long histories of being excluded from participating in the institutional life of this nation. It is important in the history of Ethnic Studies to place its origins within the struggle for place and space within American society. Over time, Ethnic Studies has made theoretical and methodological contributions to assess and work with the contours and complexities of diversity found within such social context as schools and the workplace.

The interdisciplinary nature of Ethnic Studies enables a critical lens to better examine the interplay of economic, political and social systems as they frame the historical and contemporary experiences of disenfranchised members of our society. The Social Sciences and the Humanities have been especially enriched by Ethnic Studies research and scholarship. It is even more important to understand that the maintenance of the place for Ethnic Studies in the academy is a function of the intellectual validity of the discipline and its significant contributions to the growing diverse body of knowledge by and about people of color.

The Ethnic Studies Center at CSUS was formally instituted in 1969-70 as an interdisciplinary degree-granting program. Four fields of study constituted the Center: Asian American Studies, Chicano Studies, Native American Studies and Pan African Studies. Each program had a faculty director who received release time to attend to the responsibilities of developing courses for his/her program. During difficult budget years, program directors often assumed their responsibility as an overload. Approximately ten years ago, Ethnic Studies applied through the then School of Arts and Sciences and the University to have the Center designation changed to an academic Department. The designation, Department, became effective during academic year 1996-97.

The Ethnic Studies Department is an interdisciplinary degree granting program, which has maintained a growth trajectory over the past 15 years. Since the last program review, the Department has hired new faculty, offered new courses in each program, increased the number of majors in Ethnic Studies and developed a minor in Chicano/Latino Studies.

The Department and faculty have retained the focus of their academic inquiry, teaching and service. That is, Ethnic Studies course work focuses on current diasporas, perspectives, intellectual and creative products, past and present experiences and futures of African Americans, Asian Americans, Chicana/os Latina/os and Native Americans within contexts of the United States. Course work in Ethnic Studies, however, is not limited to the above social groups.

The comparative approach is an essential pedagogical tool used in the discipline. This approach requires that Ethnic Studies course content give attention to the experiences of other social and religious groups. For example, European immigrants, Jews and peoples from Eastern and Western Asian nations and cultures whose experiences have intersected with people of color and the dominant culture in the United States.

### **Mission and Goals**

The mission of the Ethnic Studies Department, as reaffirmed in the last program review, is directed towards teaching and learning and fulfilling program and institutional obligations in the following areas:

- **Major/Minor:** The Ethnic Studies Department offers an undergraduate major in four areas of concentration, Asian American Studies, Chicano Studies, Native American Studies and Pan African Studies. In addition, the Department offers students a General Ethnic Studies major. The Department also offers a minor in African Studies, Chicano/Latino Studies, Pan African Studies, and General Ethnic Studies.
- **Graduate Studies:** In fall 2003, the Ethnic Studies Graduate Program enrolled the first cohort of ten graduate students. Three core graduate courses were developed and approved by the College and University as part of the curriculum. In fall 2005, the Department placed a hold on admission to the graduate program in order to evaluate its current status as a “Special Major” Masters program that may be proposed to become a permanent Masters Program in Ethnic Studies.
- **General Education:** The Ethnic Studies Department offers a variety of courses in the University General Education Program. The Department provides lower and upper division courses that meet the requirements for Area C (The Arts and Humanities), Area D (The Individual and Society), and Area E (Understanding Personal Development). In addition, Ethnic Studies courses are offered in the GE Program that meets the “Race and Ethnicity” and “Writing Intensive” course requirements.
- **Service:** Since the inception of Ethnic Studies, service to the community has played an integral role in our development. Our program’s goal is to graduate students with a broadly based understanding of Ethnic Studies, who have fundamentally sound analytical skills, and have the ability to express themselves clearly. These students, in turn, can better serve the community. We want our students to be prepared to take up positions working in the region in both private and public sector employment.

Although our primary focus is not specifically to train teachers, in some cases students who have majored in Ethnic Studies pursue certification as K-12 teachers. Others have remained in education, but work in advocacy/service organizations such as Linking Education and Economic Development. We want our Ethnic Studies students to value civic participation, as well as to contribute to improving community life, and provide significant services to the community.

- **Goals: Program Goals and Community/Regional Needs:** Ethnic Studies has identified seven goals that are tied to the mission of CSUS: 1) To provide a rigorous and disciplined examination of the past and present experiences of historically oppressed and underrepresented ethnic groups in the United States. 2) To provide all students an opportunity to gain a greater understanding of the contributions of ethnic and racial groups to the United States and to world civilizations. 3) To provide people of color an opportunity to engage in studies in order to accurately interpret their own social and cultural experiences. 4) To prepare all graduates to think critically by gaining knowledge, skills, and understandings which will provide them the intellectual and emotional flexibility to contribute and function in a culturally diverse society and world. 5) To encourage students to involve themselves in solving community problems of the contemporary era. 6) To develop research and scholarship on ethnic groups and have this scholarship incorporated into the University curriculum. 7) To strengthen ties with the communities of color both within and outside the University.

As a Department, we believe that Ethnic Studies contributes directly to the eight Strategic Plan Goals of CSUS: 1) Teaching and Learning, 2) Academic Programs, 3) Scholarly and Creative Achievement, 4) Pluralism, 5) Enrollment Management, 6) Campus Life, 7) Community Engagement and Impact, and 8) Institutional Effectiveness.

Ethnic Studies is an interdisciplinary program which offers students an opportunity to develop knowledge and understanding of the multifarious issues shaping the social histories of ethnic groups and the social history of this nation (Goals #1, 2).

Ethnic Studies faculty is committed to upholding the highest expectations of teaching and scholarship (Goal #3). This is evident by the record of scholarly and creative production of our faculty.

Our faculty are committed to public service through service-learning; this is evident in the high visibility of our faculty in community based activities and organizations (Goals #2, 7).

The Ethnic Studies curriculum and the various Department programs and activities offer diverse learning opportunities to our students, and they, in turn, provide service to our local communities (Goals #4, 5, 6). The Department has focused much of its resources on three neighboring public schools, Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary School in developing a network of ten service-learning projects. Our philosophy is that the Department can contribute to the community and, in turn, our students learn from their service to the community. Many Ethnic Studies

students start out in our Tutoring/Mentoring Program, become involved in other service projects and move into leadership roles. One of these projects includes seven field trips to our campus involving middle school students and high school students and their parents in multi-lingual educational workshops.

We believe that with faculty support to such vital campus programs such as the College Assistance Migrant Program (CAMP), the Cooper-Woodson College Enhancement Program (CWC), Education Opportunity Program (EOP), and the General Education Program (GE), along with the mentor roles performed by our faculty, we make a significant contribution to the University's commitment to facilitating the timely graduation of underrepresented students (Goals #4, 5). Through continuous improvement in research, teaching and learning, and by promoting service-learning in community based projects, the Ethnic Studies Department prepares our graduates to contribute to community and regional needs.

**B. Assess the effectiveness of any changes (Department, College and University) made in response to recommendations from the last program review. (Include the list of recommendations in an appendix of the report.) (Appendix 1)**

Listed below are recommendations made by the 2000 program review committee and our responses.

*1. Develop a planning document outlining campus and community partnerships through interdisciplinary and cross-disciplinary courses. The planning document should address developing greater links with other department majors through requiring concentrations, internships, or "minors" either inside the college or across college lines.*

Ethnic Studies is an interdisciplinary program and offers core and cross-listed courses from other Departments. The Department of Ethnic Studies brochure outlines minors and concentrations such as the African Studies minor and a certificate. Students are also encouraged to blend professional area studies with Ethnic Studies. For example, a student may major in Ethnic Studies and minor in Business Administration. Similarly, students with a degree in Engineering Technology may minor in Ethnic Studies and emerge well-prepared professionally to assume middle management and supervisory positions in a multicultural society. Ethnic Studies majors and minors enter careers and professions in both the public and private sectors. Program advising and other information can be obtained from the Ethnic Studies Department.

Our service-learning projects actively involve faculty and students from Psychology, Math, Social Science program, Women Studies, and the Bilingual/Multicultural Education program. These students from other Departments intern in our service programs.

*2. Develop strong ties with the College of Education to meet the need for public school teacher training through multiculturalism and comparative culture courses.*

There have been various meetings between the Ethnic Studies Department and the College of Education to develop a new concentration in Ethnic Studies with the Bilingual/Multicultural Education Department (BMED). No formal agreement has been established but discussions continue. However, BMED requires for its students six units of Ethnic Studies or its equivalent. In addition, the Department has worked out a tentative agreement with BMED to work collaboratively on our service-learning programs at the three public schools. Beginning fall 2006, BMED will assist the Ethnic Studies Service-Learning Programs with tutor recruitment and training.

*3. Undertake a thorough curriculum review to decide on a rotation of course offerings in relation to the respective programs within the Department.*

Over the years the Ethnic Studies Department has developed a core of specific program courses essential for the major and minor. Core courses for each program are offered each semester. New course development and offerings are determined by program needs, budget restrictions, available time-slots, room allocations and student enrollment. However, it has been a challenge to schedule first time courses with sufficient enrollment. The program directors survey their faculty regarding what ethnic-specific courses should be offered and talk among themselves and with the chair to determine scheduling of classes.

*4. Establish standing committees for long-range planning and community relations.*

The faculty and staff meet on a regular basis to develop long-range planning. The Department chair meets with the four program directors prior to Department meetings to determine specific agenda items. Each program director performs as the resource person and community liaison for the Department. Recently, each program has developed Five-Year Plans for the hiring of faculty and development of new course offerings. These plans are reviewed on a regular basis.

In spring 2002, an ad hoc committee was established, in part, to strengthen the Department's community relations. The Community Service Committee (frequently referred to as the Hiram Johnson Project) was established in January 2002. Depending on the year, the committee meets once or twice a month. It is comprised of Ethnic Studies faculty, staff, students, and our community partners. At these meetings, the ten service projects go through our planning and implementation protocol. Three of these projects are the Department's extensive tutoring/mentoring program, field trips (seven) for middle and high school students and parents to visit the CSUS campus, and our annual community celebration at Hiram Johnson High School (attended by 300 students and their families).

*5. Consider seeking grants through the CSUS Office of Research and Graduate Studies, and the CSUS Center for Teaching and Learning in the area of professional development and curriculum development.*

Ethnic Studies faculty utilized both of these resources for professional and curriculum development. Travel funds allocated through the College are limited to individual request. Each program has faculty with diverse research interest, memberships in different professional organizations and attend conferences specific to their field of study. Faculty may apply to the Office of Research and Graduate Studies for travel funds to present papers at national Ethnic Studies or related conferences.

In the past five years, the Department of Ethnic Studies has been the recipient of eleven grants/awards in the amount of \$2,287,306. These grants have been from the Corporation for National & Community Service (\$375,000), Allstate Foundation (\$12,000), Council of Asian Pacific Islanders Together for Advocacy and Leadership (CAPITAL) (\$4,000), CSUS Office of Community Collaboration (\$8,000), CSUS Research and Sponsored Projects (\$1,500), Centers for Disease Control sub-grants via the University of Hawai'i at Manoa (\$343,306), Robert Masui grant (\$60,000), anonymous donor (\$1,075,000), Ford Foundation (\$100,000), and the Rumsey Community Fund (\$295,000).

*6. Establish an advisory council to exploit the opportunity of city/state resources and constituency of Sacramento as the Capital.*

An advisory council/committee has not been established. Instead, we have created very strong partnerships with community agencies, institutions, and community based organizations. These Ethnic Studies partners work hand-in-hand on numerous projects such as our service-learning projects at Will C. Wood Middle School and Hiram Johnson High School. We meet as much as three times per month on different projects. In addition, Ethnic Studies faculty serves on boards for many organizations such as the Sacramento County Unified School District's Blue Ribbon Commission. The Department believes these rich partnerships better serve our needs than any advisory council that may meet once or twice a year.

*7. Develop a five-year plan for faculty hires.*

Since the last program review, the Department has implemented and carried through on a five-year hiring plan based on program needs and priorities (**Appendix 2**). With support from the College and University faculty, seven positions were filled for Pan African Studies, Asian American Studies, Chicano Studies and Native American Studies. However, since the last program review (2000), Ethnic Studies programs have lost a faculty position in Pan African Studies and Native American Studies due to retirement. Chicano Studies will also lose a position in spring 2007 due to retirement. In addition, Pan African Studies lost one position to an administrative promotion, and Chicano Studies lost one position due to a resignation.

**C. What major state and national trends (new developments in theory, research, and pedagogy) are occurring in your discipline? How does your curriculum structure and course offerings compare to those of similar programs in your discipline? What responses to changes in the discipline is your department planning and /or implementing?**

**General Ethnic Studies:**

Ethnic Studies, as an interdisciplinary study of race, ethnicity, culture, language, and historical and contemporary issues of ethnic groups, is constantly changing and adapting to new directions in the discipline. The current curriculum has expanded to include more courses in the five program areas: General Ethnic Studies, Asian American Studies, Chicano Studies, Native American Studies, and Pan African Studies. New course development has been influenced by current research in the field and by research projects conducted by Department faculty. Special attention has been given to current issues impacting race relations in the United States, such as immigration and international border relations. Transnational studies, religious studies, gender and feminist studies, diasporas studies, community studies with service-learning components are all areas of interest which we share with colleagues in other disciplines. To achieve diverse perspectives, Ethnic Studies offers cross-listed courses with other Departments in the Humanities and Social Sciences.

Although all course development is designed to support the B.A. degree in Ethnic Studies with a concentration in one of five program areas, new courses also support four minor studies options: African Studies, Chicano/Latino Studies, General Ethnic Studies, and Pan African Studies.

The Ethnic Studies Department serves the changing needs of the mission and goals of the University by offering courses in the General Education Program, Educational Opportunity Program and the College Assistant Migrant Program. The Department serves the College of Social Sciences and Interdisciplinary Studies by offering a major degree in five program areas and a minor degree in four program areas. In addition, the Department serves the local community by offering ten programs at Hiram Johnson High School, Will C. Woods Middle School and Nicholas Elementary School.

**Asian American Studies:**

The Asian American Studies program offers a rigorous academic environment intended to develop critical thinking, communication, and research skills needed to contribute and thrive in a culturally diverse world. The program's extensive curriculum is consistent with state and national trends, specifically designed to expose students to the depth and breadth of the Asian Pacific American experience. In addition, most Asian American Studies courses meet CSUS general education requirements and provide wide exposure to the entire University student body.

The curriculum structure and offerings are similar with most other Asian American programs in that we have courses in general history (ETHN 110), contemporary issues course (ETHN 112), communities (ETHN 113), globalization (ETHN 114) and women (ETHN 118). We also have courses focusing on specific Asian American groups such as Southeast Asians (ETHN 111) and Filipino Americans (ETHN 115), and Hmong Americans (ETHN 121) who make up a large portion of our University's student population. In addition, we have courses on specific topics of great interest to students such as biracial and multiracial identity (ETHN 115), Asian American politics and public policy (ETHN 116), and families (ETHN 167).

The program is dedicated to developing future leaders with its emphasis on bridging historical events with contemporary social issues facing Asian Pacific Americans. This is intended to instill the values of social consciousness and personal responsibility. The result is a strong foundation for community leadership and multicultural citizenship. Maintaining close ties with many community organizations is fundamental to Asian American Studies at Sacramento State. These organizations include CAPITAL (Council of Asian Pacific Islanders Together for Advocacy and Leadership), Asian Pacific American Youth Leadership Program, Asian Resources, Inc., Asian Pacific Community Counseling, Refugee Resettlement Program, Asian Pacific Partners for Local Education, as well as many other professional and cultural arts groups. There are a number of co-curricular and service-learning activities associated with these organizations. There are no major changes in the discipline that our program is planning to implement.

### **Chicano Studies:**

Chicano Studies was originally established to focus on the problems and prospects of Mexican Americans living in the United States. The program's original core courses also included ETHN 131 which focused on Latinos in the United States by examining the experiences of Cuban Americans, Puerto Ricans, Central Americans, and Dominicans. This is consistent with national trends in Chicano/Mexican American/Latino Studies programs and departments in Colleges and Universities across the country. In addition, these programs have added courses to include transnational studies, diaspora studies, border studies, Chicana/Latina Studies, and sexual orientation and gender studies.

Most Chicano studies courses meet CSUS general education requirements. There are courses in general history (ETHN 30), community (ETHN 130), globalization (ETHN 131), and women (ETHN 132). In the last five years, new courses have been developed focusing on specific areas of concern such as the U.S.-Mexican Border (ETHN 136), Race and Ethnicity in Latin America and the Caribbean (ETHN 137), the Farmworkers (ETHN 139), Chicano Politics (ETHN 160), and Latino Public Policy Issues (ETHN 161).

At present, the largest minority in the United States and California is the Latino population. Currently, one of three Californians is Latino; it will increase to one Latino to every two Californians by 2050. Between 2000 and 2010, the number of Latinos will grow by four million a 37 percent increase. The Chicano Studies program aims to

educate the general population to this demographic reality and prepare our students to meet these challenges in the social, economic, educational, and political arenas. The Chicano Studies faculty are involved in local, state, and national organizations and associations which include Sacramento Hispanic Chamber of Commerce, Sacramento Latino Network, California Chicano Latino Intersegmental Convocation, American Association for Anthropologists, American Association of Gerontology, American Educational Research Association, American Association for Higher Education, Hispanic Association for Colleges and Universities, National Association of Chicana Chicano Studies, and the National Association for Ethnic Studies. Also, Chicano Studies faculty give lectures and provide community service for local schools, non-profit community agencies and for-profit corporations.

Chicano Studies envisions an expansion of our courses and programs. For instance, Chicano Studies recently received approval for a Chicano Latino Studies Minor. This 21-unit minor is designed for students who would like to study in this area but do not want to change their majors. The number of minors has grown steadily since the fall 2005 and if this trend continues, Chicano Studies plans to expand the minor into a major (Chicano Studies does not offer a major instead students major in Ethnic Studies with an 18 unit concentration in Chicano Studies). Chicano Studies is interested in developing a Latin American Studies minor and major based on existing course offerings. We already have two courses (ETHN 131 & ETHN 137) that can easily fit into this proposed area of study. In addition, Chicano Studies has close ties with faculty from other Departments (such as Foreign Language, Anthropology, History, Sociology, Art, and Government) and their courses meet the Chicano Studies concentration in Ethnic Studies and the Chicano-Latino Studies minor. This close collaboration is key to the growth and development of Chicano Studies in the future.

### **Native American Studies**

Our Native American Studies program situates itself within a larger Ethnic Studies Department at California State University, Sacramento. We offer a Bachelor of Arts degree in Ethnic Studies with a concentration in Native American Studies. Statewide and nationwide, Native American Studies programs and departments are developing their degree granting in many ways. The Native American Studies program is in the process of developing a specific minor in Native American Studies.

How does our curriculum structure and course offerings compare to those of similar programs in our discipline? If we examine the Native American Studies/American Indian Studies programs in California, we find approximately seventeen including: CSU Chico, CSU East Bay, CSU Long Beach, CSU San Marcos, Humboldt State, Mills College, San Diego State, San Francisco State, Sonoma State, U.C. Berkeley, U.C. Davis, U.C. Irvine, U.C. Los Angeles, U.C. Riverside, Stanford, and Sacramento State. Of these seventeen campuses, two (Sacramento State and Mills College) offer a Bachelor's in Ethnic Studies with a concentration in Native American Studies. Nine of the campuses offer a minor in Native American Studies and six offer both a minor and Bachelor's in Native American Studies.

Three years ago, the Ethnic Studies Department hired Professor Nikki Myers Lim, J.D. to develop and teach the course Native American Sovereignty. Professor Lim taught the course in fall 2003; however, currently she is on a two year leave of absence. It is our hope that she returns in fall 2006; if she does not return, it leaves an important void in our program. The course on Native American Sovereignty is a key course in the curriculum. Also Professor Lim created the course Native American Tribal Governments. If Nikki Lim returns from her leave, she will continue to enrich our program. If she does not return, we will need to hire a replacement.

Additionally, Brian Baker and Annette Reed have developed new Native American Studies courses including: ETHN 53, Introduction to Native American Studies; ETHN 145, Native Voice, Memory and Biography; ETHN 151, Native American Women; and ETHN 143, American Indians Film and Popular Culture. The other Native American Studies/American Indian Studies programs statewide have a lower division introduction course to provide a base for students. Now Sacramento State has integrated ETHN 53, Introduction to Native American Studies, as part of its curriculum. In the past two years, two courses, ETHN 145 and ETHN 143 have been approved as General Education courses.

### **Pan African Studies:**

Pan African Studies at California State University, Sacramento is immersed in three worlds: (1) the African experience as represented in the United States, the Diaspora, and the continent; (2) academic excellence; and (3) involvement in the Black community.

The unique synthesis of these three elements has established Pan African Studies in Sacramento as a program of distinction. Our curriculum addresses this dimension of life: What is the nature of the African world; under what conditions has it been formed; what adversities has it met in the past and what does it continue to meet; how has it been used to contribute to human civilization and well-being; and how can it be used in the effort to create a better world in memory of our ancestors, for us, and for those who come after us?

Most Pan African Studies courses meet the CSUS general education requirements. Like all the other programs, we have courses in general history (ETHN 70 and 170); community (ETHN 173); women (ETHN 172); and courses that have a global focus (ETHN 117, ETHN 141, ETHN 156, ETHN 171, ETHN 174, ETHN 175, and ETHN 176). We also recognize that there is a growing recent immigration of people of African descent from the continent and the Diaspora. We are designing courses that will address, inform, and educate the population about these 21<sup>st</sup> century trends and realities.

Pan African Studies works collaboratively with Cooper-Woodson College Enhancement Program. This affiliation is very positive and adds to the growth and expansion of the program. A certificate in Pan African Studies is available through the Ethnic Studies Department. Students enrolled in the Cooper-Woodson College Enhancement Program

are eligible for the certificate and a minor in African Studies upon certification by the director of Pan African Studies.

The Pan African Studies faculty are involved in local, state, and national organizations and contribute to the community in very visible ways. In addition, the Pan African Studies program has close ties with faculty from other Departments such as Sociology, History, Economics, Arts, Government, Drama, and Communication. The close collaboration with these Departments, as well as with the Center for Africa Peace and Conflict Resolution, contribute towards the growth and visibility of the program.

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## **II. Academic Programs**

### **A. Describe learning expectations for your academic programs (undergraduate and graduate, Centers and Institutes).**

#### **1) Specify expectations for:**

##### **a. The discipline:**

The discipline of Ethnic Studies was born out of the civil rights movement and student protests in the late 1960s. The "Third World Strikes" at San Francisco College in 1968 and at UC-Berkeley in 1969 gave birth to the formal discipline of "Ethnic Studies." Given the monumental struggles to create Ethnic Studies, we strongly believe our students should be grounded in a critical understanding of the cultural contributions made by African Americans, Asian Americans, Chicanos/as-Latinos/as and Native Americans

to American society and world civilization. Ethnic Studies challenges all students to analyze existing generalizations, theories and concepts about racial and ethnic groups in order to develop valid generalizations, concepts, and theories. Students are encouraged to become intellectually involved in understanding racial, ethnic and gender-based problems.

In terms of specific learning expectations of our majors, we list four major areas: Skills, Content Mastery, Service-Learning, and Self-Development. Of these, we further specify what we expect our students to learn. These “Learning Expectations” evolved from a long deliberation process and the Department’s last program review. Our expectations are as follows:

## I. Bodies of Skills

### A. Critical Thinking

1. the ability to contrast and compare ethnic group experiences
2. ability to frame conclusions from a range of information
3. ability to predict outcomes based on known information

### B. Communication Skills

1. ability to clearly and effectively write about experiences of ethnic groups
2. ability to effectively and convincingly verbalize the ethnic group experience
3. ability to work effectively in group processes

### C. Research Skills

1. familiarity with research trends and directions in Ethnic Studies
2. familiarity with databases in Ethnic Studies
3. proficiency with basic computing skills
4. ability to discern valid research conclusions
5. ability to design, conduct and defend a research project

## II. Content Mastery

### A. Understanding of Interdisciplinary Approaches to Knowledge of the Ethnic Group Experience in the United States

1. understanding of concepts of culture, acculturation, assimilation, cultural pluralism
2. understanding of concepts "race", ethnicity, racism, ethnocentrism
3. understanding of concepts and implications of discrimination, slavery, coerced Americanization, colonialism, sexism, color consciousness on the social experiences of men and women of color
4. understanding of concepts of language, religion, worldview, art, literature, music and dance

### B. Social Histories of Ethnic Groups

1. understanding of ethno-socio-historical perspectives of African and African Americans, Asian Americans, Mexican/ Latino/a Americans and Native Americans
  2. understanding of concepts of immigration, migration, emigration, push-pull factors
  3. understanding of the economic and other contributions of ethnic groups to the United States and human civilization
  4. understanding of the roles of community formations and institution building among ethnic groups
- C. Concepts and Theories/Old and New in Ethnic Studies
1. understanding and ability to analyze concept of "race" and the evolution of human species
  2. ability to subject concepts such as melting pot, culture of poverty, deprivation and assorted socio-pathological models to rigid analysis
  3. understanding and ability to apply new models and paradigms to the study of the ethnic group experience
- D. Social Justice Issues
1. understanding of the judicial system and the implications for the ethnic group experience
  2. understanding of both past and present processes of de jure and de facto segregation
  3. understanding of continuing effects of discrimination
  4. ability to develop recommendations and strategies for ameliorating discrimination
- E. Gender, Race, Class and Ethnic Issues
1. understanding of socio economic levels across gender, race, ethnic lines
  2. understanding of education attainment across these lines
  3. understanding of "glass ceiling" phenomenon
  4. understanding of the "double jeopardy" experiences of women of color
  5. understanding of key civil and human right legislation, e.g., voting rights, affirmative action, open housing, self determination, sovereignty, etc. as these continue to shape ethnic group experiences
- III. Service Based Community Learning
1. document community-based learning
  2. ability to understand the relationship of this mode of learning to the major
  3. ability to generate first hand knowledge regarding the ethnic group experience
  4. understanding the socio-cultural responsibility to provide service to others
- IV. Self Development
1. ability to cogently reflect on roles of learning on personal and intellectual growth
  2. understanding of the value of social consciousness and personal responsibility
- b. Writing and reading in the major – to include**

## **1. expectations/standards of current writing and reading requirements**

Our Department's expectation/standards in this area are found in the Communication Skills of the Learning Expectations of our majors.

We believe, Ethnic Studies undergraduate students should possess the "ability to clearly and effectively write about experiences of ethnic groups," which involves utilizing "critical thinking" skills in reading and interpreting texts. Critical thinking skills include the "ability to contrast and compare ethnic group experience," "the ability to frame conclusions from a range of information," and "the ability to predict outcomes based on known information." As part of their writing expectations, students must be able to use a computer and word processing program to create their paper.

The Ethnic Studies graduate students are expected to write papers that address more complicated and lengthy topics. For instance, in our graduate courses, students write a series of short critical papers, which allows the professor to assess their writing skills, provide corrections and suggestions, and then by the end of the semester, students are better prepared to write a more meaningful paper as the culminating piece for the class. Graduate students are also required to read more complicated analytic essays that address complex issues in race and ethnicity and the social sciences.

## **2. expectations/standards for general expository and discipline-specific writing and reading**

Undergraduate students are expected to be able to (a) conduct a literature review of the relevant topic, (b) write an analysis and summary of the research data collected, (c) draw conclusions and critically discuss their interpretation, (d) create a bibliography, and follow the appropriate source citation methodology (MLA, APA or Chicago) as required by the instructor, and (e) write clear, concise, error-free prose in response to questions on examinations and assigned paper.

## **3. expectations/plans for the development of writing and reading skills.**

Ethnic Studies is guided in this area by our agreed grading rubric for ETHN 100. (Appendix 3)

## **4. expectations/plans for the assessment of current requirements and of measures to encourage writing and reading skills**

We believe that our current major requirements are fundamentally sound and well structured. Currently, ETHN 100, Ethnic America is our intensive writing and core course for our majors. The writing expectations are spelled out in the University GE requirements, which are followed by all ETHN 100 instructors: Students are required to write papers totaling at least 5,000 words of "clear and logical prose" and "the task of instructors is working actively with students to sharpen their analytical abilities and to

improve their writing styles.” Furthermore, the majority of the writing assignments must be completed before the end of the semester: “at least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction” (CSUS GE Office).

We are also in the process of developing additional courses for the writing intensive course which is part of our major requirement. This would be in GE area C and D.

**c. Computer/information competence in the major.**

Individual faculty members have formal policies on computer competence, conducting database search and the use of online learning resources. Individual faculty members also schedule workshops with the University Librarian to teach students on extensive use of the Library’s online database. In general, our students are expected to be able to use the Internet; the University Library Database; to search for appropriate scholarly materials (books & articles) on a particular research topic; and to use a computer to write research papers with the appropriate source citation format. (See Learning Expectations for Ethnic Studies students, Research Skills 1-C.) Some professors also require students to learn how to use WebCT to conduct online class discussions, which requires a complex level of computer competence: logging into a secured website; reading articles posted on the Internet; composing on a word processor and pasting it on a discussion board; and responding to other discussants on WebCT all within a set time limit. However, since we are not a computer intensive discipline, we do not have a formal Departmental policy on computer competence.

**2) Indicate on what these expectation are based (judgment of faculty, standards/trends in discipline, expectation of programs at other school, survey of students/alumni, etc.)**

A large part of the writing and reading expectations are directly related to the General Education (GE) course proposals, which sets very strict standards in terms of the writing requirements for GE classes. For instance, in ETHN100 (Ethnic America), the GE requirement is for students to write critical and analytic papers that are at least 5,000 words and that the majority of the writing is completed before the end of the semester. The specific GE “writing intensive” specification requires the students to write not less than 5,000 words of clear and logical prose in Writing Intensive courses. An important aspect of the task of instructors is to work actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be spread out over the entire semester with a total of 3,000 words of writing assignments completed before the last two weeks of instruction. Instructors must provide timely responses and evaluations of each writing assignment, and evaluations and comments must not only be about the subject matter content but address the student's writing skills.

**3) Indicate how expectations are communicated to students**

The expectations are communicated to our students through the Ethnic Studies major catalog program; through our Department’s web page; through our advising brochure; through course syllabi and course instruction; and through individual advising and mentoring.

**B. How is your curriculum structured (including core requirements, prerequisites, and electives) to achieve your learning expectations? If your curriculum requires that majors take more than 120 units for their degree, provide a justification for the extra units?**

Please consult the copy of our catalog description of the major that appears in Appendix 4 for an overview of the requirements of the Ethnic Studies major. Our 36 unit BA degree requirements include (A) a Required Lower Division Course (3 units), (B) Required Upper Division Courses (21 units), (C) Electives (12 units), and (D) additional General Education units for a total of 120 units. There is one lower division introductory course (ETHN 11) and an upper division introductory course (ETHN 100). The four core required classes are one course in each of the four major concentrations: Asian American Studies; Chicano Studies; Native American Studies; and Pan African Studies. The four core required courses have been carefully chosen and designed so that all of them directly serve these major learning expectations. Students fulfill the remainder of the thirty-six units with the Ethnic Studies research methods course, a field work/internship course, and upper division electives in Ethnic Studies or in related fields

<b>BA Degree Requirements in Ethnic Studies</b>		
<b>COURSE NUMBER</b>	<b>NAME</b>	<b>UNITS</b>
<b>LOWER DIVISION</b>		
ETHN 011	Introduction to Ethnic Studies	3
<b>UPPER DIVISION</b>		
ETHN 100	Ethnic America (*prerequisite: pass WPE exam)	3
ETHN 110	Introduction to the Asian American Experience	3
ETHN 130 ETHN 131	Chicano Studies: Perspectives & Paradigms <b>or</b> La Raza Studies	3
ETHN 140	Native American Experience	3
ETHN 170	Pan African Studies	3
ETHN 194	Research in Ethnic Studies	3
ETHN 195	Fieldwork in Ethnic Studies	3
<b>ELECTIVES</b>		
Four upper division Ethnic Studies and/or cross listed courses selected with advisor approval to provide the opportunity for social, cultural and historical study; should also apply to the area of concentration		12
<b>TOTAL</b>		<b>36</b>

An 18 unit concentration must be declared: General Ethnic Studies, Asian American, Chicano, Native American or Pan African Studies. The 18 unit concentration is comprised of both the required upper division courses and the 12 units of electives.

**C. What teaching strategies has your faculty found to be particularly effective in helping students achieve your learning expectations and how courses contribute to achieving the expectations.**

Faculty members use a variety of teaching strategies to convey the class material. This includes a combination of lecture and discussion coupled with relevant videos and guest speakers. In addition, the syllabi are structured so that it encompasses the variety of learning styles and experiences of students. We also believe that the courses must be structured to enrich student learning. With this in mind, students are taught to be critical thinkers by engaging in activities that support the exploration of theory and practice not just within the classroom, through course assignments, but also in the community. As a classroom assignment, students are invited to do qualitative fieldwork by conducting interviews with individuals who are living a particular experience. The process of conceptualizing a study, doing the library research to understand the historical development of an issue, writing a literature review, integrating the interviews given the literature, and taking all this information to add another layer of understanding beyond the required readings becomes a real opportunity for students to tap into meaningful learning opportunities.

Additionally, students are given the option to participate in the service-learning partnership between the Ethnic Studies Department, Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary School which allows them the opportunity to mentor and tutor over 1800 students per year. This is a great opportunity for the students to evaluate their understanding and grasp of the classroom knowledge and apply it to a real situation. Students are invited to build their knowledge base to address any unforeseen learning curves. Working within such areas as Math, English, Science, Computers and Documentary Arts, students receive the opportunity to understand how concepts discussed in the course emerge and transform a context.

**D. Describe your Department's involvement in (if any) and evaluation of distance and distributed education courses.**

Although we have several faculty members who utilize online technology (especially WebCT), our Department currently does not have classes designated as "Distance" or "Distributed" education courses. We do have classes that are partially online but none that are fully online; for example, both Timothy Fong and James Sobredo use WebCT as part of their courses.

**E. Describe your program's assessment plan. Include both direct assessment of student learning outcomes and surveys of graduating seniors, and graduate students and alumni.**

The mission of our Department is to offer a high quality liberal arts oriented education at the undergraduate and graduate levels in the discipline of Ethnic Studies. We expect to graduate students with a broadly based understanding of Ethnic Studies, who have fundamentally sound analytical skills, and the ability to express themselves clearly. These students, in turn, can better serve the community.

In this process, the students will gain the following:

1. Knowledge of socio-historical realities of African and African Americans, Asian Americans, Mexicans/Latino/a Americans and Native Americans.
2. Understanding of the concepts of "race", ethnicity, racism, ethnocentrism, implications of discrimination, slavery, coerced Americanization, colonialism, sexism, color consciousness on the social experiences of men and women of color.
3. Students will be able to define, recognize, apply and critique theories of culture, acculturation, assimilation, cultural pluralism "race," ethnicity, racism, and ethnocentrism.
4. Able to organize ideas clearly and effectively to reflect a mastery and appreciation of knowledge.
5. Acquire and retain the necessary information needed to answer a question or fulfill an assignment to reflect personal and intellectual growth and social consciousness and personal responsibility.

### **Program Level Assessment**

The results of (1) a graduating senior survey, and (2) an alumni survey provided some of the data to determine whether our program has effectively fulfilled the Department's learning expectations, the University's learning goals, and writing and reading standards in the major. The senior and alumni survey were administered in the fall of 2004.

In the spring 2006 semester, in order to update the needs of our majors, the Department is planning to administer a survey similar to the graduating senior survey, to as many of our majors as possible. In March 2006, with funding from the College of SSIS, Ethnic Studies will implement a peer mentor program for our majors. Through this program, ETHN 194, ETHN 195, ETHN 199, and mail outs, we should be able to administer the survey to most of our majors.

### **Course Level Assessment**

First, faculty members assess student work by traditional means of grading papers, examinations, projects, and class participation. All students have to achieve a grade point average of 2.0 in the major and 2.0 in the upper division work of the major. Second, student evaluations are conducted for most courses every semester. The evaluations

include objective questions and a comment section. Professors are asked to read the evaluations at the end of each semester and the various departmental review committees read all the evaluations at the time of personnel reviews. Third, individual professors may conduct their own course assessment and reflect on the results.

**F. Using assessment data, analyze the effectiveness of your program including the ability of students to meet:**

**1. The Department's learning expectations**

The mission of our Department is to offer a high quality liberal arts oriented education at the undergraduate and graduate levels in the discipline of Ethnic Studies. We view our role, not as training students for a particular profession, or specifically to pursue graduate study in Ethnic Studies, but rather as creating an intellectual environment where students can develop their academic skills and their sense of civic responsibility. We expect to teach students to learn to think more critically about their world, and prepare to become more thoughtful participating citizens and productive members of society. In order to achieve our mission, we strive:

- To provide a rigorous and disciplined examination of the past and present experiences of historically oppressed and under-represented ethnic groups in the United States.
- To provide an opportunity for all students to gain an understanding of the contributions of ethnic and racial groups to the United States and to world civilizations.
- To provide an opportunity for people of color to actually engage and accurately interpret their own social and cultural experiences.
- To assist all students with gaining knowledge, skills, and understandings which will give them the intellectual and emotional flexibility to live and function in a culturally diverse society and world.
- To encourage students to become involved in solving problems of the contemporary era.
- To develop, and cause to be developed, scholarship on ethnic groups and have this scholarship incorporated in the University curriculum.
- To strengthen our ties with the communities of color both within and outside the University.

According to the 2004 Learning Outcomes Assessment Survey which measured learning expectations of sixteen exiting graduating Ethnic Studies seniors, using a Likert scale, A) Strongly agree; B) Agree; C) Neutral; D) Disagree; and E) Strongly Disagree, the results are as follows.

<b>Learning Outcomes Assessment Survey</b>	
1. Course content I have taken in Ethnic Studies has generally provided me with the ability to contrast and compare the experiences of diverse ethnic groups.	11 or 68% Strongly Agreed, 4 or 25% Agreed, and 1 or 6.3% Neutral
2. I am able to frame conclusions from a wide range of information about ethnic groups.	8 or 50% Strongly Agreed, 7 or 43.7% Agreed , and 1 or 6.3% Neutral
3. This major has provided me with skills which enable me to effectively write about the historical experiences of ethnic groups.	7 or 43.7% Strongly Agreed, 9 or 56.3% Agree
4. Course content in Ethnic Studies has enabled me effectively to talk about the experiences of ethnic groups.	8 or 50% Strongly Agreed, 8 or 50% Agreed
5. This major has provided me with research methods used in Ethnic Studies scholarship.	4 or 25% Strongly Agreed,10 or 64% Agreed, 1 or 6.3% Neutral, and 1 or 6.3% Strongly Disagreed
6. I have the ability to design, conduct, and defend a research project.	4 or 25% Strongly Agreed, 9 or 56.3% Agree, 2 or 12.5% Neutral, and 1 or 6.3% Strongly Disagreed
7. This major has provided me with an understanding of interdisciplinary approaches to knowledge about experience of ethnic groups.	4 or 25% Strongly Agreed, 12 or 75% Agreed
8. This major has helped me better understand the meaning of key concepts used in Ethnic Studies scholarship. For ex.: culture, acculturation, assimilation	11 or 68.7% Strongly Agreed, 5 or 31.25% Agreed
9. This major has improved me understanding the nation.	12 or 75% Strongly Agreed, 4 or 25 % Agreed
10. The Ethnic Studies major has provided me with a higher level of understanding of roles of slavery and colonization in shaping the social experiences of people of color.	11 or 68.7% Strongly Agreed, 5 or 31.25% Agreed
11. The Ethnic Studies major has helped me develop a sophisticated understanding of the social histories of people of color.	9 or 56.3% Strongly Agreed, 6 or 37.5% Agreed, and 1 or 6.3% Neutral

## **2. The University's learning goals**

Three years ago the University identified and defined the following six learning goals:

1. **Competence in the Disciplines:** The ability to demonstrate competence in at least one major field of study. Additionally, this learning goal requires students to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.
2. **Analysis and Problem Solving:** The ability of students to identify and diagnose problems; organize and critically evaluate relevant information of a qualitative and quantitative nature; develop reasonable arguments and effective solutions.
3. **Communication:** The ability to read, write speak and listen effectively. The ability to respond, with understanding and appreciation, to a wide variety of communicative acts.
4. **Information Competence:** The ability to make effective and ethical use of information resources and technology for personal and professional needs.
5. **Cultural Legacies:** Acquisition of knowledge of human accomplishments in the creative and technology for personal and professional needs.
6. **Values and Pluralism:** The ability to apply ethical standards in order to make moral judgments with respect to individual conduct and citizenship, and to recognize the diversity of human experiences and cultures, both within the United States and internationally. The development of positive social attitudes, values and behaviors, including the valuation of service as a component of active citizenship.

The results of our Alumni and SNAPS survey show that our graduates and graduating seniors meet the University's learning expectations. See attached survey results (Appendix 5).

## **3. Writing and reading standards in the major**

Again, the Ethnic Studies Department's expectation/standards in this area can be found in the Communication Skills portion of our Learning Expectations for Ethnic Studies majors.

The results of our Alumni and SNAPS surveys show that our graduates and graduating seniors are meeting our writing and reading standards. For example, the response to the question "How well did the curriculum in Ethnic Studies provide you with the opportunity to develop the communication skills required in the discipline?" 14% replied "Exceptionally Well," 36% replied "More than Adequately," and 43% replied "Adequately."

#### **4. Computer/information competence standards**

Individual faculty members have formal policies on computer competence, conducting database search, and the use of online learning resources. Individual faculty members also schedule workshops with the University Librarian to teach students on extensive use of the Library's online database. In general, our students are expected to be able to use the Internet; the University Library Database to search for appropriate scholarly materials (books & articles) on a particular research topic; and to use a computer to write research papers with the appropriate source citation format. Some professors also require students to learn how to use WebCT to conduct online class discussions, which requires a complex level of computer competence: logging into a secured website, reading articles posted on the Internet, composing on a word processor and pasting it on a discussion board, and responding to other discussants on WebCT all within a set time limit. However, since we are not a computer intensive discipline, we do not have a formal departmental policy on computer competence.

#### **G. Describe how your department maintains consistency in multiple sections of courses.**

We have two main courses that have multiple sections: ETHN 11 (Introduction to Ethnic Studies) and ETHN 100 (Ethnic America). Both courses fulfill GE requirements of race and ethnicity, and ETHN 100 fulfills the University's intensive writing requirement and the Department's upper-division requirement. In the course of an academic year, faculty who teach sections of the same course exchange syllabi and meet to discuss material and strategies on how to improve the quality and consistency of curriculum. Finally, the Ethnic Studies Department published two anthologies that are used in ETHN 11 and ETHN 100, which provide a means of maintaining consistency.

#### **H. Discuss changes needed to enhance or improve the effectiveness of your academic program outcomes.**

We are in the process of implementing changes to improve our academic program outcomes. We take a strategic approach to improve the effectiveness of our academic program. First, faculty work collaboratively to achieve a consistency of effectiveness. Specifically, faculty share scholarly materials, discuss pedagogical approaches, e.g., share lecture notes and teaching strategies that best showcase theories and/or concepts, and participate in explicit conversations regarding guidelines for enriching and updating curricula to achieve the common goal of offering students academic competence in the pursuit of academic excellence.

We believe that the Ethnic Studies Department's responsiveness to its students with respect to the issue of reading and writing attracts a diverse body of students. For example, Ethnic Studies students were divided into two categories (Sobredo's preliminary study done for Dean Sheley, 2002-2003): (1) students who have fairly high GPAs who excel academically, and (2) students who switch their major to Ethnic Studies after struggling to finish their college degree in other Departments. We provide valuable

services to students who, for whatever reason, have not received the right amount of support and advising in other Departments.

Second, by taking the perspective that advising serves as an opportunity to mentor, faculty gain further insight into the academic needs and goals of students that might not otherwise be solely assessed within a teaching capacity. Several of our students have gone on to prestigious graduate programs (Ph.D. and M.A.) at U.C. San Diego, Berkeley and other CSU campuses.

Third, creating a service-learning project as a Department has allowed us to further enrich student learning and mentoring beyond the classroom. Offering students the opportunity to engage in additional conversations around theoretical knowledge and practical application in the community invites students to more deeply understand how their education can make valuable contributions to incite positive transformation in concrete ways. In this way, faculty are mindful to provide curricula and pedagogy that is both current while consistently focusing on fundamentally preparing students to be the kind of critical thinkers that can take the initiative to address unforeseen situations.

While previously mentioned examples are encouraging reminders that we are building solid ground to provide excellent academic preparation for students who plan on pursuing graduate work, we are also aware that we need to continue to evaluate our program, make adjustments and continue to improve our academic program and the quality of education we provide for students. A survey of our alumni taken in fall 2004 suggests that we are, however, headed in the right direction. For example, 85% of Ethnic Studies alumni state that the “Quality of Education” they received ranked in the “Excellent” or “Good” category; similarly, 92% say, “Courses...stimulate intellectual/interpersonal growth or challenge me.”

## **I. If your Department and its programs offer General Education and/or Service-Learning courses:**

### **1. Provide evidence that courses are meeting the General Education area criteria.**

Twenty-five Ethnic Studies courses fulfill General Education requirements. They are: C3, Introduction to the Humanities (ETHN 171); C4, Further Studies in the Arts and Humanities (ETHN 143, 145); D1A, Foundations in Social Behavioral Sciences (ETHN 11); D1B, World Cultures (ETHN 10, 114, 137, 141); D2, Major Social Issues of the Contemporary Era (ETHN 110, 112, 113, 116, 130, 131, 136, 140, 142, 170); Area E, Understanding Personal Development (ETHN 21, 115, 132, 133); Area E, Race & Ethnicity in American Society (ETHN 11, 30, 100, 131, 133, 141); Writing Intensive (ETHN 100). New and existing course proposals for GE credit must be reviewed and approved by the Department’s Curriculum Committee. Instructors who teach Ethnic Studies 11 and 100 courses meet to ensure their courses are fulfilling the GE criteria. Program directors meet with their faculty to ensure that their courses are fulfilling GE criteria.

**2. From the perspective of the Department/programs being served, to what extent do your service courses meet their needs?**

Our GE courses provide an invaluable service to other CSUS Departments. Many of our courses are electives for a B.A. degree in Child Development, Government, Asian Studies, and Liberal Studies. Approximately 750 students per semester enroll in the 10 sections of ETHN 11 (Introduction to Ethnic Studies) and a maximum of 15 sections of ETHN 100 (Ethnic America). These courses are specifically targeted to develop student intellectual thought regarding Race & Ethnicity in American society.

**Service-Learning**

We have a service-learning partnership with Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary where we provide direct tutoring and mentoring, and nine other programs to over 2,400 students and their parents per year. Our service program includes tutoring in math, English, health, science, computers and documentary arts. We created an “Ethnic Studies” course, which served approximately 100 students in the academic year 2003-2004. Some of our undergraduates served as teaching interns who helped develop and teach the course. The course has since evolved into a “Community Studies Academy,” which is modeled after the concept of small learning communities. Our efforts have been recognized nationally with a federal grant of \$375,000; we are the only Department nationally to receive such a grant. Each semester, we conduct pre-and post-evaluations of our programs, and students and teachers from both schools rate our program highly. Our undergraduates are delivering the needed tutoring and mentorship for the elementary school, middle school and high school students. Teachers express positive praise for the participation of Ethnic Studies students in these three public schools.

**3. Describe how your Department maintains consistency in multiple sections of General Education courses**

We have two main G.E. courses that have multiple sections: ETHN 11 (Introduction to Ethnic Studies) and ETHN 100 (Ethnic America). In the course of an academic year, faculty who teach sections of the same course exchange syllabi and meet to discuss material and strategies on how to improve the quality and consistency of curriculum. In addition, our Faculty and Department published two anthologies that are being used in ETHN 11 and ETHN 100, which provide a fairly strong means of maintaining consistency. As discussed earlier, course syllabi follow G.E. writing objectives and goals.

**J. Explain how your Department/program:**

**1. Addresses the increasing cultural diversity of CSUS students in the curriculum, as approved?**

As an Ethnic Studies Department, we are by nature involved in teaching “cultural diversity,” e.g., we have four programs that focus specifically on the ethnic groups: Native Americans, Chicano/Chicana, Asian American, and African Americans. We teach ethnic specific classes that focus on specific ethnic groups as well as courses utilizing a “comparative Ethnic Studies” approach that compares and contrasts the experiences of Native Americans, Chicanos/Chicanas, Asian Americans and African Americans.

During the past five years, some of the new Ethnic Studies courses that address the increasing cultural diversity of CSUS students are ETHN 111, Southeast Asians in the U.S.; ETHN 114, Asian Americans and Globalization; ETHN 115, Biracial and Multiracial Identity in the U.S.; ETHN 116, Asian American Women; ETHN 137, Race and Ethnicity in Latin America and Caribbean; ETHN 139, The Farmworkers; ETHN 142, Native American Tribal Government; ETHN 143, American Indians, Films, and Popular Culture; ETHN 156, Indigenous People; and ETHN 172, Black Women in America.

## **2. Accommodates differences in student preparation and access to educational opportunities**

Because students come to campus with a wide range of educational experiences and preparation levels, faculty respond in a variety of ways. As previously outlined, our learning expectations frame the variety of approaches in this discussion. The phrase “accommodate differences” in student preparation and access seems to suggest that faculty should somehow not expect the same level of performance from all students, based perhaps on their socio-economic background, on whether English is their second language, and so on. We do believe we should acknowledge the importance of students’ preparation by making them aware that among the primary reasons they are pursuing higher education is to improve their reading, writing, critical thinking and critical analysis skills. Then we should examine how we can most effectively assist students to bring their skills up to a level where they can complete their assignments appropriately. We must acknowledge there are severe limitations on this strategy when most of our faculty have as many as 120 students each semester.

Many faculty members highlight student resources on campus that can assist in strengthening their reading and writing such as the Learning Skills Lab, as well as time management skills. To supplement those resources, faculty members critically read and provide helpful feedback to students on written assignments. During lecture, students are invited to dialogue in a small group format to discuss the reading material, and share discussions in a large group format to check for student comprehension. This allows faculty to immediately provide clarification, offer opportunities to elaborate, or provide clarification on a theory or concept discussed in course readings. With the emphasis on learning rather than memorization, faculty makes every effort to create webs of meaning to foster an analytical bridge between theory and practice. By providing multiple entry points to gain intellectual mastery on a subject, faculty enrich student preparation and ensure access to educational opportunities. Coupling curriculum with inclusive teaching

strategies that are meant to optimize the learning experiences of students is always a key priority.

Faculty then take it upon themselves to keep current with providing an inclusive and rich learning environment by attending workshops sponsored by the Center for Teaching and Learning and seek out support from Writing Across the Curriculum to maintain a mindful approach to teaching. Within reason, all faculty work hard to responsibly and responsively address the academic needs of students who need extra help and for students with learning disabilities. Otherwise, students are treated equally regardless of their socio-economic background, and orientation, and race/ethnicity.

### **3. Helps students gain effective knowledge of how to live and work in our diverse society.**

We promote ethnic understanding and tolerance through the process of teaching the experience and culture of ethnic groups. Through selected readings students examine the concepts of racism, ethnocentrism, and ethnicity as a means to gain awareness about the social processes that shape the experiences of African Americans, Native Americans, Chicanos/Latinos, and Asian Americans, with specific courses for Filipino Americans and Hmong Americans. Through class dialogue, written assignments, films, and guest speakers, students are engaged in a reflective process of triangulation to critically examine their beliefs about who they are in comparison or in contrast to the diverse world around them. As a means of supporting theory and practice, many professors offer “service-learning” options for their students to volunteer as tutors and mentors at Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary to gain a real work experience in applying Ethnic Studies theories and concepts in ethnic diverse communities.

#### **K. If your Department offers a minor, a concentration or a certificate program, provide evidence of its contribution to the mission of the Department, College and University, and its viability with respect to enrollment patterns since the last program review and to the resources expended to support the program.**

The Department also offers minors in four areas of study: African Studies, Chicano Latino Studies, General Ethnic Studies and Pan African Studies. For example, Pan African Studies offers an option of a 21 units minor in African Studies for students earning a bachelor’s degree. The program also offers a certificate to students who have completed 24 units. Most students enrolled in Cooper-Woodson Enhancement Program qualify for the certificate.

The Chicano Studies Program offers a 21 unit minor in Chicano Latino Studies. The University currently enrolls about 5,000 Chicano/Latino students. Although they enroll in Chicano Studies courses in increasing numbers, very few declare a major in Ethnic Studies with a concentration in Chicano Studies; most major in Liberal Studies, Criminal Justice and Business. To appeal to these students, Chicano Studies created a minor. This

minor focuses on the transnational experiences of specific Latino groups currently living in the USA and the various peoples in Latin America, the Caribbean and Mexico.

### III. Students

#### A. Student Profile

During the 2000-2004 periods, the Department averaged 51.4 majors with the number of majors remaining consistently over 50 majors during the last four years. In the fall 2005 semester, there was a high of 62 declared majors.

<b>2004</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	53	3,990	22,555
Full-time	44.83	3,073.77	17,429.77
Part-time	9.17	917.23	5,126.23
New Transfers	7.13	671.7	3,033.13

<b>2003</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	56	4,057	22,562
Full-time	36.64	3,059.75	17,200.76
Part-time	20.36	998.24	5,362.24
New Transfers	7.12	705.18	3,035.13

<b>2002</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	55	3,979	22,564
Full-time	39.72	3,010.75	17,031.75
Part-time	15.28	969.25	5,533.25
New Transfers	7.13	743.18	3,277.15

<b>2001</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	46	3,738	21,503
Full-time	33.71	2,743.73	16,050.75
Part-time	13.29	995.27	5,453.25
New Transfers	1.2	685.18	3,265.15

<b>2000</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	47	3,651	20,342
Full-time	34.72	2,708.74	15,172.75
Part-time	13.28	943.26	5,170.25
New Transfers	7.15	712.19	3,186.16

### 1) Enrollment patterns in the majors, minors, concentrations, credentials

Student profile data is not available for minors.

### 2) Gender and Ethnic composition

The Ethnic breakdown of majors in the program for fall 2004 is as follows:

Hispanic 28%, African American 21%, Caucasian 8%, Asian American 26%, Others 11%, and American Indian 6%. Diversity within the Department remained consistently higher during this period than that of the College and University. One notable exception is that of “white” students which during the period averaged 10.4% of the Department majors. For this racial group, the numbers dropped from 11% in 2001 to 8% in 2004. Although the aggregated percentages appear significant, due to the small size of the Department, in actual numbers this only constitutes a loss of 2-3 students during the period in question.

Gender breakdown from 2000-2002 has been consistent with the University percentage of 57%, but these percentages had been consistently below the College percentage of 74%. In 2002-2003, the percentage of women in Ethnic Studies increased and, by 2004, exceeded the University percentage (57%) and matched the College at 75%.

<b>2004</b>	<b>Department Percentage</b>	<b>SSIS Percentage</b>	<b>CSUS Percentage</b>
American Indian	6%	1%	1%
Asian/Pacific	26%	13%	19%
African American	21%	6%	6%
Hispanic	28%	16%	14%
White	8%	48%	42%
Other	11%	16%	17%
Women	75%	75%	57%

<b>2003</b>	<b>Department Percentage</b>	<b>SSIS Percentage</b>	<b>CSUS Percentage</b>
American Indian	5%	1%	1%
Asian/Pacific	20%	13%	19%
African American	16%	6%	6%
Hispanic	32%	16%	14%
White	7%	48 %	44%
Other	20%	16%	17%
Women	63%	75%	58%

<b>2002</b>	<b>Department Percentage</b>	<b>SSIS Percentage</b>	<b>CSUS Percentage</b>
American Indian	4%	1%	1%
Asian/Pacific	24%	12%	19%
African American	19%	6%	6%
Hispanic	24%	15%	14%
White	15%	50%	44%
Other	15%	16%	16%
Women	25 (56%)	2,984 (75%)	12,861 (57%)

<b>2001</b>	<b>Department Percentage</b>	<b>SSIS Percentage</b>	<b>CSUS Percentage</b>
American Indian	4%	1%	1%
Asian/Pacific	22%	12%	19%
African American	15%	6%	6%
Hispanic	30%	14%	13%
White	11%	51%	45%
Other	17%	16%	16%
Women	26 (57%)	2,729 (73%)	12,257 (57%)

<b>2000</b>	<b>Department Percentage</b>	<b>SSIS Percentage</b>	<b>CSUS Percentage</b>
American Indian	4%	1%	1%
Asian/Pacific	17%	12%	19%
African American	17%	7 %	7%
Hispanic	40 %	13 %	13%
White	11%	51 %	45 %
Other	11%	15%	15%
Women	26 (57%)	2,723 (73%)	12,257 (57%)

### 3) Retention and Graduation Rates

Because a significant percentage of Ethnic Studies majors are students of color, Department retention and graduation rates reflect the difficulties students of color have in remaining at the University and graduating. Despite the small *sample* size of the Department, retention rates were virtually indistinguishable from SSIS rates but were slightly below University rates. Graduation rates were significantly below University and College rates for the period. The Department will take a closer look at graduation rates via a spring 2006 student major survey and then, if necessary, will implement corrective measures.

For the period of 1994-2003 retention and graduation rates for the University were as follows:

	Retention		Graduation	
	1 year	5 year	1 year	5 year
First time freshmen				
	.76	.53	.31	.43
Undergraduate transfer				
	.80	.63	.47	.60

For the period of 1994-2003 retention and graduation rates for SSIS were as follows:

	Retention		Graduation	
	1 year	5 year	1 year	5 year
First time freshmen				
	.61 (.76)	.29 (.50)	.23 (.36)	.28 (.47)
Undergraduate transfer				
	.68 (.80)	.51 (.65)	.42 (.53)	.50 (.63)

For the period of 1994-2003 retention and graduation rates for Ethnic Studies were as follows:

	Retention		Graduation	
	1 year	5 year	1 year	5 year
First time freshmen				
	.61 (1.0)	N/A (.33)	N/A (.42)	N/A N/A
Undergraduate transfer				
	.60 (.71)	.14 (42)	.30 (.59)	.14 (43)

### 4) Part and full time enrollments

Enrollment patterns for full and part-time students over the four year period 2000-2004 were consistent with enrollment patterns in the College (SSIS) and the University. Over

this period, the University averaged just over 75% for full time enrollment. New transfers averaged around 15% for the University. SSIS full time enrollment patterns also averaged 75% during the period. New transfers for SSIS averaged 18%. The Department average for full time students during the period was 72.4%. In 2003, the Department's full time enrollment was a low of 64% for the period. However, in 2004 it had a high of 83% for full time enrollment during the five year period. The Department average for new transfer students during the period was 11%. The average was affected by the 2001 2% average. Otherwise, the Department average remained consistent with the University average while slightly below the SSIS average.

<b>2004</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	53	3,990	22,555
Full-time	44.83	3,073.77	17,429.77
Part-time	9.17	917.23	5,126.23
New Transfers	7.13	671.17	3,033.13
First-time Freshmen	5 (9%)	277 (7% )	2,337 (10%)

<b>2003</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	56	4,057	22,562
Full-time	36.64	3,059.75	17,200.76
Part-time	20.36	998.24	5,362.24
New Transfers	7.12	705.18	3,035.13
First-time Freshmen	3 (5%)	320 (8% )	2,444 (11%)

<b>2002</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	54	3,979	22,564
Full-time	39.72	3,010.75	17,031.75
Part-time	15.28	969.25	5,533.25
New Transfers	7.13	743.18	3,277.15
First-time Freshmen	2 (4%)	310 (8% )	2,505 (11%)

<b>2001</b>	<b>Department</b>	<b>SSIS</b>	<b>CSUS</b>
Undergraduate Students	46	3,738	21503
Full-time	33.71	2,743.73	16,050.75
Part-time	13.29	995.27	5,453.25
New Transfers	1.2	685.18	3,265.15
First-time Freshmen	2 (4%)	292 (8% )	2,413 (11%)

2000	Department	SSIS	CSUS
Undergraduate Students	47	3,651	20,342
Full-time	34.72	2,708.74	15,172.75
Part-time	13.28	943.26	5,170.75
New Transfers	7.15	712.19	3,186.16
First-time Freshmen	3 (6%)	273 (7% )	2,155 (11%)

## 5) “Native” and Transfer Students

From 2000-2004, fifteen first time freshmen and twenty nine undergraduate transfer students joined the Department. Within this section of the self study, the retention and graduation rates and WPE scores are the only data that identify “native” and transfer students. Based on the statistics and discussion provided above, (III. A.3.), transfer students consistently attained higher retention and graduation rates than “native” students. The retention and graduation rates of Ethnic Studies majors followed SSIS and University patterns.

### B. Student Academic Performance

**Compare the data for your program with that of other programs in your College and the University. If the data reveal issues that merit your attention, describe the issues and plans for action.**

#### 1) Grading Distribution:

The grading distribution data from 1998 to spring 2004 has been disaggregated according to lower and upper division courses. For 1998 lower division, the Department awarded significantly lower percentage of A’s than SSIS and the University; same percentage of B’s as SSIS; slightly lower percentage of D’s than SSIS and the University; and the same percentage of F’s as SSIS and the University. For the period 2000 to 2004, there was a slight difference in the percentage of A’s, and B’s awarded by the Department, SSIS, and the University. The Department, during this period, awarded slightly lower percentages of C’s than SSIS and the University. The percentages of D’s and F’s are, in most part, comparable; where differences do exist, they are less than two points.

For 1998 upper division, the percentages of A’s, C’s, D’s and F’s are slightly different between the Department, SSIS and the University, with a difference of three to four points. The percentage of B’s awarded by the Department during this period is significantly higher than both SSIS and the University. For the period 2000–2004, the percentages of A’s and B’s awarded by the Department are slightly higher than SSIS and the University with less than five points difference. The percentages of C’s awarded are slightly lower than SSIS and the University with less than a six points difference. The percentages of D’s and F’s are mostly comparable for the Department, SSIS, and the University; the few differences that exist are less than three points. This data indicates that grade distributions are comparable to that of the College and University. In reviewing this document, it has come to our attention that starting in 2002, Ethnic Studies

has been awarding more A's than either the College or the University. We will track this pattern and take corrective action, if necessary.

**Lower Division Grade Distribution Fall 1998 and Spring 1999**

	A	B	C	D	F
Ethnic Studies	14%	30%	26%	3%	5%
SSIS	21%	30%	26%	7%	5%
University	22%	23%	19%	5%	5%

**Upper Division Grade Distribution Fall 1998 and Spring 1999**

	A	B	C	D	F
Ethnic Studies	22%	40%	18%	2%	2%
SSIS	26%	33%	21%	4%	5%
University	33%	30%	17%	3%	2%

**Lower Division Grade Distribution Fall 2000 and Spring 2001**

	A	B	C	D	F
Ethnic Studies	24%	34%	22%	4%	4%
SSIS	22%	32%	26%	7%	6%
University	24%	26%	19%	5%	5%

**Upper Division Grade Distribution Fall 2000 and Spring 2001**

	A	B	C	D	F
Ethnic Studies	26%	37%	21%	3%	4%
SSIS	28%	35%	24%	5%	5%
University	33%	31%	17%	3%	4%

**Lower Division Grade Distribution Fall 2002 and Spring 2003**

	A	B	C	D	F
Ethnic Studies	31%	33%	19%	4%	4%
SSIS	22%	34%	26%	7%	4%
University	25%	28%	18%	4%	4%

**Upper Division Grade Distribution Fall 2002 and Spring 2003**

	A	B	C	D	F
Ethnic Studies	34%	35%	19%	3%	4%
SSIS	29%	36%	26%	4%	4%
University	33%	32%	16%	3%	2%

**Lower Division Grade Distribution Fall 2003 and Spring 2004**

	A	B	C	D	F
Ethnic Studies	28%	35%	16%	3%	4%
SSIS	22%	34%	26%	7%	5%
University	23%	28%	19%	5%	4%

**Upper Division Grade Distribution Fall 2003 and Spring 2004**

	A	B	C	D	F
Ethnic Studies	37%	38%	13%	1%	1%
SSIS	30%	35%	20%	4%	3%
University	33%	32%	16%	3%	2%

(\*Grades of CR, NC, I are omitted from these calculations)

**2) GPA's**

For the past five years, Ethnic Studies majors averaged 2.74 GPA, SSIS majors a 2.86 GPA, and majors in the University a 2.84 GPA. The data does not indicate a need for a response.

**Overall GPA**

Year	Ethnic Studies	SSIS	University
1999	2.76	2.83	2.81
2000	2.67	2.86	2.84
2001	2.73	2.89	2.86
2002	2.83	2.89	2.86
2003	2.73	2.90	2.83
<b>Average</b>	2.77	2.86	2.74

**3) Students on Probation**

Percentage on Probation			
Year	Ethnic Studies	SSIS	University
1999	N/A	13%	14%
2000	14%	17%	20%
2001	N/A	17%	17%
2002	14%	14%	16%
2003	14%	N/A	N/A
2004	16%	N/A	N/A

The data does not indicate a need for a response.

#### 4) WPE pass rates

Based on the reported data, the percentage of “native” Ethnic Studies major WPE pass rate reflects a slight difference of less than five points between Ethnic Studies and SSIS and only two points difference between the Department and the University. During the same period, the Ethnic Studies “transfer” WPE pass rate reflects a difference of almost seven points with SSIS and almost four points difference with the University.

For the most part the discrepancy between “native” and “transfer” Ethnic Studies majors’ pass rates is very small. This gap can be bridged through advising that will encourage transfer students to use the writing center and take more writing intensive classes.

The combined percentage of Asian Americans and Hispanic majors has ranged from a high 57.1 in 2000 to a low of 48.1 in 2002. The overall percentage from 2000 to 2004 is 52.6%. Because both groups have a significant portion of English as a second language, this may account for their lower WPE pass rates. We will keep track of the pattern and review corrective actions.

Native			
Year	Ethnic Studies	SSIS	University
1999	50%	60%	67%
2000	100%	75%	70%
2001	not reported	77%	72%
2002	not reported	4%	70%
2003	50%	76%	68%
<b>Average</b>	66%	60%	70.4%

Transfer			
Year	Ethnic Studies	SSIS	University
1999	50%	62%	66%
2000	83%	75%	69%
2001	67%	72%	67%
2002	50%	71%	64%
2003	64%	69%	64%
<b>Average</b>	62.8%	69.8%	66%

#### 5) Preparation for upper division/graduate coursework (no comparison data available under this heading)

The Department is comprised of five programs: Asian American Studies, Chicano Studies, Native American Studies, Pan African Studies and General Ethnic Studies. The

Department offers ETHN 11: Introduction to Ethnic Studies, to prepare its students for the upper division coursework. ETHN 11 introduces the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican /Latino/Chicano Americans, African Americans, and Native Americans. The course is designed to introduce students to information presented in upper division courses with Ethnic Studies content. The course requires writing assignments of short essays (minimum 1,500 words) and research papers of one to five pages in length to enhance students' writing skills and prepare them for upper level writing assignments. Textbooks, academic journals, and newspaper articles are used to provide students with comprehensive subject matter knowledge.

In addition, students have an option of choosing from a variety of upper division courses that prepare them for graduate course work. ETHN 100, Ethnic America, through an interdisciplinary approach, introduces the four major American ethnic groups –African Americans, Native American, Chicano, and Asian American and focuses on themes common to all four groups (racism, economic and political oppression). It also demonstrates the varied contributions of each culture to American social and economic life. ETHN 110, The Asian American Experience, surveys the experiences of various Asian groups in the United States from the mid-nineteenth century to present. ETHN 130, Chicano/Mexican-American Experience, transmits knowledge and understanding of how racism confronts and divides American society. ETHN 131, La Raza Studies, provides Ethno-historical analysis of La Raza Cosmica. It conveys cross-cultural knowledge and understanding of individuals from Mexico, Cuba, Puerto Rico and Central America and surveys the socio-cultural, political and economic changes which have influenced U.S./Latin American policy and immigration patterns of Latinos to the United States. ETHN 140, Native American Experience, surveys American Indian history, political and social relations, with an emphasis of current movements and problems of Native American life. And, ETHN 170, Pan African Studies, an investigation into the subjective aspects of Pan African Studies (Black Studies), covers such topical areas as the struggle by Black Americans for education, the genesis of the Civil Rights and Black Studies movement, Black culture, and institutional change.

In these upper level courses, readings from textbooks and academic journals provide students with comprehensive and quality knowledge and skills that helps them to critically examine the cultural contributions made by various ethnic groups to world civilization and American society. Ethnic Studies challenges all students to analyze existing generalizations, theories and concepts about racial and ethnic groups in order to develop valid generalizations, concepts and theories. The ETHN 100 course is a writing intensive course. With a combination of short essays and research papers, between one to five pages each, the students are prepared for more intensive writing assignments required by the Department's upper division courses and graduate work.

We believe all our upper division courses prepare our students for graduate school. One course in particular, ETHN 194, Research in Ethnic Studies, has played an important role in preparing students for graduate work. Students gain exposure to the research process through the requirement of completing a major research project which includes a

literature review. Students are expected to present their work and critically discuss the course material in a seminar style classroom. In this way, students gain insight into the culture of graduate school thus better positioning them to see graduate school as a viable option.

### **C. Student Academic Support**

**1) Describe how the department provides academic and career advising. Are faculty and students satisfied that the advising needs of students are met? (Data from SNAPS and Program Assessment Questionnaire). If data indicates a need for response describe your action plans.**

Academic advising in Ethnic Studies focuses mainly on undergraduate advising; however, we are also in a transitional phase of possibly developing a master degree program. We have an advising packet and a brochure that comprehensively describes our undergraduate academic program. We distribute this advising packet and brochure in the Department office, to students who attend freshman orientations offered by the University, and also to students in the Education Opportunity Program Learning Communities.

Each of the four program directors serves as the principal concentration advisor for their respective programs. The Ethnic Studies chair serves as the undergraduate advisor in the absence of program directors and for those majors with a general Ethnic Studies concentration. During the summer and winter Inter-session and other University break periods, the Department chair provides academic advising to students. Our majors are generally conscientious about seeking advising from either the chair or program directors.

The Department chair serves as the general coordinator of advising activities inasmuch as this is needed. The chair typically serves as the first line of contact for students seeking general advising information. Students interested in majoring in Ethnic Studies with a concentration in one of the four program areas will be directed to or scheduled for an appointment with the appropriate program director.

In addition to the above practice, other faculty members in Ethnic Studies serve as advisors. If students come into the Department office looking for advising, the office staff provides them with a list of faculty and their office hours; they are also free to seek out an advisor on their own. This practice serves to expose students to faculty who teach in their area of interest.

Academic advising is intended to ensure students receive the quality information needed to assist them with planning their academic programs. We believe that students should have access to that information in a timely fashion. Moreover, we are committed to ensuring that students have access to faculty advisers in the Department. According to our recent surveys of Ethnic Studies alumni, 93% were positive regarding their academic advising.

Our Department website and Ethnic Studies brochure have information about career options for Ethnic Studies majors. The chair, program directors and faculty give advice on careers. In career advising, students are encouraged to blend professional area studies with Ethnic Studies. Once a year, the Department sponsors either a formal presentation or an informal discussion concerning career pathways. Our most recent presentation was on November 17, 2005, regarding working in a global economy given by Vivian Kao, a 1992 CSUS alumnus. Her presentation attracted over 100 students, faculty, and staff.

Frequently, career opportunity discussions are incorporated into class discussions. For instance, in ETHN 194, Research in Ethnic Studies, approximately three hours per semester is allocated for this type of presentation. Part of the discussion revolves around research career opportunities that utilize an in depth understanding of ethnic communities and their community members.

Ethnic Studies majors and minors enter careers and professions in both the public and private sectors. Majors and minors are employed in such occupations as urban specialists, labor relations specialists, teachers, counselors, criminal justice officers, community center directors, and family service agents. In addition, majors and minors serve in staff positions in many government agencies in the Sacramento area. Students are encouraged to participate in the Department's extensive neighborhood public school service-learning programs. Involvement in these programs has guided many students in choosing education career pathways.

**2) What support does your Department provide for students in need of extra assistance? To what extent are your faculty and students satisfied with the support available at the Department level? At the University level? If your analysis reveals a need for change, describe plans.**

The chair contacts, by telephone or in writing, students on probation or who are recipients of some form of academic action. These students are urged to meet with the chair to discuss recovery strategies. Students are required to meet with the chair prior to registering for courses in a subsequent semester.

Our experience is that the close advisory and mentor relationships we have with students offer them the extra assistance they need. Ethnic Studies faculty, especially the program directors, work closely with majors ensuring that proper course work is taken. In most instances, faculty are available to meet with students during office hours. The availability of our faculty to students is positively reflected in the survey data from alumni. Fifty-seven percent said "they were very satisfied" and thirty-six percent were "satisfied" with their access to Ethnic Studies faculty while studying at CSUS. The Department will continue to strive to improve faculty access and advising for our students.

Some faculty give students review sheets or hold optional review sessions before examinations. Further, quite a number of our faculty members use their website to post additional information that helps students who need extra help. Ethnic Studies does not

have a Department based tutorial program; however, faculty hold tutorial sessions on course content during office hours as appropriate. Students needing tutorial support, other than discipline based assistance, are referred to appropriate campus tutorial programs.

Like all the other Departments, we are affected by the budget situation; we are not in a position to provide additional extensive and intensive coaching or tutoring for students in need of extra assistance. However, in the spring 2006 semester, the Department is taking small steps in this direction. For example, Acting Dean Otis Scott, of the College of SSIS, has initiated a College Peer Mentoring Program (CPMP) which will begin March 2006. Some initial CPMP activities are to arrange a general advising meeting for all majors; keep data as to number of students contacted and served; and recruit a network of undergraduate Ethnic Studies majors to serve as peer mentors. Through this program, the Department hopes to enhance targeted advising that is sensitive to the needs of diverse students and to strengthen academic support efforts for students from disadvantaged backgrounds.

During the 2002/2003 academic year, Dr. Mark met with SSIS Dean Joseph Sheley, regarding a Master's of Arts Program in Ethnic Studies to fulfill a recommendation from our last program review. The idea emerged to create the program initially through the Special Majors Program in Graduate Studies. The decision to move forward with a temporary "Special Major" was to explore the viability of a new Masters program.

Gregory Mark and James Sobredo worked with Dean Miki Vohryzek-Bolden, from Graduate Studies, and accepted the first cohort of ten graduate students in fall 2003. In fall 2004, an additional nine entered the program. In fall 2005, we as a Department, placed a hold on admitting more graduate students to provide time to evaluate the program; focus on the students in the program; and to potentially develop a formal proposal for a Master's of Arts in Ethnic Studies. To date, James Sobredo (fall 2003-fall 2004, and Annette Reed, spring 2005-present) have served as graduate coordinators.

Recently, three core courses have been proposed and approved by both the College and the University as part of the curriculum: ETHN 200 – Ethnic Studies Theoretical Perspective; ETHN 201 – Ethnic Studies Research Methodology; and ETHN 202 – Foundations in Ethnic Studies. Ethnic Studies had an existing graduate course, ETHN 299, Special Problems which served as an independent study. The remainder of the thirty unit Master's program is composed of graduate seminar electives, fieldwork and the ID 500 – Culminating Experience. Graduate students have an option of either completing a thesis or a graduate project under their major professor and a secondary reader.

The nineteen students to date are moving through their Special Master's in Ethnic Studies. From the first cohort, two completed the degree in May 2005; another one earned her degree in December 2005; six are making progress toward a degree; and one is currently not enrolled.

In examining the second cohort of nine, eight have advanced to candidacy. One withdrew from the program.

There have been many inquiries and interest in a graduate program in Ethnic Studies. The chair, Dr. Mark and the faculty are currently assessing the viability to create a formal proposal. The program will serve a definite need for students and the larger community.

At the same time, we are concerned with support and infrastructure of a Master's of Arts program. Faculty members are already stretched thin with their academic and service workload. With the increase of being either the primary or secondary faculty on various graduate student committees how will they be compensated for their time and efforts? We are required to meet target numbers of FTEs in order to maintain the undergraduate program and with the smaller number of students in graduate seminars this becomes an issue. Also, we need additional faculty with particular expertise, for example someone who specializes in multiracial or quantitative research. The role of graduate advisor is time and energy consuming. Will the graduate advisor be able to be granted sufficient release time in order to meet the needs of the students and the University? In addition, we are in desperate need of support staff. Currently our office has one full time person. This position is not enough to address the needs of our entire Department. These and other pressing concerns confront us at the current time regarding the future of developing a high quality graduate program in Ethnic Studies.

#### **D. Student Professional Development**

**What opportunities does your department provide to socialize students into the discipline or provide them with professional opportunities?**

Conferences: Students in our Department have participated and presented with Ethnic Studies faculty and community partners in local, regional, national, and international conferences. In the past four years, students have attended and presented at the International Conference on Service Learning Research at Vanderbilt University (2002); the 2002 CDC sponsored Conference of the National Centers for Injury Prevention and Control in Los Angeles; the 2003 National Conference on Race & Ethnicity (NCORE) in San Francisco; the 2003 National conference for the Association for Asian American Studies in San Francisco (AAAS); the Hawai'i Social Science International Conference in Honolulu (2003); the 2003 National Association for Ethnic Studies (NAES) in Philadelphia; the five part series of teacher training meetings at Will C. Wood Middle School in Sacramento (2004); the 2004 Seventh Annual Continuums of Service Conference in San Diego; the 2004 Annual NCORE conference in Miami; the 2005 AAAS meeting in Los Angeles; the 2005 NCORE meeting in New York; and the upcoming 2006 NAES conference in San Francisco.

Research/Internship: For three summers (2002-2004), our undergraduates and graduate students have served as research interns with the Asian/Pacific Islander Violence Prevention Center in Honolulu, a federally funded program with the Department of Psychiatry, John Burns School of Medicine at the University of Hawai'i at Manoa. At the Center, students have an opportunity to work with professors in conducting literature

reviews, field research, data gathering, data interpretation, community presentations, and research publication.

Service-Learning (Practical Hands-on Experience): Many of our students participate in our service-learning program at Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary School which provides direct hands-on experience in preparation for professional careers in education and social services. Our students have gone on to become credentialed teachers; hired as substitute teachers; and social service providers working with Healthy Start and AmeriCorps.

The Department supports the Ethnic Studies Student Association (ESSA). This is an organization comprised of majors and students interested in Ethnic Studies. A member of the faculty serves as an advisor. Among the activities of the group include arranging for visits to graduate programs, e.g., San Francisco State University, and U.C. Berkeley. Students typically spend a day visiting seminars and meeting faculty and graduate students. ESSA members work with Ethnic Studies faculty to attend and to make presentations at professional conferences. In March and April 2006, these members will be attending two conferences, National Association for Ethnic Studies and the Ninth Annual Continuums of Service Conference, and will present on four different panels. In conjunction with the NAES San Francisco meeting, ESSA is organizing a visit to and presentation by the National Archives – Pacific Sierra Region (in San Bruno, CA.).

Each year, the Department honors one of our alumni during the Annual Alumni Awards luncheon sponsored by the CSUS Alumni Association. We also nominate one of our top graduating seniors to the University Honors Convocation.

#### **IV. FACULTY**

##### **A. Faculty Profile**

**Analyze this data, including a comparison of your faculty profile to the faculty profiles in your College and the University. If the data indicates a need for a response by your Department, describe your plan of action. Include analysis regarding:**

##### **1) Full and part-time faculty**

The Department's use of part-time faculty is less than those employed in the College (SSIS) and the University. Part-time instructors comprise 39 percent of the Ethnic Studies faculty, compared to 43.4 percent for the College and 48.7 percent for the University.

	Number of Full Time Faculty	Percentage of Full Time faculty	Number of Part-Time Faculty	Percentage of Part-Time Faculty
Ethnic Studies	11	61%	7	39%
SSIS	115	56.6%	88	43.4%
CSUS	738	51.3%	702	48.7%

## 2) Gender and ethnic composition

Fewer women teach in the Department than in either the College or the University. While women constitute 22.2 percent of the full-time Ethnic Studies faculty positions, women hold 42.4 percent in the College and 48.8 percent in the University. The Department is very aware of this discrepancy and is actively seeking women faculty for new full-time appointments to better balance the Department.

	Number of Females	Percentage of Females
Ethnic Studies	4	22.2%
SSIS	84	42.4%
CSUS	703	48.8%

On the other hand, the ethnic composition of the Ethnic Studies Department far exceeds the composition seen in the College and the University. African Americans represent 27.3 percent of the Department's faculty, compared with just 4 percent in the College and 4.5 percent in the University.

Asian Americans represent 27.3 percent of the Department's faculty, compared with just 12.6 percent in the College and 10.5 percent in the University.

Latinos represent 27.3 percent of the Department's faculty, compared with 5.1 percent in the College and 7.2 percent in the University.

Lastly, Native Americans represent 18.1 percent of the Department's faculty, compared to 1.5 percent in the College and 1.1 percent in the University.

	Number in Ethnic Studies	Percentage of Ethnic Studies	Number in SSIS	Percentage of SSIS	Number in CSUS	Percentage of CSUS
African American	3	27.3%	8	4%	63	4.5%
Asian American	3	27.3%	25	12.6%	152	10.5%

Latino	2	27.3%	10	5.1%	104	7.2%
Native American	2	18.1%	3	1.5%	16	1.1%
Caucasian	0	0.00	152	77.8%	1084	75.7%

### 3) Student-Faculty ratio, class size

The average student-faculty ratio in the Department registered at 27.6:1, compared to 25.2:1 for the College and 21:1 for the University.

However, the average class size for Ethnic Studies is 30.3, compared with 35.4 for the College and 28.2 for the University.

	Student-Faculty Ratio	Average Class Size
Ethnic Studies	27.6	30.3
SSIS	25.2	35.4
CSUS	21.0	28.2

These figures are the result of two factors. First, the most popular course in the Department is ETHN 100 (Ethnic America) which fulfills General Education areas D2, Race/Ethnicity, and the University's Writing Intensive requirements. It is capped at 30 students. The average course is capped at 40 students. Second, a large portion of the Department's courses are still relatively new and in development. This means that frequently they are offered at less than full capacity.

Courses within the College are typically more established and include high volume lower division courses. Established courses in the College are typically lower division courses that have higher enrollments when compared to upper division courses. This explains the higher average class size.

The relatively low average class size for the University reflects large high volume courses, average size courses, as well as low enrolled course in Departments such as Music, Engineering, and Biology which require labs and much lower student/faculty ratios.

#### **B. Assess faculty profile for the ability to offer the curriculum and to support program goals. Describe plans for addressing any identified issues.**

For the last five years, the Ethnic Studies Department has experienced major changes with both our faculty and our programs. Three of our faculty members have retired and one is in his fourth year of FERPing. Another member has joined Administration, and one faculty member has a joint appointment. Fortunately, the Department was able to hire four new faculty members; new courses have been developed, revised, and a new minor in Chicano Studies and a special studies Master's degree has been added as an experimental program.

Our faculty comes from diverse academic backgrounds: ethnic studies, education, history, sociology, anthropology, linguistics, women's studies, criminology, and political science. It is an intellectually rich department for both faculty and students.

The Department currently offers core courses, service courses, service-learning options in courses and graduate courses. Four of our faculty members are also program directors. Our faculty is obviously overworked! The service courses, ETHN 11 and ETHN 100, have multiple sections and continue to grow. The part-time faculty has contributed a great deal towards staffing these multiple sections. To ensure that the curriculum and the possible Master's Program are adequately staffed, the Department is creating a new five year hiring plan and will request new faculty lines and additional infrastructure support.

### **C. Faculty as Teachers**

#### **1) Analyze data available from the College Outcome Source (COS) and Program Assessment Questionnaire (PAC) to identify any issues that need action. Describe plans for addressing issues.**

The data covers three categories: (a) Alumni surveys, (b) SNAPS, and (c) Faculty survey.

The Department is satisfied with the results of these surveys but will continue to strive to improve in all areas.

#### **a. Alumni Survey**

The Department received positive responses to all the questions. Quality of education (93%); access to faculty (93%); intellectual challenge and inspiration (86%); quality of advising (93%); opportunities for fieldwork (86%); and how majoring in Ethnic Studies has changed their outlook at the world (86%). The only low score received was 71% regarding the ability of the Department to schedule classes allowing for early graduation.

#### **b. SNAPS**

Responses from students in the evaluation of the Department are good as well. Using the percentage of excellent to good, the results are as follows: quality of instruction (85%); access to faculty (85%); variety of courses offered (85%); faculty ability to communicate the subject matter (91%); faculty preparation for the class (94%); faculty enthusiasm for teaching (90%); challenging (91%); fairness of testing and grading (85%); relevance of course work to major (91%); consistency of course with the syllabus (88%); opportunity to meet with faculty outside the classroom (87%); class size (87%). Only two questions received low points: availability of necessary classes (60%) and convenience of class scheduling (54%). Additional information can be found in Appendix 5.

#### **c. Alumni Survey Agreement with statements about Department**

Faculty members agree with all the statements.

## **Ratings of Department Aspects**

The rating is from good to excellent. Space (33%); specialized facilities (50%); financial resources in support of the Department and Programs (50%); number of support and clerical staff (25%). These are directly linked to budget allocations. However, the Department has and continues to apply for additional outside funding to support our projects, faculty, students, professional development, and clerical staff. For example, one of our grants has a total of twenty five hundred dollars allocated for travel to professional meetings.

## **Faculty Awards and Recognition**

This section demonstrates that the Department is very active in research, scholarly activities, grant writing and consulting. The survey does not mention awards and faculty recognition but Ethnic Studies faculty have been honored for their outstanding contributions to the University. In the past two years, four faculty members were the recipients of prestigious awards: Rita Cameron-Wedding was the recipient of the Outstanding Teaching Award from the College of SISS; David Leon received the Outstanding University Service Award; David Covin received the Outstanding Lifetime Service Award; and, Alexander Kimenyi received the John C. Livingstone Lecture Award. In addition, faculty members Gregory Mark, James Sobredo and Annette Reed have been awarded grants from the federal government and private foundations to support program activities and research.

## **Importance Department assigns to functions**

In the four functions provided, the percentage from considerable to extreme, providing personal enrichment ranks highest with (92%); preparing students for other jobs (77%); preparing students for advanced study (77%) and preparing students to be teachers (69%).

## **Importance Department should assign to functions**

Providing personal enrichment and preparing students for other jobs gets identical scores (92%); preparing students for more advanced study (85%) and preparing students to be teachers (69%).

## **2) Describe how the faculty are involved in the professional development activities to improve and enhance their teaching effectiveness.**

The Department places a tremendous emphasis on teaching as evidenced by its ARTP policies, 55 points out of 100 are assigned to teaching.

There are Department meetings to discuss course content and new methodologies. Faculty who teach sections of the same course exchange syllabi and meet to discuss

material and strategies on how to improve the quality and consistency of curriculum. Also, the CSUS Center for Teaching and Learning (CTL) provides excellent opportunities for improving teaching effectiveness and the Ethnic Studies Department faculty members have been involved with the CTL since its creation.

**3) To what extent are faculty using “best practices” in their roles as teachers? How are faculty offering students a variety of learning experiences to address the diversity of learning styles?**

In the majority of our courses, the teaching strategy utilized is an interactive direct instruction which consists of lecture and discussion in the classroom. The methodology also differs from faculty to faculty. Each faculty member uses a variety of methods in order to maximize the students’ learning output: guest lectures, visual aids, e.g., slides images, PowerPoint presentations, videos, hand-outs, writing lecture outlines on the board, use of listprocs for assignments and discussions, classroom discussions of reading assignments, providing study guides for tests, supplying glossary of key terms and concepts, and student advising, to name but a few. Our teaching remains responsive to student needs and constructivist in its design to address the various learning styles of students. See detailed responses in C2 and course syllabi.

**4) Comment on your faculty’s innovations in pedagogy and their knowledge of current trends in their academic specialties.**

As mentioned above, the faculty attend workshops at the Center of Teaching and Learning. In addition, the faculty participate in local, regional, national and international conferences in order to keep up with the current trends in their respective fields. Also, as a result of their cutting edge work in service-learning, faculty members James Sobredo, Gregory Mark, Julie Figueroa, Wayne Maeda, Brian Baker and Boatamo Mosupyoe have organized panels at regional, national and international conferences to present our Department’s work.

**5) Describe the Department’s process for evaluating teaching effectiveness. How is the data used to enhance or improve teaching?**

The Department uses the following criteria to evaluate teaching effectiveness: the quality and the clarity of the syllabi, selection of textbooks, student evaluation, peer evaluation, new course development, student assignments, exams, and how long it takes for the students to get feedback from the instructor.

All probationary faculty members have annual class visitations from senior faculty and the Department chair. Each year, they also are required to write a reflective statement which not only states their research agenda and professional activities but also how they intend to improve their teaching methodologies based on previous students’ and peer review evaluations.

## **D. Faculty as Scholars**

### **1) Describe the department's specific expectations for scholarly, creative activities**

The Ethnic Studies Department requires scholarly and creative activity from each of its faculty members. This activity accounts for fifteen percent in the tenure and promotion decisions.

### **2) Describe scholarly and creative activities of faculty in the last six years (vita)**

Our faculty members are accomplished scholars. They have published or edited books, had articles published in scholarly journals, and are repeatedly requested to submit articles in specialized book volumes for their respective academic field. The faculty have either authored, co-authored, or have been involved as editors in 15 books. In particular, two anthologies were edited by faculty in the Department for courses, *Introduction to Ethnic Studies* for ETHN 11 and *Ethnic America* for ETHN 100. In terms of journal articles, book chapters, and book reviews, the faculty authored 66 publications.

Recently, our 2<sup>nd</sup> edition of *Ethnic America* was published; this summer, another faculty work team will complete the 2<sup>nd</sup> edition of *Introduction to Ethnic Studies*. The four editions of our primary textbooks for ETHN 11 and 100 provide a “win, win” situation. Students get a better set of readings at a reasonable price. The Department benefits by more communication and consistency among our faculty teaching these respective service courses. Faculty members are able to meet and mentor one another and, also, increase their opportunities to publish. Faculty and Ethnic Studies majors share the royalties which increases the pool of available funds for professional development.

Ethnic Studies faculty have organized regional, national and international conferences and other special events. Annette Reed organized the 16th Northern California Indian Conference in 2001; Gregory Mark organized the film preview of *The Untold Triumph: The story of the 1st and 2<sup>nd</sup> Filipino Infantry Regiments*; Eric Vega organized a Symposium on Civil Liberties in 2005; Alexandre Kimenyi, Boatamo Mosupyoe and Annette Reed organized the 2<sup>nd</sup> International Conference on Genocide (2004), and Dr. Boatamo Mosupyoe organized the International Global Majority Conference (2005).

During the last five years, the faculty has been very active in participating in academic conferences as presenters, panelists, moderators, and session organizers. Many faculty members attend and present at the National Association for Ethnic Studies. They have well represented the Department at ethnic specific conferences (i.e., Association for Asian American Studies, Native American Studies Association, etc.) as organizers and presenters. In addition, the faculty remain involved and connected to other disciplines through their involvement in conferences related to their academic training (i.e., linguistics, history, sociology).

**The section below lists some of the conferences where various faculty members in the Department presented a paper, and/or organized a panel.**

**Brian Baker**

“California Tribal University – a New Direction,” workshop presented and discussant, at the 28<sup>th</sup> Annual Conference on Indian Education, San Diego, California (April 2005).

“Indians, Culture, and the Politics of Identity.” Organized two conference sessions on this theme and served as the discussant for the annual meeting of the Pacific Sociological Association meeting in San Francisco, California (April 2004)

Navigating Institutional Indifference and Institutional Indifference: Native American Studies and Nation Building.” Presentation at the annual meeting of National Association for Ethnic Studies, Philadelphia, Pennsylvania (April 2004)

**Julie Figueroa**

**2005-2006:**

**I Want To Go To College: Strategies for Making this a Reality Chicano/Latino Student MEChA Youth Leadership Conference Co-presented with Dr. Margarita Berta-Avila CSU Sacramento. November 4, 2005.**

Doing Education in Chicana/o Studies: Integrating the Margins for Effective Teaching and Learning. Accepted by Division B, Curriculum Studies for the American Education Research Association as an interactive symposium with the following colleagues who teach within Chicano Studies. Jose Moreno, California State University, Long Beach, Valerie Talavera-Bustillos, California State University, Los Angeles, and Luis Urrieta, University of California, Davis. Panel will be chaired by Tara J. Yosso, University of California, Santa Barbara and Discussant will be Marcos Pizarro, California State University, San Jose.

Latino Students at a Crossroad Co-presenter, with Prof. Margarita Berta-Avila on the historical and contemporary perspectives of Chicano Studies to Sacramento high school students.

**Timothy Fong**

“Institutionalization of the Model Minority Myth?: API Students in the CSU System.” A panel presentation at the National Association for Asian American Studies in Los Angeles, California. April 20-24. 2005.

Chair and Discussant, "Restoring Asians to American History: The Pioneering Scholarship of Him Mark Lai." A roundtable presentation at the Association for Asian American Studies in Boston, Massachusetts. March 25-28, 2004.

Rethinking Race and Ethnicity: Applications for Applied Research." An invited presentation at the Asian/Pacific Islander Youth Violence Prevention Center in Honolulu, Hawaii. June 13. 2003.

- "University-Community Partnerships and the Ethnic Studies Department at CSU Sacramento." A panel presentation at the National Conference on Race and Ethnicity (NCORE) in San Francisco, California. May 27-31 2003.
- "Exploring the Dimensions of Teaching Asian American Studies: Teaching, Scholarship, and Activism in the Academy." A roundtable presentation at the Association of Asian American Studies conference in San Francisco, California. May 8-10. 2003.
- "Revisiting Asian American Studies: Teaching, Technology, and Scholarship." A plenary session at the Pacific Regional Association for Asian American Studies conference at Cal Poly Pomona. March 21-22. 2003.
- "Asian Americans in California's Higher Education: Issues, Diversity, and Policy." A paper presented with Dr. Amy Qiaoming Liu at the Pacific Sociological Association Conference in Vancouver, British Columbia. April 18-21. 2002.
- "Asian Global Migration and Transnationalism Revisited, 16th-21 Century." A paper presented with Dr. James Sobredo at the Borders in All of Us Conference at California State University, Dominguez Hills. December 6-8. 2001.
- "Family Resiliency: The Contemporary Asian American Experience(s)." A paper presentation for the California Council on Family Relations 2nd Annual Conference in Sacramento, California. April 27-28. 2000. 'Skin Deep' Video & Group Discussion." An invited presentation and discussion facilitator for the Asian Pacific Youth Leadership Conference in Sacramento, California. April 5. 2001.
- "Winning the Race in Sport: Asian Americans in Sports." An invited presentation for the conference, "Race & Sport" at California State University, Sacramento. April 2. 2001.
- Discussant, "Leadership, Activism and Social Justice." A panel presentation at the Seventy Second Annual Pacific Sociological Association Meeting in San Francisco, California. March 29-April 1, 2001.
- "Leadership in Multicultural California." An invited presentation for the California Executive Fellows Program in Sacramento, California. October 3. 2000.
- Chair and discussant, "Oral History: An Introductory Workshop." A panel presentation at the Seventeenth National Conference of the Association for Asian American Studies in Scottsdale, Arizona. May 24-28, 2000.
- Organizer and moderator, "Capturing Multicultural Voices." A panel presentation at the Southwest Oral History Association Annual Meeting in Long Beach, California. April 28-30. 2000.
- "Planning and Implementing Community History Projects." An advanced workshop at the Southwest Oral History Association Annual Meeting in Long Beach, California. April 28-30. 2000.

*Ricky Green*

Panel Paper, Building the Bridge: "The Development of Empowering Linkages Between CSUS and the Black Community" NCORE. New York, June 2005

Symposium, Cedric Robinson's Radical Political Thought, UC Santa Barbara.  
November 2004

Panel Paper, "Creating a Holistic Academic Environment for African American Students at a Predominantly White University," National Conference on Race and Ethnicity. Miami, June 2004

Panel paper, "Cooper-Woodson College," NCORE, San Francisco. 2003

Colloquium Black History Month "Reconstructing Du Bois' Double Consciousness and Political and Cultural Stasis," February 5, 2003

Undergraduate Recruiting, NCORE, New Orleans. June 2002

Colloquium CSUS Political Theory Group "Conflicts in Democracy." April 2002

Panel Paper "Black Political Morality: Between Achievement and Resistance" National Conference of Black Political Scientists. Washington D.C. March 2000

Colloquium Black History Month "Black Political Morality: Between Achievement and Resistance." February 23, 2000

Alexandre Kimenyi

2005 "Genocide in the name of the revolution". Paper read at the 2<sup>nd</sup> International Conference on Genocide, to be published in *Autopsy of Genocide: New Paradigms, Patterns and Prognosis*. Ed. Kimenyi, Mosupyoe and Reed. Lewiston, N.Y. : The Edwin Mellen Press.

2005 "Tutsi genocide denial". UCLA. CSU Long Beach, UC Davis.

2005 "Tutsi genocide denial". UCLA. CSU Long Beach, UC Davis

2005 "Kinyarwanda tones made easy". Paper presented at the 36<sup>th</sup> Annual Conference on African Linguistics, Savannah, Georgia.

2005 "Genocide in the name of the revolution". Paper read at the 2<sup>nd</sup> International Conference on Genocide, to be published in *Autopsy of Genocide: New Paradigms, Patterns and Prognosis*. Ed. Kimenyi, Mosupyoe and Reed. Lewiston, N.Y.:The Edwin Mellen Press.

2004 "Space metaphors in Kinyarwanda". Paper presented at Harvard at the 35<sup>th</sup> Annual Conference on African Linguistics.

2003 "Body metaphors in Kinyarwanda". Paper read at Rutgers University at the 34<sup>th</sup> Annual Conference on African Linguistics.

2002 "Body metaphors in Kinyarwanda". Paper read at Rutgers University at the 34<sup>th</sup> Annual Conference on African Linguistics.

2001 "The morpheme nga in Bantu". Paper presented at UC Berkeley at the 33<sup>rd</sup> Annual Conference on African Linguistics. Posted at [www.kimenyi.com](http://www.kimenyi.com)

2000 The journey metaphor in Kinyarwanda. ACAL 31. Boston University.

2000 The perfective aspect marker and consonant mutation in Bantu. ACAL 31. Boston University. Published in the Proceedings and also at [www.kimenyi.com](http://www.kimenyi.com)

**David Leon**

Guest Speaker, McDonald's Corporation, Dublin, California. October. 2005

Chair, “Chicano Studies Programs in Academia,” “Conversations with Chicano Community College Presidents,” and “Moving Up the Administrative Ladder,” Chicano Latino Intersegmental Convocation, San Francisco. February 2005.

Guest Speaker, “The Growth of the Latino Population in the U.S. and California” and “Chicano Studies 101,” Annual Cesar Chavez Youth Leadership Conference. Spring 2003 to Present.

Panelist, “University-Community Partnerships and the Ethnic Studies Department at California State University, Sacramento,” Hawaii International Conference on Social Sciences, Honolulu, Hawaii. June 2003.

Participant, Capitol Forums, Hispanic Association for Colleges and Universities, Washington, D.C. March 2003.

David J. León and Sam Ríos. “Chicano Studies at CSU Sacramento: An Uncertain Future.” National Association for Chicana/o Studies, Portland, Oregon. May 2002.

Member, Planning Committee, CFA-Latino Caucus Founding Conference. 2002.

Participant, Capitol Forums, Hispanic Association for Colleges and Universities, Washington, D.C. March 2002.

Guest Speaker, “The Growth of the Latino Population,” Fourth Annual Nuestra Raza Latino Leadership Conference, Council for the Spanish Speaking of San Joaquin County, Stockton, California. February 2002.

Participant, “Chicano/Latino Summit Conference: The Development of a Master Plan on Education Reform,” University of California, Riverside. May 2000.

Guest Speaker, Federal Correctional Institution, Dublin, CA. October 2001.

Guest Speaker, McDonald’s Corporation, Sacramento. October 2001.

Participant, Teaching with Technology: Building an Online Environment, California State University, Sacramento. June 2001.

Guest Speaker, Spring 2001 Arts and Sciences Lecture Series, Daytona Beach Community College, Florida. April 2001.

Participant, Capitol Forums, Hispanic Association for Colleges and Universities, Washington, D.C. March 2001.

Member, Planning Committee, CFA-Latino Caucus Founding Conference. 2001

### **Wayne Maeda**

“Notice to All,” California Conference on the Internment of Japanese Americans. “Impact of WW II on Japanese American farms and farming.” California Civil Liberties Public Education Program. June 2005.

Florin JACL “Women’s Day Forum” Japanese Women’s Role: workers to Mid-wives. Fall 2004.

Moderated Forum, “Smoothing Racial Edges: A Multiracial Perspective.” Sponsored by Florin Japanese American Citizens League. May 2003.

Organized a panel, “Status and Future of the Kenjin-Kai” Funded by California Council Of Humanities and Japanese American National Library. April 2003.

Presenter, Global and Local Dimensions of Asian America: An International Conference of Asian Diaspora, sponsored by UCB Asian American Studies Dept. “Japanese Diaspora: Link and Dialogue between Diasporas and the Homeland.” May 2002.

Presenter, moderated panel, "Japanese American Farmers in the Sacramento Region: Past, Present and Future." Funded by California Council Of Humanities and Japanese American National Library. Nov. 2001.

Presenter, 50 Years of Denial: Japan and Its Wartime Responsibilities: An International Conference. "Japan's Wartime Responsibility and Japanese American Response." September 2001.

### **Gregory Mark**

#### **International**

2002 Mark, G. Y., Hishinuma, E. S., Mayeda, D. T. (2004, April). *Asian/Pacific Islander Youth Violence Prevention Center, risk and protective factor research: Violence prevalence rates by ethnicity*. Presentation at the annual regional meeting of the National Academic Centers of Excellence on Youth Violence Prevention, Centers for Disease Control and Prevention (CDC), San Juan, Puerto Rico.

2003 Mark, G. Y., & Sobredo, J. *Contemporary ethnic studies research and collaboration: Bridging theory and practice in an inner-city high school*. Presentation at the Hawai'i Social Science International Conference, Honolulu, HI. June. 2003

2002 Mark, G. Y., & Sobredo, J. *Service-learning research and scholarship: Implementing ethnic studies praxis at Hiram Johnson*. Presentation at the International Conference on Service Learning Research, Nashville, TN. October 2002.

#### **National**

2002 Mark, G. Y., Hishinuma, E. S., Le, T., Mayeda, D. T., Lai, M., Lee, P., & Kim, S. (2002, December). *Logic model development for the National Academic Centers of Excellence in Youth Violence Prevention*. Participation at the workshops for the Centers of Disease Control and Prevention (CDC), Atlanta, GA.

2001 Mayeda, D. T., Mark, G. Y., Krisberg, B., Lai, M., Tsutsumoto, T. S., Arifuku, I., Le, T., Chan, J., Hansen, M., Andrade, J. K. L., Cunanan, V. L., & LaGoy, A. (2001, December). *Asian/Pacific Islander Youth Violence Prevention Center*. Poster presentation at the annual SafeUSA Conference, Centers for Disease Control and Prevention, Atlanta, GA.

2001 Mark, G. Y., Krisberg, B., Mayeda, D. T., & Le, T. (2001, December). *Asian/Pacific Islander Youth Violence Prevention Center: Community response plan*. Presentation at the annual meeting of the National Academic Centers of Excellence in Youth Violence Comprehensive Centers, Centers for Disease Control and Prevention (CDC), Atlanta, GA.

2001 Mark, G. Y., Krisberg, B., Mayeda, D. T., & Le, T. (2001, December). *Asian/Pacific Islander Youth Violence Prevention Center: Risk and protective factor research*. Presentation at the annual meeting of the National Academic Centers of Excellence in Youth Violence Comprehensive Centers, Centers for Disease Control and Prevention (CDC), Atlanta, GA.

- 2001 Mark, G. Y., & Le, T. *Asian/Pacific Islander Youth Violence Prevention Center*. Presentation at the annual meeting of the National Academic Centers of Excellence in Youth Violence Comprehensive Centers, Centers for Disease Control and Prevention (CDC), Atlanta, GA. January 2001.
- 2004 Mark, G. Y., Hishinuma, E. S., Mayeda, D. T. *Asian/Pacific Islander Youth Violence Prevention Center, risk and protective factor research: Violence prevalence rates by ethnicity*. Presentation at the annual regional meeting of the National Academic Centers of Excellence on Youth Violence Prevention, Centers for Disease Control and Prevention (CDC), San Juan, Puerto Rico. April 2004.
- 2003 Mark, G. Y. *Asian/Pacific Islander Youth Violence Prevention Center*. Presentation at the annual meeting of the National Center for Injury Prevention and Control, Atlanta, GA. April 2003.
- 2003 Mark, G. Y. *Leadership training workshop*. Presentation with the National Asian Pacific American Legal Consortium, Sacramento, CA. June 2003.
- 2003 Mark, G. Y. *CDC Academic Centers for Excellence: Asian/Pacific Islander Youth Violence Prevention Center, University of Hawai'i at Manoa*. Invited presentation at the Columbia Center for Youth Violence Research and Prevention, New York, NY. November 2003.
- 2003 Mark, G. Y., & Sobredo, J. *Community-based research and service learning: Teaching Asian American studies and ethnic studies at Hiram Johnson High School*. Panel presentation at the annual meeting of the Association for Asian American Studies, San Francisco, CA. May 2003.
- 2003 Mark, G. Y., & Sobredo, J. *Service-learning research and the Hiram Johnson model: Implementing ethnic studies praxis at an inner-city high school*. Presentation at the National Conference on Race and Ethnicity (NCORE), San Francisco, CA. May 2003.
- 2003 Sobredo, J., & Mark, G. Y. *Service-learning and the Hiram Johnson model: Developing an ethnic studies course at an intercity high school*. Panel presentation at the 16<sup>th</sup> Annual National Conference on Race and Ethnicity (NCORE), San Francisco, CA. May-June 2003.
- 2003 Sobredo, J., & Mark, G. Y. *Service-learning: Implementing ethnic studies and praxis at the high school level*. Panel presentation at the 16<sup>th</sup> Annual National Conference on Race and Ethnicity (NCORE), San Francisco, CA. May-June 2003.
- 2002 Mark, G. Y. *Integrating practice, research and policy to address family violence and injury*. Presentation at the 10th Year Anniversary Conference of the National Centers for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Los Angeles, CA. June 2002.
2000. *Becoming American: The Honolulu Chinese Citizenship Tutorial Program*. Western Region Campus Compact, Seattle, WA, Presenter. April 2000.
2000. *The Suey Sing Boys: An Ethnographic Study*. Western Society of Criminology Conference, Kona, HI, Presenter. February 2000.

## **Boatamo Mosupyoe**

### **2005-06**

- Presenter and moderator for the conference on the Global Majority; topic: "Giving Voice to the Global Majority." This was a global conference with representatives from 17 countries, not only was my phrase chosen as a call to action but the members selected me to read the call
- Presented at the Social Action Workshop: "Educating Social Work Students to Advocate for Those They Represent" At CSUS Department of Ethnic Studies Second International Conference on Genocide participated as a presenter and my topic was "Genocide against the Khoisan People"
- Participated as a member of the planning committee in the second annual CSUS International Conference on Genocide, together with Dr Reed, Dr. Kimenyi and Ms Thomas.
- Participated in getting donations for the conference and designing and putting together the program in collaboration with Dr Reed and Ms Thomas
- Participated as a presenter at a Conference of Congress of African People, my topic was "Africa Hope or Despair."
- Participated as a member of the planning committee, reviewer of participants papers, moderator, and also delivered a welcome at the annual conference of CSUS Center for Africa Peace and Conflict Resolution

### **2004-05**

- Presented at the National Ethnic Studies 32<sup>nd</sup> Annual Conference in Philadelphia on "The Truth and Reconciliation as a Peace Movement."
- Co-presented at the Annual National Conference on Race and Ethnicity in American Higher Education in Miami, Florida, on "Developing a text from your own back yard"
- Presented at a conference for Congress of African People in Sacramento on "South Africa after Independence"

## **Annette Reed**

- "Native American Women in Advertisements "Paper Presented at the 33rd annual National Association for Ethnic Studies, Chicago, Ill. March 2005.
- The Waters Ran Red: Genocide in Northwestern California" Paper Presented at the second International Conference on Genocide at Sacramento, CA. October 2004.
- "Native American Studies: Why take courses?" July 2004.  
Presentation Summer Rez Program at California State University, Sacramento."
- California Indian Basketry Association: Native Activists" Paper Presented at the 32nd annual National Association for Ethnic Studies, Philadelphia, Penn. March 2004.

- "California Natives: Making Sense of History." November 2003.  
Presentation to Hiram Johnson High School Students at California State University, Sacramento.
- "What's in an Ethnic Studies Major?" Presentation Summer Rez Program at California State University, Sacramento. August 2003.
- "Engaged Department: Native American Studies Program." June 2003  
Presented at the 16th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE 2003). San Francisco, CA.
- "California History" Presented before the California Legislature Assembly Committee on Governmental Organization. Sacramento, CA. March 2003.
- "Religious Border Crossings: Tolowa California Native Responses" Paper Presented at the National Association for Ethnic Studies, Phoenix AZ. March 2003.
- "Ancestors and Elders: Decision-Makers Who Formed Our World" Paper Presented at the Association of American Indian/Alaska Native Professors Conference, Phoenix AZ. February 2003.
- "Our Ancestors, Ourselves and Our Future" Keynote Speaker, Native American Studies Graduation, University of California, Davis. June 2002.
- "Looking Forward and Back: Living in the Here and Now" Keynote Speaker. D-Q University, Davis California. May 2002.
- "Hate Crimes in Indian Country." Panel Presentation entitled "A Sacramento Response to Hate Crimes" at California State University, Sacramento. November 2001.
- "Placing Native Californians at the Center of Our Histories," Paper Presented at the California Indian Conference, Chaffey College, CA. October 2000.
- "Not the Last Dance: Tolowa Response to Suppression of Native Religion," Paper Presented at the American Indian Leaders: Red Power & Tribal Politics Conference, University of Kansas, KS. September 2000.

### **Sam Rios**

- Spring 2002 Power Point Presentation: Chicano Muralist of Aztlan Sacramento, NAACS National Conference, Chicago, Illinois April 2002-2006.*
- Spring 2005 Paper Presentation: Aging Latinos in 2030, at the National Association for Chicana/Chicano Studies Conference, April 13-17, 2005 Miami, Florida  
NAACS National Conference, Los Angeles, California April 01-05.
- Spring 2004 Paper Presentation: Chicano/Latino Communities in the USA. National Association for Chicana/Chicano Studies Conference, Albuquerque, New Mexico, April 12-16, 2004
- Chicano/Latino Communities Changing Identities, NAACS National Conference, Tucson, Arizona April 02 -06
- Spring 2004 Workshop CSUS Lower Division Transfer Program, 28 January, San Francisco, California.
- Spring 2003 Participant: Workshop Chicanos and the Military,

## James Sobredo

- “Contemporary Migration in Asian and Europe: Exploring Transnationalism, Multiple Linkages and Development,” sponsored by Netherlands Interdisciplinary Demographic Institute, Scalabrini Migration Center (Manila), Department of Geography (University of Nijmegen). Manila. January 2005.
- “Genocide in the Philippines: The Pattern of US Imperialism Revisited.” Presentation at the Second International Conference on Genocide. Sponsored by CSUS Ethnic Studies Department and Friends of Rwanda. California State University, Sacramento. Sacramento, CA. October 2004.
- “Implementing a Community Collaboration Project Between California State University & Inner-City Schools,” Presentation at the conference on “Community and Campus: Building Partnership for Better Practice, Research and Education.” Stavanger University College. Stavanger, Norway. August 2004.
- “Insights from an Engaged Department.” Presentation at the 8<sup>th</sup> Annual Colloquium Service Learning. Sponsored by the CSU Office of the Chancellor. Hosted by California State University, Sacramento. Sacramento, CA. February 2004.
- “Re-Examining Asian Americans as Model Minorities: A Comparison of Two California High Schools.” Presentation at “Asian Americans in K-12 and Higher Education.” Walter & Michi Wegland Lectures, California State University, Pomona. Pomona, CA. February 2004.
- “Social Stratification and An Argument for Disaggregating Categories in California High Schools.” Classroom Lecture at “Asian Americans in K-12 and Higher Education.” Walter & Michi Wegland Lectures, California State University, Pomona. Pomona, CA. February 2004.
- “Implementing Ethnic Studies at Hiram Johnson High School: Curriculum Development, Community Collaboration & Research.” Presentation at the International Conference on Civic Education Research, sponsored by the Center for the Study of Participation & Citizenship, University of Indiana. New Orleans, LA. November 2003.
- “Visioning’ Early Filipino Migration to the Americas: 16<sup>th</sup> to 18<sup>th</sup> Century.” Conference presentation (Multimedia/PowerPoint) presented at the Filipino American National Historical Society (FANHS) national conference, Loyola Mary Mount University, Los Angeles, CA. July 2003.
- “Contemporary Ethnic Studies Research & Collaboration: Bridging Theory & Practice in an Inner-City High School.” Panel Presentation (multimedia) by Ethnic Studies Department. Hawaii Social Science International Conference Honolulu, HI. June 2003.
- “Sailing the Manila Galleons: Filipino Warriors, Caracoas & the First Global Economic System, 16<sup>th</sup>-early 19<sup>th</sup> Century.” Lecture sponsored by the Hawai’ian Plantation Village Museum & the Asian/Pacific Islander Youth Violence Center, Department of Psychiatry, John Burns School of Medicine, University of Hawaii. Honolulu, HI. June 2003.
- “Service-Learning: Implementing Ethnic Studies Praxis in the High School Level.” Panel presentation by Ethnic Studies Department at the 16<sup>th</sup> Annual National

Conference (NCORE) on Race & Ethnicity in American Higher Education.  
Sponsored by the University of Oklahoma. San Francisco, CA. May 2003.

“Community-Based Research and Service Learning: Teaching Asian American Studies and Ethnic Studies at Hiram Johnson High School.” Panel presentation (multimedia) at the 2003 National Conference for the Association of Asian American Studies. San Francisco, CA. May 2003.

“Contemporary Ethnic Studies Community Research & Activism: Bridging Theory and Practice in an Inner-City School.” Multimedia/PowerPoint presentation. Columbia University, New York, NY. February-March 2003.

“Service-Learning in the CSU: A Look Back; A Look Ahead,” CSU Office of the Chancellor. Travel was fully funded. Long Beach. February 2003.

“Asian Global Migration and Transnationalism Revisited, 16<sup>th</sup>-21<sup>st</sup> Century,” Paper presented at “The Borders In Us All: Global Approaches to Three Diasporic Societies” conference, sponsored by the Center for the Study of Global Diasporas, California State University, Dominguez Hills. Papers will be published in 2005. Dominguez Hills, December 2002

“Service-Learning Research and Scholarship: Implementing Ethnic Studies Praxis at Hiram Johnson.” Workshop session presented at the 2<sup>nd</sup> Annual Service-Learning Research Conference, Vanderbilt University. Nashville, TN. October 2002.

Panel presentation at the “Engaged Department Institute.” Sponsored by the CSU Office of the Chancellor & Campus Compact. San Francisco, CA. May 2002.

### **Eric Vega**

CSUS Lecture and Book signing: Latino/a Thought by Francisco Vasquez. Organizer and Host. Publications. April 2005.

Serna Center Symposium on Latinos Seeking Political Office. Organizer and Moderator. March 12, 2004.

2<sup>nd</sup> International Conference on Genocide. CSUS. Organizing Committee and Speaker. 2004

CSUS Panel/Conference on understanding Norteno/Sureno conflicts in Sacramento schools. 2004.

Learning Community Poetry Jam. Organizer and Host. Sept 30. 2003.

CSUS Panel on Proposition 54 and the Colorblind Society, Organizer and Moderator. Sept 15. 2003

Guest Speaker for teachers at Will C. Wood Junior High School. 2003.

### **Rita Cameron Wedding**

#### Public Lectures

Press Conference: Testimony in support of the passing of Assembly Joint Resolution No. 66 which would declare

April 20 Equal Pay Day and urge the U.S. Congress to protect the fundamental right of all American women to receive equal pay for equal work. 2004

Public Testimony: “Title IX: Minorities Not Included”, Convened by the California State Assembly Select

Committee Hearings on Title IX, UCLA. October 2002.  
Presenter: SSIS Symposium- Race and Gender Issues: in the School, on the Streets and in the Courts, 2001.  
Application of Confluent and Multicultural Education, Presented at the American Educational Research Association (AERA), New Orleans, LA. 2000.

#### Panelist

*Women in Prison: Women's History Month*. CSUS, 2004  
*Proposition 54*: CSUS, 2003  
Coordinated and Moderated Student Panel: *Women of Color Moving From Margin to Center* for the Association of California Commissions for Women Conference Sacramento, CA 2002  
“*Prove It on Me Blues: Politics of Race, Gender and Sexuality as Reflected in Experiences of 1920's Blues Women*”, Presented at Year of Unity Celebration, CSUS 2001  
*Facilitating Classroom Discussions on Race*, Confluent Education Conference, UCSB, 2000  
National Women's Political Caucus of California, “Stereotypes”, 2000  
League of Women Voters, Presentation on Stereotypes, 2000  
California Faculty Association Public Hearing: Future of the CSU, *Future of Women's Studies*, 2000

#### Keynote Speaker

*Bridging the Achievement Gap for African American Students*. Will C. Wood Junior High School. Sacramento, CA March, 2004.  
*African American Families and Mental Health Services*. Turning Point Community Program, Sacramento, CA February, 2004.  
Sacramento Women Lawyers: “*Impact of Public Policy and Race on Education*,” 2001.  
Gender Equity Conference Sponsored by California Commission on Status of Women  
“*Shapers, Sorters and Selectors: Impact of Public Policy on Education*” 2001.  
Sacramento Women Take Back the Night, *Violence Against Women*, 2000.

**The following section provides samples of publications of the Ethnic Studies Department faculty with respect to authored books, edited volumes, peer-reviewed articles, book reviews, book chapters, etc.**

#### **Brian Baker**

Brian Baker, Boatamo Mosupyoe, Robert Munoz, Jr., Wayne Maeda, Eric Vega, and Gregory Mark, *Introduction to Ethnic Studies*, Kenall/Hunt. 2004.  
Brian Baker, “Introduction,” pages v-ix, *Introduction to Ethnic Studies*. 2004.  
Peer Reviewer, *American Indian Culture and Research Journal*.

### **Julie López Figueroa**

- Figueroa, J.L. & Garcia, E. (2005). Tracing Institutional Racism in Higher Education: Academic Practices of Latino Male Undergraduates. In M. Constantine and D. W. Sue, *The Effects of Institutional Racism in Higher Education Settings*.
- Figueroa, J. L. & Sánchez, P. (2004). *Technique, Art, or Cultural Practice: Ethnic Epistemology in Latino Qualitative Studies*. Letter of acceptance and final draft of the Manuscript resubmitted with revisions for the Handbook of Ethnic Studies in AltaMira Press.

### **Timothy Fong**

- Contemporary Racialization in the United States* (New Jersey: Prentice Hall, forthcoming 2008)
- The Handbook of Research Methods in Ethnic Studies*, edited by Timothy P. Fong. Walnut Creek, CA: Alta Mira Press, forthcoming 2006.
- The Contemporary Asian American Experience: Beyond the Model Minority*, 3rd Edition (New Jersey: Prentice Hall, 2006).
- The Contemporary Asian American Experience: Beyond the Model Minority*, 2<sup>nd</sup> Edition. New Jersey: Prentice Hall, 2002.
- Asian Americans: Experiences and Perspectives*, edited by Timothy P. Fong and Larry H. Shinagawa (New Jersey: Prentice Hall, 2000).
- "Epidemics, Racial Anxiety and community Formation: Chinese Americans in San Francisco." *Urban History* 30:3:401-406. 2003.
- "A New and Dynamic Community: The Case of Monterey Park, California." In Marta Lopez Garza and David Diez (eds.), *Asian and Latino Immigrants in a Restructuring Economy: The Metamorphosis of Los Angeles*," Stanford, CA: Stanford University Press, 2001, pp. 313-331
- "Teaching Sociology at Small Colleges" In Eric Godfrey (ed.), *Sociology: The Small College Experience* Washington, D.C.: The American Sociological.

### **Ricky Green**

- Voices in Black Political Thought*, Peter Lang Publishing. 2005.
- Ethnic America*, participating Editor. 2003.
- Democratic Virtue in the Trial and Death of Socrates: Resistance to Imperialism in Classical Athens*, Peter Lang Publishing. 2001.

### **Alexandre Kimenyi**

- 2005 "Kinyarwanda". *Encyclopedia of Language and Linguistics*, 2<sup>nd</sup> Edition. Oxford, Elsevier.
- 2005 "Language, names and religious beliefs". *Encyclopedia of and Linguistics*, 2<sup>nd</sup> Edition. Oxford, Elsevier.

- 2005 “Genocide in the name of the revolution”. Paper read at the 2<sup>nd</sup> International Conference on Genocide, to be published in *Autopsy of Genocide: New Paradigms, Patterns and Prognosis*. Ed. Kimenyi, Mosupyo and Reed. Lewiston, N.Y. : The Edwin Mellen Press.
- 2005 “Tutsi genocide denial”. UCLA. CSU Long Beach, UC Davis.
- 2004 “Urancira iki wo gacwa we?” in UMUSESO and [www.kimenyi.com](http://www.kimenyi.com)
- 2000 “Space metaphors in Kinyarwanda”. Paper presented at Harvard at the 35<sup>th</sup> Annual Conference on African Linguistics.
- 2004 “Kinyarwanda Morphology”. in *Morphologie*. Mouton de Gruyter.
- 2004 “isabukuru ya cumi yo kwibuka itsembabwoko ry’abatutsi”. in UMUSESO and [www.kimenyi.com](http://www.kimenyi.com)
- 2004 “Umwaka Mushya Muhire wa 2005”. [www.kimenyi.com](http://www.kimenyi.com)
- 2003 “The genesis of ethnic identity and collective identity.” in Cameron, Mark and Vega and [www.kimenyi.com](http://www.kimenyi.com)
- 2003 “Umwaka mushya muhire:” in UMUSESO and [www.newswanda.org](http://www.newswanda.org)
- 2003 “Body metaphors in Kinyarwanda”. Presented at Rutgers University at the 34<sup>th</sup> Annual Conference on African Linguistics.
- 2003 “Imbanzirizamushinga w’itegeko-nshinga”. UKURI&UMUSESO and [www.newrwanda.org](http://www.newrwanda.org)
- 2003 “Amatora mu Rwanda”. UMUSESO. [www.newrwanda.org](http://www.newrwanda.org)
- 2003 “Icyumanamo cya cyenda”. UMUSESO and [www.newrwanda.org](http://www.newrwanda.org)
- 2002 A Tonal Grammar of Kinvarwanda: An Autogementaland Metrical Analysis.
- 2002 “Umwaka Mushya wa 2003”. UKURI and UMUSESO
- 2002 “Abanyarwanda bangana iki?” UKURI and [www.kimenyi.com](http://www.kimenyi.com)
- 2002 “Kigali ntiyari ikwiye kuryamira indi mijyi.” UKURI, U Rwanda Rwacu and [www.kimenyi.com](http://www.kimenyi.com)
- 2001 “The morpheme nga in Bantu”. Paper presented at UC Berkeley at the 33<sup>rd</sup> Annual Conference on African Linguistics. Posted at [www.kimenyi.com](http://www.kimenyi.com)
- 2001 Igikuyu. [www.kimenyi.com](http://www.kimenyi.com)
- 2001 Ikiluba. [www.kimenyi.com](http://www.kimenyi.com)
- 2000 Umuco karanda. Ukuri. Kigali, Rwanda. [www.kimenyi.com](http://www.kimenyi.com)
- 2000 The journey metaphor in Kinyarwanda. ACAL 31. Boston University.
- 2000 The perfective aspect marker and consonant mutation in Bantu. ACAL 31. Boston University. Published in the Proceedings and also at [www.kimenyi.com](http://www.kimenyi.com)
- 2000 Anatomy of Genocide: State-Sponsored Mass-Killings in the 20<sup>th</sup> Century. Lewiston, New York: The Edwin Mellen Press. (co-edited with Otis Scott)

## David Leon

### **Books/Monograph**

- 2004 David J. León, Editor. *Lessons in Leadership: Executive Leadership Programs for Advancing Diversity in Higher Education*. Oxford: Elsevier.
- In Progress. David J. León, Editor. *Latinos in Hawaii*. Honolulu: University of Hawaii Press.
- 2003 David J. León, Editor. *Latinos in Higher Education*. Oxford: Elsevier.

## **Articles and Chapters**

- 2005 David J. León, "Why Leadership Programs Matter." In D.J. León (ed), *Lessons in Leadership. Executive Leadership Programs for Advancing Diversity in Higher Education*. Oxford: Elsevier.
- 2005 David J. León and Thomas Martinez, "Evolving a Leap for Latinos: Lessons Learned." In D.J. León (ed), *Lessons in Leadership. Executive Leadership Programs for Advancing Diversity in Higher Education*. Oxford: Elsevier.
- 2005 David J. León, "Final Thoughts: The Cultivation of Promise." In D.J. León (ed), *Lessons in Leadership. Executive Leadership Programs for Advancing Diversity in Higher Education*. Oxford: Elsevier.
- 2003 David J. León. "Introduction". In D.J. León (ed), *Latinos in Higher Education*. Oxford: Elsevier.
- 2003 David J. León. "Faculty Mentoring Faculty: Pass the Torch, Please." In D.J. León (ed), *Latinos in Higher Education*. Oxford: Elsevier.
- 2003 David J. León. "Building a LEAP for Latinos in Higher Education." In D.J. León (ed), *Latinos in Higher Education*. Oxford: Elsevier.
- 2003 "Review: Faculty of Color in Academia," by Caroline Sotello, et al., *NEA Higher Education Journal* 19: 133-135.
- 2001 David J. León. "Manuel M. Corella: The Broken Trajectory of the First Hispanic Student and Teacher at the University of California." *Aztlan: A Journal of Chicano Studies*. 26: 171-179.
- 2000 David J. León. "Accreditation for Chicana/o La Raza/ Latina/o Studies programs in California: A Point of Departure and Student Outcome Assessment." *Chicana/o Studies Paradigms: A Journal of Alternative Voices* I: 99-106.
- 2000 David J. León and Sam Ríos. "Chicana/o Studies Program History at Sacramento State University: An Uncertain Future." *Chicana/o Studies Paradigms: A Journal of Alternative Voices* I: 135-146.

## **Wayne Maeda**

- Ethnic America*. Wayne Maeda and Eric Vega. eds Kendall-Hunt (Spring 2006).
- Introduction to Ethnic Studies*. eds. Wayne Maeda. Kendall-Hunt. Fall 2004.
- "Harvesting the Suburban Landscape: Japanese Gardeners in Sacramento." *Plant, Preserve, Protect: The Cultivation of Professional Gardener's Federation of Northern California*. September 2004.
- "Ties That Bind or Ties That Blind: Crossing Historically Forbidden Borders of Race." *Ethnic America*. Kendall-Hunt. Fall 2003.
- "Ties That Bind or Ties That Blind: Exploring the role of intermarriage between Latinos and Asians in the making and transformation of Silicon Valley." *Ties That Bind: Exploring the Role of Intermarriage between Latinos and Asians in the Making and Transformation of Silicon Valley*. Movimiento de Arte y Cultura Latino Americana, San Jose. October. 2002.
- Gender Equity Expert Panel. *Exemplary & Promising Gender Equity Programs, 2000*. (U.S. Department of Education: ED Pubs, Jessup, MD 20794-1398) 2001.

*Changing Dreams and Treasured Memories: A Story of Japanese Americans in the Sacramento Region.* Sacramento: Sacramento JACL, 2000.

## **Gregory Mark**

### **Referred Journal articles**

- 2006 Mark, G.Y., Revilla, L.A., Tsutsumoto, T., & Mayeda, D.T. (2006). Youth Violence and Prevention Among Asian American and Pacific Islander Youth. In N.Guerra & E. Smith (Eds.) *Preventing Youth Violence in a Multicultural World*, 127-147.
- 2005 Mark, G.Y., Home Away from Home: Photographs from the On Char Collection. In F. Stewart, K. Geernant, C. Zeping (Eds.) *Blood Ties*, 98-102.
- 2005 Hishinuma, E.S., Johnson, R.C., Kim, S. P., Nishimura, S.T., Makini, Jr., G.K. Andrade, N.N., Yates, A., Goebert, D.A., Mark, G.Y., Mayeda, D.T., & Revilla, L.A. (2005). Prevalence and correlates of misconduct among ethnically diverse adolescents or Native Hawaiian/part-Hawaiian and non-Hawaiian ancestry. *International Journal of Social Psychiatry*, 51(3), 242-258.
- 2005 Mayeda, D.T., Okamoto, S.K., & Mark, G.Y. (2005). Adapting Culture in a Colonial and Capitalized World: Role Strain and Acculturation in Hawaiian and Samoan families. *Journal of Poverty*, 9(1), 105-120.
- 2001 Lum, W.T. & Mark, G.Y. (2001). Poems & Family Portraits. In R. Leong (ed) *Amerasia Journal*, Los Angeles, CA, 51-61.

### **Edited Volumes**

- 2004 Baker, B., Mosupyoe, B., Munoz, R. Maeda, W., Vega, E., & Mark, G. (Eds.), *Introduction to Ethnic Studies*. Dubuque, IA: Kendall-Hunt Publishers.
- 2003 Cameron Wedding, R., Vega, E., & Mark, G.Y., *Ethnic America: Readings in Race, Class, and Gender*. Dubuque, IA: Kendall-Hunt Publishers.

### **Book Chapters**

- 2004 Sobredo, J., Revilla, L. & Mark, G. Ethnic Studies Community Collaboration and  
2005 Activism: Bridging Theory and Practice. In B. Baker, B. Mosupyoe, R. Munoz, Jr., W. Maeda, E. Vega, & G. Mark (Eds.), *Introduction to Ethnic Studies*. Dubuque, IA: Kendall-Hunt.

### **Boatamo Mosupyoe**

#### **2005-06:**

Co-editing a book on Pan African Studies with Dr. Mogobe Ramose, Head of Philosophy Department at the University of South Africa, to be published by Kendall/Hunt Publishing

Company (expected date of publication January 2006)  
Continuing with writing the second edition of:  
*Mediation of Patriarchy and Sexism by Women in South Africa*  
Revising with Professor Julia Figueroa, *Introduction to Ethnic Studies*,  
expected date of release January 2006.

#### **2004-05**

Co-edited an Ethnic 11 anthology, *Introduction to Ethnic Studies*, published by  
Kendall/Hunt Publishing Company, 2004  
Published "Introduction" to the section of Race, Class, and Gender in *Introduction to Ethnic Studies*,  
published by Kendall/Hunt Publishing Company, 2004  
Published "The Intersection of Race, Class and Gender" in *Introduction to Ethnic Studies*,  
published by Kendall/Hunt Publishing Company, 2004  
Continuing with writing the second edition of my book:  
*Mediation of Patriarchy and Sexism by Women in South Africa*.

#### **Annette Reed**

Forthcoming: "Native American Women: A Historical Overview." In *Women's History*  
in the 2005. United States, Edited by Vicki Ruiz.  
Fall 2005. "Delfina Cuero." In *Latinas in the United States: An*  
*Historical Encyclopedia*. Edited by Virginia Sanchez Korrol and Vicki L.  
Ruiz. Indiana University Press.  
November 2004. "Native American Religious Movements: The Indian Shaker  
Church." In *American Indian Religious Traditions: An Encyclopedia*.  
ABC-Clio Inc. Publications.  
Fall 2004. "Toypurina." In *Latinas in the United States: An*  
*Historical Encyclopedia*. Edited by Virginia Sanchez Korrol and Vicki L.  
Ruiz. Indiana University Press.  
Fall 2003. Participating Editor. *Ethnic America*. Edited by Rita  
Cameron Wedding, Eric Vega and Gregory Yee Mark. Dubuque: Kendall/Hunt  
Publishing, Company, 2003.  
February 2000. "Native American Women: A Selected Bibliography." In  
*Unequal Sisters: A Multicultural Reader in U.S. Women's History*, 3rd ed.  
Vicki Ruiz and Ellen Carol Dubois, eds. New York: Routledge.

#### **Sam Rios**

Spring 2004 Publication: *Flash Flood*, RCAF, Sol, Tierra y Luna, published in *Voices of*  
*the New Sun Cantos y Cuentos by Escritores Del Nuevo Sol*, Aztlan Cultural 2004;  
Sacramento, California.

### **James Sobredo**

“Asian Global Migration and Transnationalism Revisited, 16<sup>th</sup>- 21<sup>st</sup> Century,” with Timothy Fong, in *The Borders in Us All: Global Approaches to Three Diasporic Societies*, edited by William A. Little, et al (Northridge, CA: New World African Press, 2005).

"Ethnic Studies Community Collaboration & Activism: Bridging Theory and Practice" (with Linda Revilla & Gregory Yee Mark) in *Introduction to Ethnic Studies*, Brian Baker, Boatamo Mosupyoe, Robert Munoz, Wayne Maeda, Gregory Mark, and Eric Vega (eds.) (Dubuque, Iowa: Kendall/Hunt Publishing Company. 2004.

"Filipino American Vision and Telling the 'Untold Triumph'" in *History, Heroes, and Untold Triumph: Filipino Americans and World War II*, Linda Revilla, ed. (Honolulu, HI, a Viewer's Guide to the film "Untold Triumph," shown at the 2003 Honolulu International Film Festival, 2003). This project is funded by the Hawaii Council for the Humanities, a state-branch of the National Endowment for the Humanities.

*Studies in Pacific History*, with Dennis O. Flynn & Arturo Giraldez (eds.) Brookfield, VT: Ashgate Publishing Company, 2002. The book includes an introductory article, "In Search of Periodization for Pacific History: An Introduction," that I also co-authored with Flynn and Giraldez.

"Stopping the 'Third Asiatic Invasion': the 1934 Tydings-McDuffie Act and Filipino Exclusion," in *Studies in Pacific History*, 2002.

"Filipino American Lives: A Multi-Colored Fabric" (Book's Introduction) and "Two Brothers" (article) in *Seven Card Stud with Seven Manangs Wild: An Anthology of Filipino-American Writings* (Helen Toribio, ed.) (Berkeley: Ti'Boli, 2002--a project of the Filipino American National Historical Society, East Bay Chapter, with funding from the Berkeley Arts Commission).

*European Entry into the Pacific: Spain and the Acapulco-Manila Galleons* (with Dennis Flynn and Arturo Giraldez, eds.) (Brookfield, VT: Ashgate Publishing Company, 2001). Contains an "Introduction" that I co-authored with Flynn & Giraldez.

### **Eric Vega**

2004/2005. Revised Department Text: Introduction to Ethnic Studies. 2006. Publishing 2<sup>nd</sup> Edition of Department Text: Ethnic America: Readings in Race, Class and Gender. Kendall Hunt Publishers.

### **Rita Cameron Wedding**

*Institutions, Individuals and Ideologies: Feminist Perspective in Gender, Race and Class*, Rita Cameron Wedding & Michelle Madison's. Kendall Hunt Publishers, May, 2004.

Ethnic America: Readings in Race, Class and Gender Co-Editors, Rita Cameron Wedding, Eric Vega, and Greg Mark, Kendall Hunt Publishers, May. 2003.

*Colorblindness: Challenging the Discourse of Contemporary U.S.*, Rita Cameron Wedding, in Ethnic America: Readings in Race, Class and Gender, Kendall Hunt Publishers, May. 2003.

The members of the Ethnic Studies faculty have met the Department's expectations for scholarly/creative activities. In addition to being involved in research, publishing, organizing and attending conferences, the faculty are also writing grant proposals to fund their respective research and other projects and programs. For the last five years, these grants and gifts have exceeded 2.2 million dollars. The Department has established a strong culture for supporting research; frequently senior faculty meets with a junior faculty member to mentor and support their research and teaching agendas.

**3) Analyze the extent to which faculty meet the Department's expectations for scholarly creative activities. Identify issues in need of improvement and describe action plans.**

The Department does not have any major problems in this area. The only problem is the limited financial support for attending conferences and lack of research assistants. The faculty could perform better in this area if additional funding was available. The College of Social Science and Interdisciplinary Studies has progressively provided more support for faculty development. In the future, we look forward to additional support particularly for travel and research assistants.

**E. Faculty Service to the University and Community**

**1) Describe faculty involvement in service to the University and the Community in the last six years.**

Service to the University and the community is one of the four responsibilities of the Department's faculty and one of the criteria in our RTP decisions (15%). Probationary faculty members are always reminded in their annual evaluation to serve on University committees and to be involved in community services. Below is a list highlighting faculty involvement in both service to the University and the community.

All faculty members in the Department have served on various committees either at the Department, College and/or University level. See below for a list of the various committees that each member of the Department has served on.

**Service to the University**

**Brian Baker**

College Curriculum Committee, College of Social Sciences and Interdisciplinary Studies.  
Fall 2005-Present.

Canada Exchange Selection Committee, Office of Global Education. Fall 2005-Present.

Anthropology Program Review Committee. Fall 2005-Present.

Anthropology Program Review Committee Fall 2005-Present.

Faculty Mentor, Faculty Student Mentor Program. Spring 2003-Spring 2004.

Gerontology Program Review Committee. Fall 2003-Spring 2004.

Hiram Johnson Service Learning Committee. Fall 2003-Fall 2004.

Curriculum Committee, Department of Ethnic Studies. Fall 2002-Present.  
Rumsey Rancheria Scholarship Committee, Department of Ethnic Studies. Fall 2002-Present.  
Faculty Member, ENIT-Ensuring Native Indian Traditions, Sacramento State University. Fall 2002-Present.

### **Julie Lopez Figueroa**

#### **Department Level activity**

##### **2005-2006:**

Attended Reflection session for the Hiram Johnson and Will C. Wood Tutorial Program March 7, 2005.  
Attended Reflection sessions for the Hiram Johnson and Will C. Wood Tutorial Program May 10 and May 11, 2005.  
Continue to serve as a Committee Member serving on the Coordinating Committee for the Bridge Project.  
Continue to serve as the Fieldtrip Coordinator for the Bridge Project: Hiram Johnson High School, Will C. Wood Middle School, and Nicholas Elementary School. Seven fieldtrips will take place this academic school year between parent and student.  
Co-Editing Anthology for Ethnic Studies 11 with Prof. Boatamo Mosupyoe.  
Continue to serve as member of the Ethnic Studies 11 Work Group Committee.  
Continue to serve as member of the Ethnic Studies 100 Work Group Committee.

#### **College Level Activity**

##### **2005-2006:**

Reader for the Fall Commencement 2005.  
Participated in Graduation Ceremony Spring 2005.

#### **University Level Activity**

##### **2005-2006:**

Panelist for the New Faculty Orientation hosted by the Center for Teaching and Learning  
Volunteered to meet with CAMP students to discuss academic strategies for succeeding at CSU, Sacramento.

#### **Other Activities**

##### **2005-2006:**

Continuing my participation with the California Higher Education Equity Working Group. The UC Committee on Latino Research will contribute a rigorous assessment and identification of best practices and public policies that facilitate the retention of underrepresented undergraduate students. Co-sponsors of this proposal also note that Africans Americans and Latinos are also significantly underrepresented among successful graduates from undergraduate programs of the California State University system and among the population of community college transfers to four-year colleges and universities.

## **Timothy Fong**

### **2000-present**

Steering Committee Member, NCAA Certification Committee/Chair, NCAA Certification Gender, Minority, and Student Welfare Sub-Committee. 2005-2006.  
Member, Ethnic Studies Representative to the Faculty Senate. 2004-present.  
“What Has Brown Done For You?” A panel presentation for An Interdisciplinary, Multicultural Reflection on the 50 Year Legacy of Brown vs. Board of Education at California State University, Sacramento. February 10. 2004.  
Member, College of Social Sciences and Interdisciplinary Studies Secondary Review Committee, 2003-2004.  
Chair, Single Subject Matter Faculty Advisory Committee, 2003-2005.  
Member, Single Subject Matter Administrative Committee, 2003-2005.  
“Immigration and the American Mosaic.” A lecture for the Freshman Orientation at California State University, Sacramento, May 3, 2003.  
Member, Search Committee for the tenure-track Chicano Studies position in the Ethnic Studies Department, 2003.  
Member, General Education Course Review Subcommittee, 2002-2003.  
Chair, Ethnic Studies Department Curriculum Committee, 2002-present.  
Member, Ethnic Studies Department Personnel Committee, 2002-present.  
Member, Council for the Preparation of School Personnel, 2002-present.  
Chair, Social Science Program Advisory Committee, 2002-present.  
“The Pedagogy of Tolerance in the Multicultural Classroom.” A panel presentation for the Writers and Thinkers Symposium at California State University, Sacramento, May 3, 2001. “The Discourse of Tolerance, Difference and ‘Other’: Examining the Sign Called Unity.” A presentation for the California State University, Sacramento Year of Unity, March 21, 2001.  
Organizer and presenter, “Year of Unity Reception for Dr. Bernice Bass de Martinez”. October 25, 2000.  
Represented President Gerth and California State University, Sacramento at the Inauguration Ceremony of Sister Rosemarie Nassif at Holy Names College, March 31, 2000.  
Organizer and co-Chair, Asian Pacific Islander Faculty and Staff Association, 1999-present.

## **Ricky Green**

CSUS Faculty Senate. 2000-2004.  
SIS Outstanding Service Committee. 2003-present.  
Ethnic Studies Curriculum Committee. 2003-present.  
CSUS Equity Programs Committee. 2003-2004.  
Director, Pan African Studies, CSU Sacramento. 2003-2004.  
Director, Cooper Woodson College Enhancement Program, CSU, Sacramento. 2003-2004.  
Social Services Program Review Committee. 2003.  
Faculty Merit Increase Committee. 2002.  
Faculty Policies Committee. 2001-2002.

Reading and Writing Sub-Committee. 2001.  
Faculty Mentor: Cooper Woodson College, CSU Sacramento. 1998-present.

### **Alexandre Kimenyi**

2003 to present. Chair of Department ARTP Committee.  
2005-present. Department Curriculum Committee  
1998-2002. Department Curriculum Committee.  
1998-2002. College of SISS Curriculum Committee.  
1998-2002. College of SISS Council Committee.

### **David Leon**

2002-2004. University Committee on Intergroup Relations,  
2002-2003. Vice-Chair, Ethnic Studies Department, California State University,  
Sacramento  
2003-present. Founding Director, The Serna Center, California State University,  
Sacramento  
Academic Senator Representative, Search Committee for Library Dean. 2001.  
2000-present. Director, Chicano Studies Program, California State University,  
Sacramento  
2000-present. Member, California State University Chicano Latino Advisory Committee  
2000-present. Dept Personnel Committee,  
2000-2002. Member, Advisory Committee – CSU Executive Fellows Program

### **Gregory Mark**

CSUS Hong Kong, Alumni Liaison, 2005- present.  
Outstanding Teaching Award Committee, College of SSIS, California State University,  
Sacramento. 2003-present  
Faculty Council, College SSIS, California State University, Sacramento. 2002-2003.  
Chair and Professor, Department of Ethnic Studies, California State University,  
Sacramento. 2001-present

### **Boatamo Mosupyoe**

Board member of Cooper-Woodson Enhancement Program  
Performed regular duties and sometimes asked to perform special assignments  
Worked with Dr. Scott and Dr. Clark to revise the Bylaws of the program  
Work on a confidential committee to review the daily operation of the program and suggest change.  
Was invited by the Dean to serve on a committee with Dr. August and Dr. Cowles  
Serve as a mentor to students in Cooper Woodson Enhancement Program

### **Annette Reed**

2000-2005. Director of Native American Studies Program

2005/2006. Wrote \$350,000 grant proposal-funded for Native American Studies.  
 2001-Present. Member of the College of Social Science and Interdisciplinary Studies Curriculum Committee  
 2001-Present. Member of the Social Science Advisory Committee  
 1999-Present. Member of the Departmental Curriculum Committee  
 2001-2004. Total raised for the University/Department/Program \$70,000 Rumsey California Indian Scholarship in conjunction with SSIS Development Officer Debbie Wilson - Creation of an Endowed Scholarship Fund - Funding for the 16th Annual California Indian Conference and Gathering. 2001.  
 Fall 2002. Member of the Ethnic Studies/Chicano Studies Search Committee  
 Summer 2002-2005. Welcome and Presentation of Ethnic Studies and Native American Studies for the Summer Rez Program, CSUS - Held each summer.  
 Creation of the Rumsey California Indian Scholarship in conjunction with SSIS Development Officer Debbie Wilson – Donation \$5,000.  
 Winter 2001-Present. Webmaster - Native American Studies Program - Creation and updating of a web site for the Native American Studies Program.  
 Fall 2000-Present. Advisor to Student Group - Inter-Tribal Student Alliance (ITSA)  
 Spring 1999-Present. Department of Ethnic Studies - California State University, Sacramento - Curriculum Committee Member  
 Spring 2000. Reviewed Proposals for the Pedagogy Enhancement

### **Sam Rios**

Professor Sam Rios Jr. is in his fourth year of the CSUS FERP Program. He is the acting Program Director for Chicano Studies for fall 2005. He serves on the Ethnic Studies ARTP Committee and the ETHN11 and 100 faculty resources committee.

### **James Sobredo**

Chair, Faculty Council. College of Social Sciences & Interdisciplinary Studies, 2005-2006.  
 Member, Chair, Faculty Council. College of Social Sciences & Interdisciplinary Studies, 2002-2003.

### **Rita Cameron Wedding**

Wrote Program Review. 2003.  
 Developed ARTP Document. 2002.  
 Faculty Advisor in the Academic Advising Office. 2000.  
 SSIS Curriculum Committee 1999-2001.  
 Senate appointment to the Multicultural Advisory Board  
 Participant, Leadership/Management Development Program  
 Role of the Supervisor and Team Building. 2001.  
 ARTP Committee for Ethnic Studies. 2001.  
 Affirmative Action Representative for Ethnic Studies. 2000-2001.  
 Reader, SSIS Commencement Ceremonies. 1999-2002.

Organized Guest Lecture: Wan Hua Ma, Women in China, 2000.

### **Service to the community**

The faculty are extremely active in a number of community services, as listed below.

#### **Brian Baker**

Oversight Committee, Hiram Johnson High School/Dept. of Ethnic Studies Partnership,  
Department of Ethnic Studies. Fall 2004.

#### **Julie Lopez Figueroa**

Hurricane Relief Volunteer  
California Wave of Compassion  
The State of Louisiana, Capitol City Chevrolet and Calvary Christian Center, September  
2005  
Serving as a Mentor on the Alumni Online Mentoring Program through the Latino  
Alumni Network (LAN) which is a chapter in the UC Santa Cruz Alumni  
Association.

#### **Timothy Fong**

Member, KVIE Community Advisory Committee, 2002-present.  
Leadership - 2002-present.  
Board Member, Asian Resources, Inc. 2000-present.  
Education Committee Chair, Council of Asian Pacific Islanders Together for Advocacy  
and Leadership (1999-present).

#### **Ricky Green**

Member H-Net Afro Am Discussion Group  
Given lectures in political science and ethnic studies at two Sacramento area high schools  
Currently working with a community member in designing a grant for local education  
program

#### **Alexandre Kimenyi**

2000-present. consultant for Taalstudio (a Dutch organization helping African refugees)  
2000-present. Kinyarwanda examiner for Yale University  
2000-present. President of AMAHORO-People's Congress.  
1998-present. FOR A Board of Directors.  
1996-present. Moderator of IBUKA-L internet discussion group.  
1996-present. Moderator of Genocide-and-Holocaust internet discussion group.  
1980-present . NSF reviewer for linguistic grants

## **Gregory Mark**

- Invited member “Blue Ribbon Commission” for Sacramento City Unified School District. (Sacramento, CA). 2006.
- Consultant for “The Curse of Kwan Kung”, create viewer’s guide and organize the national screenings 2005-present.
- Consultant for the documentary, Asian Americans in Law Enforcement. 2004-present.
- Classroom volunteer, Didion Elementary school (Sacramento, CA) 2004- present.
- Founder & faculty lead, Hiram Johnson High School, Will C. Wood Middle School, & Nicholas Elementary School and CSUS Ethnic Studies partnership & service learning projects. (Sacramento, CA). 2001-present.
- Oversite Committee member, Ethnic Studies partnership & service-learning projects. (Sacramento, CA). 2002-present.
- Organized National film premiere of “Untold Triumph,” a made for PBS documentary at CSUS Student Union (Main Ballroom) and reception for filmmakers, Filipino American Veterans & CSUS administrators. (Sacramento, CA). 2002.
- Consultant to independent film maker Loni Ding, Center for Educational Media for public television documentary series on Asian Americans. 1992-present.
- Board of Directors, Chinese Community Action Coalition, An Advocacy Organization, Honolulu, Hawai’i. 1986-present.

## **Wayne Maeda**

- Appointed to California Community Colleges and California Department of Education Statewide Joint Advisor Committee addressing the needs of Special Populations (single parents, individuals from disadvantage families, displaced homemakers, disabilities, limited English proficient, and those preparing for nontraditional training and careers). 2002-2005.
- Historical Consultant for documentary “From a Silk Coon” Satsuki Ina, Producer. 2002 to 2005.
- Historical Consultant for documentary “Forced Out.” KVIE Production, Sacramento. 2003
- Appointed a member of "National Expert Panel on Gender Equity" sponsored by the U.S. Department of Education, Offices of Education Research and Improvement (OERI) and Elementary and Secondary Education (OESE) to review and recommend promising and exemplary products, materials, programs, and practices in gender equity to the Secretary of Education. April 1996 to 2002.
- Consultant. Movimiento de Arte y Cultura Latino Americana in San Jose. (exploring intermarriages between Latinos and Asians). 2001 to 2002.
- Historical Consultant for photo exhibit, *The “Enemy Alien” Files: Hidden Stories of World War II*, sponsored by the National Japanese American Historical Society, American Italian Historical Assn., Western Regional Chapter German American Cultural Center and Japanese Peruvian Oral History Project. 2001.
- Historical Consultant for documentary- “Forsaken Fields.” KVIE Production, Sacramento 2000.

### **Boatamo Mosupyoe**

Served as a moderator for a Town Meeting on Domestic Violence in the African Community  
Participated in California Cultural and Historical Endowment (CCHE) grant review  
process.

Attend monthly meetings of the Congress of African People

### **Annette Reed**

2000-Present Committee – Summer Rez Program – Native American high school  
motivation program

2002-Present Served as Chair of Ph.D. exams for graduate student at the University of  
California Davis. Currently serving since 2002 on two graduate student  
Ph.D. committees at UCD.

June 2005 Emcee, University of California, Davis. Native American Studies  
Commencements

June 2003 Emcee, University of California, Davis. Native American Studies  
Commencements

June 2002 Emcee, University of California, Davis. Native American Studies  
Commencements

June 2002 Keynote Speaker – Graduation DQU Tribal College

June 2001 Master of Ceremonies, University of California, Davis. Native American  
Studies Commencements

Spring 2000-present Advisory Committee Member for the NEH grant to develop a  
Pacific regional Humanities Center at the University of California, Davis

Fall 2000. Co-Conference Coordinator - 16th Annual California Indian Conference and  
Gathering, October 11-13, 2001, CSUS.

### **Sam Rios**

2000-2005 Member: La Raza Galaria Posada Ar&Bookstore

Member: Royal Chicano Air Force.

Member: Escritores Del Nuevo Sol.

Member: Adjunct Faculty, Sacramento City College.

### **James Sobredo**

Lifetime member, Stockton and Berkeley chapters of the Filipino American National  
Historical Society (FANSH). I also attend and present at events sponsored by the  
Sacramento FANHS chapter.

Invited Speaker, California Legislature, by Assembly Member Jerome E. Horton, to  
testify on behalf of his bill AB2512 (to teach (at K-12<sup>th</sup> grade level) the history of  
Filipino Americans who fought in World War II). May 2004.

Introduced Keynote Speaker, Mayor Christopher Cabaldon (West Sacramento) at the  
Aklan Association of Sacramento & Vicinity, Induction of Officers. Sacramento,  
CA. November 2004.

Graduation Ceremony Speaker/Participant. CSUS Hmong University Student Association, annual community graduation celebration & ceremony. With Dr. Timothy Fong (Dir. Asian American Studies & Social Sciences), I spoke on behalf of Ethnic Studies Department & Asian American Studies Program and emphasized our close working relation/commitment to CSUS students. Called on graduates & handed out graduate awards/certificates. Sacramento, CA. May 2003.

“Unjust and Just Wars: Comparing the Philippine-American War & World War II.” Public Lecture & multimedia/PowerPoint presentation for Chi-Rho-Omicron (XPO) Filipino-American Fraternity & Samahang Pilipino (CSUS Filipino-American Student Organization). University Union, CSUS. April 2003.

### **Symposium Presenter**

Helped organize film premier of “Untold Triumph,” a made-for PBS documentary (national broadcast scheduled for 10 May 2005). Private reception for filmmakers/producers, Filipino American veterans & CSUS Administrators. Wrote the “speaking notes” for President Donald Gerth. Event was attended by an audience of more than 700 community members, coming from Sacramento-Davis metropolitan area, Stockton & the Central Valley, Fairfield/Suisun, & the San Francisco Bay Area. CSUS Student Union (Main Ballroom). November 2002.

Inauguration of Stockton’s downtown “Little Manila” District as a Historical Landmark. Sponsored by the Filipino American National Historical Society (FANHS-Stockton Chapter) & the Little Manila Foundation. Stockton, CA. October 2002.

Public reading of “Filipino American Lives: A Multicolored Fabric.” Filipino American National Historical Society (FANHS-East Bay Chapter). San Francisco Public Library, San Francisco, CA. October 2002.

### **Rita Cameron Wedding**

1<sup>st</sup> Vice Chair, California Commission on the Status of Women. 2002-2004.

Team in Training Marathon Team: Fundraiser for Leukemia Lymphoma Society, 2002, 2003, 2004.

Hosted meeting between university administrators from Cote d’Ivoire (Members of the Institutional Management and Leadership Development Project) and the California Commission on the Status of Women. 2002.

Chair, Women’s Advisory Board for New York Life Insurance Company 1999-2001.

*Conducts Multicultural Training for Women’s Escaping a Violent Environment*

*(WEAVE), and U.C. Davis Child Welfare Academy, 1999-2003 Interviewed by*

*Capitol Weekly, Topic: Race and Gendered Social Arrangements in Schools. 2000.*

Interviewed by Fox News, Topic: “Gender Roles”, Aired in 2000.

Presenter: CFA Public Hearing on the Future of the California State University. 2000.

**2) Analyze the extent to which the faculties meet the department’s expectations from service. Identify issues in need of improvement and describe action plans.**

The Department of Ethnic Studies is extremely proud of our involvement in service. In the University, our faculty has been involved in all levels; however, the vast majority of our faculty has been deeply involved with our “unique” projects at the Department level.

The faculty and the Department, which includes students and staff, have utilized the University’s commitment and the founding principles of Ethnic Studies to merge an outstanding agenda of service to the community. Many of our faculty has been involved for years and even decades with the local, national, and international communities. We serve on boards, serve in leadership positions, speak at schools, participate in public forums, and are frequently utilized for our expertise in different areas. In addition, as a Department, we have created a unique network of ten service-learning projects at three local public schools. This project was created in 2002 and has served approximately 5,000 public school students, served and worked with 600 parents, and involved approximately 300 CSUS students.

The Ethnic Studies Department is an “engaged department” and we only need to continue to strengthen our good work.

**V. Governance Process at the Program, College and University Levels**

**A. Describe faculty involvement in planning, developing, and implementing department policies**

The planning and development of Department policies takes place at the bi-monthly faculty meetings. At these meetings, all faculty members participate and decide on the division of labor and assignment of tasks for the essential business of the Department. The Department also utilizes a committee process for internal decisions making. The active standing committees are Curriculum and ARTP. In addition, the Department has an ad hoc Community Service Committee.

Recently, Ethnic Studies has developed a pilot interdisciplinary Master’s degree program. To supervise this program, the Department has designated a coordinator who receives one-course release time for the academic year. The coordinator reports to the Department chair and makes regular reports to the faculty.

Ethnic Studies plans its curriculum in conjunction with the faculty. Faculty develop proposals to create new courses and the Curriculum Committee reviews the proposals before they are forwarded to the College.

The Department chair develops the class schedule in conjunction with the program directors and faculty.

The Department chair attends College and University-wide chair meetings, is an independent reviewer for faculty retention, promotion, and tenure reviews, advises Ethnic Studies majors, oversees the budget and day-to-day office operations, is an active participant in both full-time and part-time faculty hires, and seeks extra-mural funding.

The Department has four program directors that function as an informal advisory committee to the Department chair. In addition, these directors ensure that the needs and responsibilities for their prospective programs (Asian American Studies, Chicano Studies, Native American Studies, and Pan African Studies) are met. The Department chair and the program directors meet once or twice a month, usually before the general faculty meeting. The Department chair and program directors work collaboratively with faculty to discuss concerns, program planning and, at times, implement Department policies.

The Department has a statement of the duties and responsibilities of the program directors and a statement on selection of the Department chair.

#### **B. Describe student involvement in the departmental governance process**

Students are not directly involved in the governance process. The Department does take into consideration suggestions from students when making decisions. However, students are very active in the Community Service Committee and they directly impact program planning, staffing, leadership, sustainability, and policy.

#### **C. Comment on the relationships of your department/programs with your College and the University**

The Ethnic Studies Department works very well with both the College of Social Sciences and Interdisciplinary Studies and the University. Some examples that illustrate the health of these relationships are: The July 2005 International trip to China and Hong Kong that was initiated by Ethnic Studies and included the former Dean of the College of Social Sciences and Interdisciplinary Studies currently Executive Vice President of the University, Ethnic Studies faculty, three department chairs, a student service administrator, a community partner, and the Ethnic Studies chair; The appointment of three Ethnic Studies program directors to serve on the President's Destination 2010 planning committee; The University President's International Trip to China and Hong Kong that included as part of the five member delegation, the chair of Ethnic Studies.

### **VI. Institutional Support/Resources**

#### **A. Library**

Generally speaking, the Department has been well served by library resources. Library staff works with our faculty to ensure students access the resources they need for their courses. Kathryn Blackmer-Reyes, the Ethnic Studies Reference Librarian, annually

conducts approximately eighteen library tours and training sessions to teach students how to access Ethnic journals, conduct literature reviews, and search for research materials. As an example, Ms. Blackmer-Reyes conducted a class session with the students in the ETHN 202, Ethnic Studies Foundations, and ETHN 201, Ethnic Studies Research Methodology, classes and then met with each of them to help find materials for their particular research project. In the undergraduate courses, she has taught students to effectively search for materials they need in order to produce a well-researched paper. In addition, she has worked with several faculty members including, Julie Figueroa, Annette L. Reed, Gregory Mark and James Sobredo. And, since 2004, Ms. Blackmer-Reyes is responsible for collection purchases and development for Ethnic Studies.

Rhonda Rios-Kravitz continues to be a good resource person in “Access Services.” Her knowledge of sources relating to the field of Ethnic Studies is useful to both students and faculty. She has helped guide several of us to much needed library resources.

## **B. Computer/Technology**

### **1) Technology/resources for meeting program and faculty needs**

At the College level, technology consultants, led by Frank Preuss, have provided important support services. They have been helpful in setting up new computers, installing new computer programs, and trouble shooting problems with computers and systems. However, we are in need of web specialists to aid in the development and maintenance of departmental and program web sites. Currently, this is the responsibility of our faculty.

At the University level, a faculty lab is housed in the newly constructed Academic Information Resource Center. The lab is equipped with computers with appropriate software. However, many of our faculty have slides that need to be converted to PowerPoint presentations. Often the equipment that converts the slides is out of order or broken. This is an essential element of classroom teaching and updating of technology.

In the office of Graphic Design and Production, Valerie Migahetto has been a great help in the development of graphics for Ethnic Studies presentations. In 2001, the Ethnic Studies Department and the Native American Studies Program hosted the California Indian Conference and Gathering. Valerie Migahetto served as an outstanding resource person for graphics related to instruction during the event. Many of our faculty have utilized her services for classroom and conference PowerPoint presentations. In addition, Sam Parson, in campus photography, has aided the Department with his expertise.

### **2) Services provided by media center and computer center for faculty and students**

The Library Media Center continues to house a wide array of DVDs, CDs, video and audiotapes that augment our instructional mission. We hope that additional monies will be allocated to purchase up-to-date media for the students and classroom use. In the field of Ethnic Studies, independent film companies and filmmakers produce many media

materials that provide voice from historically underrepresented groups. Often these materials are not available from mainstream sources. This type of media resources are more costly to produce and for the University to purchase. Media Center Director, Fang Gu, has been very supportive with media acquisitions requested by Ethnic Studies faculty. These acquisitions have been extremely important in the classroom in order to keep current in the field. A particular Library Media Center staff person, Rubby Hampton, continues to aid faculty with finding appropriate media resources.

In addition to actual media, the Media Center provides classes with rooms in which to view the various materials. Several classrooms at the University are not equipped with DVD or CD players and requesting them through the services is problematic. For example, if a faculty requests a DVD player it might be placed into the classroom without the proper cables to use the equipment. It is easier to reserve a room in the media center that is equipped with what is needed to view the films, DVDs, CDs, etc. There are two such rooms available and during the past five years, Ethnic Studies faculty members have made full use of them. Also, individual viewing stations are set up for student and faculty use in order to access the media center items. This has been useful and requires continuous updating.

### **C. Student Support Services (e.g. Admissions and Records, Advising Center, Learning Skills Center, Union, Multicultural Center, Educational Opportunities Program (EOP), Writing Center)**

In the past, contact with student support services has been by way of referring students to the appropriate support services. For example, frequently faculty refer students to various tutorial services offered by the Learning Skills Program and the Academic Achievement Center/EOP. Ethnic Studies and EOP have had a collaborative relationship since the early 70s. This was the era when Ethnic Studies and EOP were established. EOP was established to provide access to low income educationally disadvantaged students who have potential to succeed at a four year university, but did not have the requisite grades and/or test scores. Since the majority of the students were students of color, the Program also collaborated with Ethnic Studies and advised students to enroll in classes offered by Ethnic Studies. There is a close working relationship between the EOP Counselors/Staff and the faculty in Ethnic Studies. The current relationship is very integrated because the ETHN 21- Freshman Seminar courses are taught by EOP Counselors and EOP students are enrolled in the courses. This is usually organized as a Learning Community.

This practice continues; however, over the past five years Ethnic Studies and EOP have developed greater collaborative efforts. EOP Director, Ricardo Torres, works closely with the Department of Ethnic Studies. Ethnic Studies offers ETHN 21, Freshmen Seminar: Becoming an Educated Person. This course serves as an introduction to the nature and possible meaning of higher education, and the functions and resources of the University. It is designed to help students develop and exercise fundamental academic success strategies to improve their basic learning skills. It is only open to those students who are admitted to the EOP Learning Community. Each fall, Ethnic Studies offers

approximately fourteen sections of this course. This collaborative effort has provided valuable student support services.

In addition, the Ethnic Studies Department participates in the University Learning Communities program through EOP by dedicating a section of ETHN 11, Introduction to Ethnic Studies, to this program. We refer students to the Advising Center for general education information and evaluation of their course of study. James Sobredo served as a G.E. advisor during the academic year 2002/2003. The G.E. advisors have been helpful in guiding the students. Ethnic Studies major and minor advising falls under the responsibilities of the Ethnic Studies Department chair and each of the four program directors, according to their selected concentration.

Ethnic Studies and in particular Chicano/Latino Studies has a long history of working with College Assistance Migrant Program (CAMP). In fact, in the late 1980s, the late Assistant Vice President and Ethnic Studies Professor Isabel Hernandez-Serna wrote the proposal to create the CAMP program. The founding and current director, Marcos Sanchez is a graduate of the CSUS Ethnic Studies program. CAMP offers students pre-college transition and first-year support services to help them succeed at CSUS. One of these services is an Ethnic Studies course, CAMP Transition and Problem Solving, which is designed for CAMP students new to University life. The course focuses on assisting students with making a successful transition to the University.

Another outcome of this partnership is ETHN 30, Introduction to Chicano and Latino Studies. This course is a result of conversations we held with Director Sanchez who wanted CAMP students who are first-time freshmen to enroll in our classes. In addition, Dr. Sanchez had taught ETHN 11 classes to CAMP students and currently offers ETHN 96A, CAMP Leadership and Policy Seminar, to CAMP students in the spring semester.

Chicano Studies/Ethnic Studies actively supported the creation of the Serna Center in 2003.

The founding director, David Leon, is also the current Director of Chicano Studies, one of the four programs within Ethnic Studies. The Serna Center sponsors reports and studies; conferences and workshops; and social and cultural programs with a focus on Latinos living in the Sacramento area. Ethnic Studies faculty attends center events, serve as consultants, and submit ideas for project grants.

#### **D. Faculty Support Services (e.g. Center of Teaching and Learning, Computing, Communications and Media)**

The University Computing and Communication Services offers training workshops for faculty and staff. Workshop topics include: WebCT; Dreamweaver; Web Design; Web Images; Outlook; PowerPoint; Access; Photoshop and others. These workshops are useful and many Ethnic Studies faculty have taken advantage of these offerings. However, it is difficult to create the time to learn new technology while remaining current with our teaching, service and research agendas. It would be extremely helpful if the University would offer more support in the form of “release time” for faculty who

choose to educate themselves in these areas; as these are useful tools for teaching and classroom development.

Ethnic Studies faculty including Brian Baker, Rita Cameron-Wedding, Tim Fong, David Leon, Boatamo Mosupyoe, Gregory Mark, James Sobredo, and Wayne Maeda were selected and attended the Teaching Using Technology Summer Institute. Each faculty member worked on a project that would enhance their classroom presentation. Additionally, Dr. Fong was awarded a Pedagogy Enhancement Award. Ethnic Studies' faculty are active in seeking resources to aid their teaching.

The Office of Community Collaboration (OCC) and the Ethnic Studies Department have worked closely together. In 2002-2003, OCC Faculty Coordinator, Charlotte Cook, and Coordinator for Programs & Partnerships, Sheila Macias, have been helpful to both faculty and the Department in regards to service-learning and community collaboration. OCC has been instrumental in the discussion concerned with community agencies and adhere to "risk management" issues. In addition, the OCC offers a summer institute focused on service-learning projects, including ways to integrate service-learning into the curriculum. Several Ethnic Studies faculty were selected and completed the summer training.

#### **E. Physical Facilities and Equipment**

During the past five years, improvements were made in office space; however, this remains an area needing attention. As noted in the past two Self-Study Reports, we are strapped for space. There is no storage room for supplies or Departmental papers. With the generous support of the College of SSIS, office equipment is more than adequate.

#### **F. Financial Resources (faculty, staff, operating expenses)**

##### **1) Enrollment and faculty numbers support of the curriculum**

The Ethnic Studies Department's enrollment supports its faculty and, for the most part, its curriculum. Over the past five years, our faculty have averaged 116.4 students per semester. For the past two years, the average has been 126 students (2004 & 2005). This is within the expectations of our College (120 students per faculty member each semester). Our service courses (ETHN 11 & 100) contribute a great deal towards achieving the 120 target per faculty member.

In the past three years, we have been able to "fund" a fair amount of assigned time for our faculty. With the encouragement of our Dean, we offer as much assigned time as we can to our probationary faculty, especially during their first couple of years. Our Dean offers probationary faculty one course "off" during their first year (usually their first semester) and the Department via our service-learning grant gives a course off during the second semester. Since fall 2002, of the five new faculty members who joined our Department, four (Baker, Figueroa, Mosupyoe and Munoz) received this course buy out from our grants (within their first two years). Other faculty (Sobredo, Mark, Fong, and

Maeda) have received assigned time from grants and awards. Dr. Reed received assign time from the College & Department for her work as the graduate coordinator.

## **2) Program Staff**

In the past five years, the Department's support staff has been severely challenged. During this period, there have been seven faculty searches and new hires, over 2 million dollars in grants and awards, approximately three times as much faculty travel (compared to the previous five years), etc. This situation has over taxed our single person support staff, Anne Thomas. Currently, she is an Administrative Assistant III. Her position needs to be upgraded to properly reflect her expanded duties and responsibilities. In March 2005, a position reclassification request was made but the Department still has not been notified about the status of our request. In order to deal with this "crisis situation," the College of SSIS and the Department (from one of our grants) will create a new half time clerical position. However, we still need another full time clerical position in order to facilitate the Department's workload.

## **3) Total operating expense budget**

Neither the Department chair nor the Department faculty members participate in most budgetary decisions. The SSIS College Dean provides the Department with an annual office equipment budget and, for the past five years, our Department has also been given a computer/technology budget. All travel allocations are made directly by the Dean to individual faculty. The Department's administrative assistant oversees the OE budget. The chair and our administrative assistant oversee the computer budget in consultation with our IT office.