



NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

**DISCIPLINE:
ETHN**

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

The following request for a full-time Ethnic Studies faculty member aligns with the college's various plans and initiatives because at the timely core is the Anti-Racism Framework, which defines an antiracist as one who is supporting an antiracist policy through their actions or expressing an antiracist idea. Thus, Cañada College has chosen to commit to:

- ☞ Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- ☞ Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- ☞ Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

Student Equity and Achievement Plan 2019-2021 states that as an Hispanic Serving Institute (HSI) and Asian-American and Native American Pacific Islander (AANAPSI) serving institution we must proactively serve our students by enriching and supporting their academic experience, which aligns with the objective of creating an Ethnic Studies Department with the hiring of a full-time Ethnic Studies faculty member that will create and teach classes that acknowledge and celebrate their communities' experiences.

The college goals that align with the Strategic Enrollment Management Plan 2020-2023 supports the creation and growth of Ethnic Studies faculty and courses, which are

- To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.
- To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.
- To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

Educational Master Plan 2017-2022 - Aligns with Mission & Vision Statements as well as College Values
Cañada College's mission is to provide our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community. Cañada College's vision is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community. And, Cañada College's values represent the unique truths and opportunities represented and valued by our college community such as transforming lives, providing high academic standards, creating a diverse and inclusive environment that supports student success in achieving their educational goals. An active Ethnic Studies department will support these directives by providing students the opportunity to more deeply understand equity and American group dynamics that help to shape us politically, economically and socially.

Guided Pathways Plan with Annual Strategic Plan and QFE 2019-2020 - Affinity Groups. Ethnic Studies can offer unique First-Year Experience programming, reflecting Cañada College's above goal of building a more vibrant local community. As discussed in more detail below, the California Assembly noted in AB-1460 that students of color have a longstanding demand for ethnic studies program and that both students of color and white students benefit academically and socially from taking ethnic studies classes. Meeting this demand will accordingly improve our college's student engagement and community building, an essential part of Guided Pathways. While an Ethnic Studies faculty member will benefit all of our college's students, it holds even greater significance for the Human Behavior and Culture Interest Area. Ethnic Studies will be a core part of the Interest Area's emphasis on "improvement quality of life for others" and "planning the future of human societies," as noted on the Human Behavior and Culture's home webpage.

Moreover, in order to address the California Assembly Bill 1460 (AB-1460), the District Academic Senate (DAS) created a task force composed of the Ethnic Studies faculty from each of our 3 campuses. The Assembly Bill acknowledges the following:

- a) Ethnic studies programs have come about from students of color demanding them. On November 6, 1968, a coalition of student groups at San Francisco State University demanded that the university institute an ethnic studies program.
- b) Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.
- c) Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy;

Thus, the California State University (CSU) has established new transfer requirements that reflect the importance of a robust anti-racist education. The CSU lists five core competencies for courses that meet the new Area F on CSU GE Breadth Requirements:

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

In order to meaningfully address this legislation and create a clear Ethnic Studies articulation pathway, we are requesting the hiring of one full-time Ethnic Studies faculty member who can create the courses and department necessary to help our students achieve this new general education requirement, while enriching our academic community.

Our sister college, CSM, currently offers and fills a variety of the following Ethnic Studies Courses with 2 full-time Ethnic Studies faculty members:

1. ETHN 101 – Latin American and Indigenous Peoples History
2. ETHN 103 – Asian Pacific American History and Cultural Experience

3. ETHN 104 – Pacific Islanders in United States History
4. ETHN 105 – African American History and Culture
5. ETHN 106 – Oceania and the Arts
6. ETHN 107 – Introduction to Native American Studies
7. ETHN 108 – Rethinking Race, Gender and Nation
8. ETHN 109 – Borders and Crossings
9. ETHN 122 – Black Leadership Theory
10. ETHN 123 – Black Leadership Practicum
11. ETHN 265 – Evolution of Hip Hop Culture: A Socio-Economic and Political Perspective
12. ETHN 288 – African American Cinema
13. ETHN 300 – Introduction to La Raza Studies
14. ETHN 585 – Ethnicity in Cinema

This list of CSM Ethnic Studies courses provides us with an idea of what could be offered at Cañada College depending on the person we hire and their areas of expertise. Thus, we will meet the intent of the legislation that students acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

Additionally, the desirables for this position will include Social Science credentials in order for this person to have a flexible load that overlaps with both CSU GE Requirement Areas D and F.

B. How does the proposed position address the program’s strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

This proposed position of hiring a full-time Ethnic Studies faculty member will help us to immediately meet the intention of the State mandate in order for our students to earn credits for this new CSU GE Requirement - Area F. Additionally, we will honor State legislation by creating Ethnic Studies courses for Fall 2021 with the intent of forming an Ethnic Studies program. In order to assure load, this position will partner with Sociology, History and/or Political Science per the Academic Senate of California Community Colleges (ASCCC) Minimum Qualifications 2018 Handbook.

C. How does the proposed position support program vitality and viability?

1. How far is the program from achieving the legislative goal of having 75% of instructional hours taught by full-time faculty?
 - a. %CRNs that are taught by FT faculty: previous semester current semester
not applicable
2. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline? Yes No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline: 0 current semester
2. Total FTE of course offerings: Anticipated offerings will include 2-3 (FTE 0.4-0.6) Ethnic Studies classes in Fall and Spring semesters. previous semester Please see section D5 below for further explanation. current semester not applicable
3. Percent of “Total FTE of course offerings” comprised by FT faculty: previous semester
current semester not applicable

4. Average departmental Fill Rate: N/A previous semester N/A current semester not applicable
5. Enrollment history – qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Although, overall student course enrollments have declined, the number of students transferring to the CSUs is increasing (2015-2020). This transfer rate has increased from 145 to 176 students. We anticipate that the number of transfer students needing to meet this new Ethnic Studies requirement will continue to increase. Furthermore, given this enrollment history, partnering with other Social Science disciplines will provide this new faculty member with more than a full load. Looking at the same timeframe: Sociology's FTEF averages around 1.6/semester with one full-time faculty member, leaving 0.4 FTEF (2 classes) for the new Ethnic Studies faculty member. Accordingly, History's FTEF averages 2.8-3/semester with two full time faculty members, leaving 0.8-1.0 FTEF (4-5 classes) for this new Ethnic Studies full-time faculty member. And, Political Science's FTEF averages 1.4/semester with one full-time faculty member, leaving 0.2-0.4 FTEF (1-2) classes for the new Ethnic Studies faculty member. These varying ratios will allow us to choose the best qualified candidate with maximum flexibility.