

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE

AAC, BPC

**Formation of the Ethnic Studies Department**

RES 212207

**RESOLVED:** That the Academic Senate recommends to the President the approval of the Formation of the Ethnic Studies Department.

**RATIONALE:** The Senate Academic Affairs Committee and the Budget and Planning Committee have reviewed the proposal and find it to be both academically and fiscally sound.

Attachments:

The Formation and Modification of Academic Departments

Proposal to Create an Ethnic Studies Department

Campus ETHS Prop\_Rev4\_12\_21rev2[19927]

ETHS 5 Year Budget DRFT

Ethnic Studies Recommendations\_final 2021-05-06

Dean SS&E approval of ETHS

Provost Letter of Support – Ethnic Studies Department

Bozarth Library eths letter of support

Memo Response to FAC re INST Department proposal Fall 2021 (D. Jackson)

CSUB ES Advisory Council acceptance – Buenavista

CSUB ES Advisory Council acceptance - Burroughs

CSUB ES Advisory Council acceptance - Cargile

CSUB ES Advisory Council acceptance - Danforth

CSUB ES Advisory Council acceptance - Dugan

CSUB ES Advisory Council acceptance - Grombly

CSUB ES Advisory Council acceptance - Montano

CSUB ES Advisory Council acceptance - Robertson

CSUB ES Advisory Council acceptance – Sanchez

CSUB ES Advisory Council acceptance – Toombs

LAC – Letter of Support for Dept of Ethnic Studies

CSUB African American Advisory Council – Support Letter for Ethnic Studies courses

ASI SB 105 – support for Creating an Ethnic Studies Department at CSUB

ETHS Affiliated faculty MOUs

Approved by the Academic Senate December 2, 2021

Sent to the President December 10, 2021

Approved by the President December 10, 2021

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## **THE FORMATION AND MODIFICATION OF ACADEMIC DEPARTMENTS: PRINCIPLES AND PROCEDURES**

### **PRINCIPLES:**

1. Requests to change the structure of a department should usually emerge from the concerns of the faculty and/or the dean directly involved. However, other individuals of the university may suggest that the faculty examine the effectiveness of the present departmental structure.
2. A new department may be formed as an entirely new entity, as a result of dividing an existing department, or as a result of combining two or more existing departments.
3. If the change affects more than one school, then more than one dean will be involved, so any references to a dean in this policy statement imply more than one dean if the situation so indicates.
4. Collegiality is the fundamental principle upon which the governance of the university rests. At any point in this process, any of the parties involved may consult informally with anyone in the campus community whose contribution seems desirable.

### **PROCEDURES**

1. If someone suggests a change in departmental structure, the relevant faculty, the appropriate academic dean and the Provost and Vice President for Academic Affairs should engage in considerable informal discussion. These people should solicit advice from other potentially interested parties, possibly including faculty in other departments or schools as well as the Academic Senate.
2. When informal discussions appear to have elicited all of the relevant issues and concerns, the faculty who wish to form the new department should write a proposal that addresses the following points:
  - (a) How and why the change will better serve institutional needs;
  - (b) How the change will affect the governance and delivery of curriculum and degree programs;
  - (c) How the change will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;
  - (d) How the change will affect the need for financial support, including operating expenses, equipment, facilities and staffing;
  - (e) What impact the plan will have on Information Resources (Library books and subscriptions, computing equipment and support) and what is the source for additional funding; and
  - (f) A plan for effecting the change.
3. The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level shall review the proposal, consult with others as seems appropriate, and then either forward it to the next level with a positive recommendation or return it to the previous level with a written explanation of the reasons for withholding approval:
  - (a) The appropriate academic dean, who shall inform any potentially interested faculty and invite their consultation;
  - (b) The Provost and Vice President for Academic Affairs, who shall inform the Council of Deans and invite their consultation;

(c) The Academic Senate, through the Executive Committee, shall forward this proposal to Standing Committees or to the Full Senate at its reasoned discretion before taking final action; and

(d) The President, who shall inform the Cabinet and invite their consultation before delivering his/her final decision regarding the proposal.

4. If the proposal fails to receive approval at any level, those involved may choose to revise and resubmit it.

APPROVED BY ACADEMIC SENATE APRIL 10, 1997

APPROVED BY PRESIDENT ARCINIEGA MAY 5, 1997

TITLE MODIFIED BY THE ACADEMIC AFFAIRS COMMITTEE 2012

PROCEDURES MODIFIED AND APPROVED BY ACADEMIC SENATE OCTOBER 24, 2013

APPROVED BY THE PRESIDENT ON NOVEMBER 14, 2013

## **1. Ethnic Studies Department Proposal for CSUB**

### **a. How and why elevating the Ethnic Studies concentration in Interdisciplinary Studies to an Ethnic Studies Department will better serve institutional needs:**

The California State Legislature's passage of AB1460, a bill that required a three-unit ethnic studies graduation requirement of students graduating from the California State University, Governor Gavin Newsom's signing the bill into law, and the CSU's own subsequent revision of its Title 5 General Education Breadth Requirements to include as part of General Education a minimum of three semester units of "lower-division study designed to understand ethnic studies." At CSUB, the new mandate, with input from the Ethnic Studies Task force and in consultation with the General Education Committee, resulted in the adoption of a new GE requirement, Area F. The sum of these events marked a watershed moment in the history of California higher education.

In addition to this momentous change that will fundamentally alter higher education in California and have a ripple effect across the nation, the current national discussion on race relations, inequality, and discrimination among racialized groups are external forces that help make the moment right for the creation of an Ethnic Studies Department at CSU Bakersfield. There are, however, campus-specific pressures and considerations that compel CSUB to embrace the creation of a new Department of Ethnic Studies. These include 1) addressing curriculum needs and providing sections of Area F course in sufficient numbers to allow students to graduate expeditiously, in line with Graduation Initiative 2025, 2) engaging in practices that respect the discipline of Ethnic Studies and support the faculty who teach in the area, and 3) providing students interested in ethnic studies with the opportunity to learn from dedicated specialists and partake in university-wide academic programs afforded to students in other programs.

First, regarding the new GE Area F requirement, this requirement translates into the need for as many as 14 sections of GE Area F Ethnic Studies courses in Academic Year 2021-2022, the first year that the requirement goes into effect, and approximately 34 sections each year in the years that follow. This estimate was reached in consultation with Dr. Debra Jackson, Interim Associated Vice President of Academic Affairs and Dean of Academic Programs. Simply put, there will high student demand for courses that meet the Area F requirement and it makes no sense from an institutional and organizational standpoint, to not have an academic home where specialists in the field determine the area's course offerings, not unlike the GE American Institutions-History courses being seated in the Department of History and taught by historians.

Second, the discipline of Ethnic Studies and the faculty who teach in it must be afforded the respect of faculty in other established disciplines. Understanding the genesis of the discipline of Ethnic Studies and its unique role as a field that embraces activism is important in appreciating why the faculty who teach courses in the discipline deserve a home department. In 1969, the San Francisco campus of the California State University became the birthplace of the academic discipline of Ethnic Studies. The discipline, which recently celebrated fifty years since its establishment, has grown into a robust,

complex, and diverse area of study that seeks to provide a holistic and thorough examination of the histories and experiences of the traditionally underrepresented, racialized groups in the United States: Native Americans, African Americans, Chicano/a/x/Latina/o/x Americans, and Asian American/Pacific Islanders. In the context of exploring the experiences of these groups, the discipline seeks to provide a critical examination and analysis of racism and white supremacy in this country. Furthermore, as a discipline born from activism, it seeks to help students understand and promote participatory democracy, community responsiveness, and social justice. Ethnic Studies is not simply the study of race and ethnicity. The unique lens with which it studies these groups is unlike disciplines such as sociology, anthropology, or history, which use their own methods for exploring race and ethnicity.

The global pandemic and the murder of George Floyd have given rise to the current national conversation on race and ethnic relations and have highlighted systemic inequality and discrimination across the educational, employment, judicial, health care, and economic systems in the United States. To members of the groups that have experienced discrimination, the current climate has produced a new, vibrant, and perhaps unparalleled fiery wave of social justice activism. In addition, many White Americans are awakening to the depths of these inequities and likewise calling for change. Now is the time for CSUB to do its part in addressing the problems that racialized Americans face by not only offering Ethnic Studies courses, but by establishing an Ethnic Studies Department.

Further, it should be noted that CSUB has long been laying the foundation for the establishment of an Ethnic Studies Department. In 2014, Chancellor Timothy White formed a statewide CSU Task Force on the Advancement of Ethnic Studies. While serving as President of CSUB, Dr. Horace Mitchell chaired the task force, which released its recommendation in January 2016, calling for the expansion of Ethnic Studies at the CSU. That document led to the hiring, in 2017, of two new faculty members trained in Ethnic Studies, Dr. Jorge Moraga and Dr. Tracey Salisbury.

An effort that paralleled President Mitchell's Ethnic Studies Task Force chairmanship was the planning, application, awarding, and implementation of a National Endowment for the Humanities Grant, "Crossing Borders, Making Connections: Interdisciplinarity, Humanities, and Ethnic Studies," under the co-direction on Dr. Dustin Knepp, Associate Professor of Modern Languages and Literature and then Director of Interdisciplinary Studies, and Dr. Liora Gubkin-Malicedem, Associate Dean of Arts and Humanities and Professor of Religious Studies at CSUB. The grant funded an on-campus discussion group that explored the discipline of Ethnic Studies, engaged in community outreach efforts, and worked to create an awareness among the CSUB campus community and its service region of the purpose and need for the anticipated Ethnic Studies Department.

Therefore, given that (1), former CSUB President Mitchell chaired the CSU Task Force on Ethnic Studies and that (2), CSUB received a National Endowment for the Humanities grant intended to further Ethnic Studies visibility and its preparation, it is our belief that this campus has a special history of its own when it comes to developing Ethnic Studies.

We need to see these two localized and statewide efforts as the momentous victories that they were; without these two events, it is doubtful that this proposal would be able to find traction on this campus today.

It should be highlighted that within the Interdisciplinary Studies Program there exists an Ethnic Studies Concentration. Being housed under INST has not served the concentration well. Faculty in INST must serve both the concentration and the broader programs housed under the INST umbrella, which results in faculty serving students in the INST BA capstone and internships courses who have no connection to the Ethnic Studies concentration. Creating an Ethnic Studies Department and migrating the Ethnic Studies Concentration to the new department will improve the university's ability to administer the concentration and cultivate students for it, as well as allow INST to focus on developing other aspects of this important program. In essence, it will be beneficial INST and to the Ethnic Studies Concentration.

Given the new CSU and State of California Ethnic Studies mandates, CSUB's central role in promoting the expansion of Ethnic Studies, as represented by President Horace Mitchell's service on the Ethnic Studies Task Force, and the stage set by the "Crossing Borders," grant, now is the time for CSUB to act in earnest and honor its commitment to our students, the faculty who will teach the new Ethnic Studies courses, and the community that the university serves. The folly of hiring faculty without providing them with a designated home academic department has been an injustice to those faculty and will be so to new faculty hired to meet the Ethnic Studies requirement.

Should CSUB be content with only offering courses to meet the letter of the law and not proactively create a Department of Ethnic Studies, this inaction would undermine the sincerity of university's commitment to Ethnic Studies and would reduce the requirement to mere tokenism. It will be viewed by the broader public, particularly by people of color, as the university sanctimoniously declaring that ethnic studies is important, yet being content to prescribe Ethnic Studies specialists second-class status.

Finally, an Ethnic Studies Department in addition to providing students with a space to interact socially, it will serve as a place to educate students and as a center for frank discussions that will promote positive social change in our region. Exposure to the discipline's teachings and explorations of systemic racism and discrimination, as well as its emphasis on activism, will help shine the harsh light of reality on the shortcomings and problems not only affecting the nation, but on those affecting our community. Furthermore, the CSUB's Academic Master Plan includes a planned program for an Ethnic Studies Bachelor of Arts degree. The creation on an Ethnic Studies Department will facilitate a degree program's development by building a foundation of key lower-division program components from which a degree program can rise.

The opportunity to take Ethnic Studies courses that fulfill General Education requirements will serve all students – regardless of race or ethnicity – in the modern, diverse workplace and world in which they live. The awareness of the complex histories and experiences of these racialized groups – and of the lingering legacy of white

supremacy in our community, and how it may insidiously manifest itself in everyday life – provides students with the opportunity to better serve and work with those with whom they might not share cultural experiences.

Furthermore, in an effort to fully support students interested in the discipline of Ethnic Studies, it is imperative that the university move from a program staffed with lectures to one staffed by tenure-track faculty, because a program staffed with a majority of lecturers will be a grave disservice to students. Without a guarantee of permanent work, and with the heavier teaching load required of lecturers, lecturers may not be willing or able to commit to sponsoring students interested in participating in initiatives such as the Student Research Scholars Program or the Sally Casanova Predoctoral Program. Developing a timeline for hiring tenure-track faculty in consultation with Administration is a step in the plan for effecting change.

**b. How the change will affect the governance and delivery of curriculum and degree programs:**

The Interdisciplinary Studies faculty who are expected to migrate to an Ethnic Studies Department anticipate that the new home for the department will be in the School of Social Sciences and Education (SSE). Currently, Interdisciplinary Studies, in which the Ethnic Studies Concentration lay, is housed in Academic Programs. Interdisciplinary Studies will remain in Academic Programs and after any student who is pursuing the Ethnic Studies Concentration completes the program under the university's teach out policy, the concentration will be dissolved. Interdisciplinary Studies will continue to offer its degree program and special minors under it that are served by multiple academic programs on campus.

**c. How will the change affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload:**

The existing INST faculty who are expected to be the founding faculty of the Ethnic Studies Department currently have the option of undergoing review using the Modern Languages and Literature RTP criteria under which they were hired or using the INST RTP criteria, which exceptional criteria, adopted in May 2020. During the period in which they are probationary faculty, they may continue to undergo review using either the MLL criteria or the INST criteria when the new program is established. Once the Department of Ethnic Studies is created, new criteria will be adopted in Academic Year 2021-2022, in consultation with tenured Ethnic Studies faculty at other CSUs. After earning tenure, the existing tenure-track faculty will be expected to undergo review using the new Ethnic Studies criteria. Lecturers hired in the 2021-2022 Academic Year will undergo review using the INST RTP criteria adopted in Spring 2020. Any faculty (lecturers or tenure track) who are hired for the 2022-2023 Academic Year will be expected to use new Ethnic Studies Department criteria.

In addition to the existing INST faculty who are expected to migrate to the new Department of Ethnic Studies, additional faculty, at the minimum rank of lecturer, must

be hired to meet the demand created by the new Ethnic Studies requirement. An insufficient number of qualified faculty will mean an inadequate number of sections offered, resulting in bottlenecks that will hinder students' academic progress and negatively affect graduation rates.

Assuming a 4% increase each fall semester in first-time freshmen, the projected enrollments will be:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>Total FTF</b>	1,423	1,472	1,529	1,590	1,653	1,719	1,787

The projected increase in first-time freshmen enrollments translates into the need for as many as 14 sections of approved Ethnic Studies courses in Academic Year 2021-22, and in subsequent years, 34 sections annually. Therefore, this expected demand anticipates the need to hire two full-time lecturers beginning in Fall 2020, and an additional lecturer in Fall 2021. The need for yet another full-time lecturer is expected in the program's five year of operation, AY 2025-2026.

That said, a program cannot thrive when it is staffed only by a majority of lecturers. Marshaling sufficient support from the broader CSUB faculty, the faculty in the Department of Ethnic Studies will expect commitments from Administration to support expansion of tenure-track lines as enrollments merit. Without tenure-track faculty, a department's ability to expand will be shackled and committees that require service from tenured faculty only, such as those pertaining to RTP, will dilute the influence that the department will hold and strain existing tenure-track faculty.

With regard to workload, it is expected that the department chair would receive six (6) WTUs of reassigned time each semester, for a total of twelve (12) WTUs of reassigned time each academic year. Aside from the reassigned time for the department chair, faculty workload and assignments will conform to the contract in effect between the California Faculty Association and the California State University.

**d. How the change will affect the need for financial support, including operating expenses, equipment, facilities, and workload:**

It is anticipated that the two Interdisciplinary Studies tenure-track faculty, Dr. Jorge Moraga and Dr. Tracey Salisbury, will leave that program and become the inaugural faculty of the new Ethnic Studies Department. With the exception of support for library materials identified below, because these are currently supported through Interdisciplinary Studies, the greatest expense that will be incurred will be in the need for support staff. Support staff in Academic Programs currently serve the Interdisciplinary Studies Program, but as the Ethnic Studies Program will be housed in an academic school, it will need a new Administrative Support Coordinator within the school. Please see the accompanying Five-Year Budget Projection document for details on costs.

Lastly, as noted above, with the implementation of AB 1460, in Academic Year 2021-2022, our campus will need to offer 14 sections of introductory courses that satisfy the GE Area F Ethnic Studies requirement. Therefore, the need to hire full-time faculty trained in Ethnic Studies (or related fields) will remain of vital importance. Fortunately, the grim budget realities anticipated as a result of the global pandemic have not been borne out; indeed, according to a March 1, 2021, *New York Times* article, between April 2020 and December 2021, California witnessed a 1.2% increase in tax revenues compared with the same period in 2019, thus negating arguments that budgetary woes will stifle growth. Therefore, institutional support will be paramount in the advancement of an Ethnic Studies Department.

**e. What impact will the plan have on Information Resources (library books and subscriptions, computing equipment and support) and what is the source for additional funding:**

Interim Dean of the Library, Sandra Bozarth, has indicated that while the full-time faculty who teach in Interdisciplinary Studies (and who are expected to teach in the Ethnic Studies Program), have not requested additions to the existing databases or new journal subscriptions, the costs could change if new courses are added that will require additional support. Below are the costs that could be incurred should the existing faculty request additional support once the program is approved. It is worth noting that the faculty who are expected to teach in the new Department of Ethnic Studies are current CSUB faculty whose current needs are supported with existing resources, and that costs for current existing courses can fluctuate each semester, depending on the media needed to support a course. The below represents an estimate of the possible costs that would be involved, should the faculty need new materials.

**JOURNALS:**

1. Title-by-title subscriptions will cost about \$3000-\$10000 per year OR
2. additional journal databases between \$2000 and \$8000 per year per

**BOOKS & MONOGRAPHS:**

\$3000 – \$4000 to purchase subject specific books (print and/or electronic; electronic are more expensive but allow greater access to students) related to the specific courses that are going to be offered.

**MEDIA:**

3-year subscriptions to videos with the possibility of maybe purchasing some in perpetuity. This can get up to \$6000 per class for perpetual (prices tend to be between \$375 and \$1200 perpetual) or \$150 per video per year on either a 1 or 3 year license. This would be where a significant amount of money would be spent in the first 2-3 years of the program.

Minimum suggested startup costs: \$5000 - \$15000

Sandra Bozarth writes, “If this funding is not available at the start of the academic year, the department could likely be sustained with current materials but faculty requests for new materials may not be approved and will be combined with other library materials requests as is normal practice.”

In addition, Bozarth indicated that the program should plan on an annual increase in costs of approximately 5-7 percent each year. Please see the accompanying Five-Year Budget Projection for an estimation of costs.

In sum, in terms of overall costs, as the included Five-Year Budget Projection indicates, the new program represents a significant investment by CSUB, the CSU, and the people of the State of California. The value of this program cannot, however, be measured by a spreadsheet. The creation of an Ethnic Studies Department and the platform that it will provide for expanding course offerings will create a new lens through which students view the world and engage in the communities in which they live. Ethnic Studies courses will underscore that all people, regardless of color, are part of the social fabric. The value of moving toward a society that recognizes and accepts all as equals will help demolish the underpinnings of inequality, the conflicts that are borne from it, and the social costs it incurs. Indeed, if the CSU is to live up to its moniker, “The People’s University,” CSUB will do well to support a program that is truly inclusive of all the people of California.

#### **f. Plan for effecting the change:**

Creating a new department is a massive undertaking that requires time and energy, and commitment to provide resources to support the effort. As both the Dean of the School of Social Sciences and Education and the Provost have signaled a robust commitment to supporting the effort, the faculty would work closely with these administrators, as well as with the Academic Programs, Academic Operations and Support, as well as faculty groups, including the Academic Senate, the General Education Curriculum Committee, and the Curriculum Committee of the School in which Ethnic Studies will be housed. This plan for implementation includes but is not limited to:

1) Working with the Dean of Social Sciences and Education to identify office space in SSE for the Ethnic Studies faculty and the new department’s Administrative Support Coordinator, if additional space is needed for the ASC. In addition, the new department chair will be selected in accordance with the University Handbook.

2) Working closely with Academic Programs and Academic Operations to ensure that all Ethnic Studies subject-coded courses, which are currently housed in the Interdisciplinary Studies Program along with the Ethnic Studies Concentration, will migrate to the new Department of Ethnic Studies. The course numbering system that INST has developed for Ethnic Studies was created with an eye toward facilitating the transition.

3) Engaging in discussions with the Dean of Social Sciences and Education, the AVP of AP, and the Provost regarding a commitment to hire additional tenure-track faculty to serve the new department. With one eye on the issue of tenure density and another on cultivating an autonomous department with a full opportunity to participate in shared governance and serve students, hiring additional tenure-track faculty is a necessity.

4) At their prerogative, the Ethnic Studies faculty may seek “sounding board” guidance from senior faculty and department chairs in Social Science and Education regarding process, as the program grows and develops.

October 13, 2020

Revised: February/March 2021.

Revised: April 12, 2021.

# ETHS Program Five-Year Budget Projection

Year 1 - 2021-22    Year 2 - 2022-23    Year 3 2023-24    Year 4 2024-25    Year 5 - 2025-26

Source of Funds (assumes no increase in funding received from CO)						
AB 1460	672,000	672,000	672,000	672,000	672,000	672,000
<b>Total Source of Funds</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>
Use of Funds						
Salaries & Benefits	316,087	685,094	816,141	954,433	983,066	
Advising	0	42,144	43,408	44,710	46,052	
Administrative Support	15,000	111,828	99,775	98,246	99,103	
Student Support and Success Initiatives	0	30,000	30,000	10,000	10,000	
<b>Total Use of Funds</b>	<b>331,087</b>	<b>869,066</b>	<b>989,323</b>	<b>1,107,389</b>	<b>1,138,221</b>	
<b>Available Funds / (Additional Needed)</b>	<b>340,913</b>	<b>(197,066)</b>	<b>(317,323)</b>	<b>(435,389)</b>	<b>(466,221)</b>	

<b>Fund Balance</b>	340,913	143,847	(173,476)	(608,865)	(1,075,086)
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Personnel - Salary and Benefits						
<b>Current Salaries &amp; Benefits ***</b>	316,087	325,570	335,337	345,397	355,759	
Expansion Salaries						
SSP II - half-time/12 month	0	27,500	28,325	29,175	30,050	
ASC I - 12 month	0	55,000	56,650	58,350	60,100	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	0	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	70,000	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	0	0	74,263	76,491	
new Part-time Lecturer (2 courses/yr to replace assigned WTUs for program director/chair)	0	20,000	20,600	21,218	21,855	
Chair/Director summer stipend	0	4,600	4,738	4,880	5,027	
<b>Total Expansion Salaries</b>	<b>0</b>	<b>317,100</b>	<b>398,713</b>	<b>484,937</b>	<b>499,486</b>	
53.25% Expansion Benefits	0	168,856	212,315	258,229	265,976	
<b>Total Salaries &amp; Benefits</b>	<b>316,087</b>	<b>811,526</b>	<b>946,365</b>	<b>1,088,564</b>	<b>1,121,221</b>	
Equipment and Supplies						
Office Supplies	2,500	5,000	5,000	5,000	5,000	
Desk and chair	0	4,000	0	0	2,000	
Computer	0	14,420	3,715	3,825	0	
Recruitment	12,500	4,120	4,244	0	0	
Library	0	10,000	10,000	10,000	10,000	
Curriculum Development	0	20,000	20,000	0	0	
<b>Total Equipment &amp; Supplies</b>	<b>15,000</b>	<b>57,540</b>	<b>42,959</b>	<b>18,825</b>	<b>17,000</b>	
<b>Total Expenses</b>	<b>331,087</b>	<b>869,066</b>	<b>989,323</b>	<b>1,107,389</b>	<b>1,138,221</b>	

\*\*\* Note: Current Salaries/Benefits grouped together for privacy purposes.

## **FAC Recommendations on Creation of a New Department of Ethnic Studies**

**May 2021**

### **Intent and goals**

The goals of the Faculty Affairs Committee (FAC) in conducting our review of this request are to protect current and future faculty and ensure that the unit is able to meet faculty obligations and needs, especially as these affect recruitment, appointment, review, promotion and tenure, faculty assignments, and workload. We are supportive of faculty and strive to provide comments and recommendations that will promote a productive and successful future department and academic unit.

### **Background**

In considering the potential issues and key requirements for new departments, recent precedent is a valuable guide. There have been few new departments in recent years, and most of these involved the restructuring of existing disciplines and faculty, such as with the Department of Music and Theatre. The most relevant recent formation of a new department at CSUB was the creation of a new engineering program and associated department, which added an entirely new discipline to the school and is analogous to the current request. In forming this new department, and to meet the need to have tenured members of the department at the rank of Professor, a department structure and membership was established that ensured that senior faculty were part of the new department. From the prior department of "Geology and Physics" two departments were created that included the "old" department of "Geological Sciences" and a new department of "Physics and Engineering." The new department included senior faculty who were reassigned to be wholly within the new department (Physics faculty), some senior faculty that were jointly appointed between the old and new departments (Geology and Physics & Eng. jointly appointed Faculty), and new faculty hired exclusively in the new program discipline of Engineering. This departmental structure was developed over approximately two years and with a fixed timeline that was also associated with developing and initiating pilots of new degree programs.

### **Recommendations and justification**

FAC makes the following recommendations regarding the formation of a new Department of Ethnic Studies. These recommendations are based on university policy, prior precedent, and principles of shared governance and collegiality.

► **Recommendation**

**Develop, as a first step, a group of associated faculty to serve as an Advisory Council to coordinate the development of the department, course scheduling, and faculty assignments.**

**Rationale:**

An advisory council can aid in the development of key policies and procedures as outlined below. If courses are taught by instructors across different units, coordination of faculty is key. This is especially important in the context of assessment of student learning outcomes, program development, course scheduling, and individual faculty assignments (across all impacted units). Some of these activities could likely be supervised by the Department Chair and fall within the duties of chair (104.2.4.1).

► **Requirement**

**Identify founding members of the new department faculty from among current programs and faculty, including enough tenured ("full") Professors ( $\geq 3$ ) to meet minimum departmental requirements for the composition of search and performance review committees.**

**Rationale:**

The larger the pool of tenured founding faculty who are part of the unit, the less the workload on any individual member in serving on search, performance review, and other committees within the unit, school, or university that may require unit representation.

University policies that govern performance review require at least three (3) tenured members within the unit (see below). These faculty may have joint appointments between two departments (302.12). This is a minimum recommendation, and the department would be strengthened by the inclusion of more faculty within the unit.

In the creation of a new department, it is important to remember that CSUB recognizes joint appointments across more than one department unit (302.12). Members of the unit may be cross-listed with their current departments, while also formally serving as members of the founding faculty of a new department. This enables the population of the new department with sufficient voting members of rank to meet committee membership requirements and to provide experienced leadership and diverse perspectives to the department.

Units are responsible for recruitment, appointment, review, promotion, and tenure of faculty. These require the formation of committees of tenured faculty from the unit and may require the formation of committees of tenured Professors, depending on the review cycle. Additional information on these requirements is included below.

Units are responsible for constituting Search Committees for the selection of new probationary or full-time temporary faculty (304.2). The search committee must consist of at least three (3) full-time faculty members. All search committee members must be tenured or probationary faculty members elected by the department, but participation of probationary faculty is limited and requires approval. The department may request the P&VPAA to allow probationary members to serve on the search committee. If probationary faculty members are elected to the committee, the Hiring Handbook recommends they may not constitute more than 1/3 of the committee (Hiring Handbook, Composition and selection of the Search Committee). A majority of this committee shall be faculty members with major teaching responsibilities. Search Committee policies require at least two (2) full-time tenured

faculty (if a request to have a probationary member is approved) and most commonly require a minimum of three (3) full-time tenured faculty to populate Search Committees.

Units are responsible for RTP evaluations (305.6.1), Periodic Evaluation (306.2.2), and Post-tenure Review (306.3). The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty (305.6.1). Except in cases of probationary faculty already at the top rank (Professor or equivalent), in promotion and tenure considerations, members of the unit RTP committee must have a higher rank than those being considered for promotion or tenure. The PTR committee shall consist of no fewer than three (3) full-time tenured faculty. These faculty must be of higher rank than the individual being evaluated, except for in review of Professors when committee members must be of equal rank to the individual being evaluated. Review committee policies require at least three (3) full-time tenured faculty within the unit that could populate performance review committees. These must be at the rank of “full” Professor for review of any unit members at ranks of Professor or Associate Professor. Because faculty who are themselves undergoing review in a cycle cannot also serve on review committees (305.4.1), it is recommended that a unit have more than the minimum necessary faculty.

Units shall also develop policies and procedures for classroom observation (305.4.2.7). Depending on the policies for classroom observation, additional faculty may be required within the unit.

► **Requirement**

**Develop a timeline of important milestones in the formation of the department and development and approval of new department policies and procedures. This is a key step to ensure that all requirements have been met prior to the formal founding of the new department. A timeline also ensures that sufficient time has been built into the process for necessary shared governance dialogues.**

**Rationale:**

RTP Criteria (304.4.2.4), Classroom observation policies (305.4.2.7), and Criteria and Procedures for the periodic evaluation of temporary faculty (306) need to be developed by the department and be reviewed and approved by the school dean and the P&VPAA. These criteria and policies need to be approved prior to the formal initiation/start of the department, especially in the event that any new faculty are hired to be part of the new unit.

FAC notes that lecturers beginning in the fall of 2021 will be under the INST periodic evaluation and classroom observation criteria, and is glad to see this immediate need being addressed. Though completed evaluation criteria are not expected in the department proposal, a plan and timeline for the development, approval and adoption of departmental criteria and policies should be in place and included.

Once the founding faculty are designated (see above), these faculty need to develop evaluation policies and criteria for the new department. These policies and criteria need to be developed so that they are consistent with and align with university policies. Developing policies related to performance evaluation and criteria for evaluation requires consultation and approval from both the dean and provost; this makes this a potentially time-consuming process and one that needs to be conducted prior to hiring and formally populating the unit. Current faculty who will be appointed within the new unit will have the right to be reviewed under either the criteria of their prior unit or their new unit, so approved criteria must be in place prior to any current faculty being assigned to the new unit. New faculty are hired under

the criteria of the new unit, so approved criteria must be in place prior to hiring new faculty. Formally approved evaluation criteria need to be in place and available to faculty within the unit no later than 14 days after the first day of instruction of the academic term (CBA 15.3).

A suggested timeline with important milestones:

### Year 1

#### Fall 2021

Establish founding membership of department (following recommendations and requirements above); designate future full-time members of the department and joint department appointments

Faculty vote to recommend a chair-elect and consult with dean to formally designate the in-coming chair

Initiate development of RTP, periodic review, and classroom observation policies and criteria

Work with the Academic Senate to receive formal approval of the new department

#### Spring 2022

Form a search committee and hire a departmental ASC

Request new faculty lines, based on projected needs of program

Finalize approval of RTP, periodic review, classroom observation policies and criteria

Chair - Work with impacted departments and academic units to develop a course schedule and course assignments for the following AY

### Year 2

#### Fall 2022

Formally 'start' the new unit

Distribute approved RTP criteria and periodic evaluation criteria to all faculty with 14 days of the start of classes

Schedule and conduct classroom observations

Form evaluation committees as required for faculty within the department who are scheduled for review

Form search committees and conduct faculty hires (if new lines are approved)

#### ► Recommendation

**Although not required, we strongly recommend the development of departmental "rules of governance." The "Rules of Governance" should, at minimum, specifically address the following items:**

- Voting procedures, including proxy voting (specifying whether it is allowed, under what circumstances, etc.)
- Department committees (scope, responsibilities, structure, membership)
- Advisory committees (scope, responsibilities, structure, membership)
- Frequency of department meetings

#### **Rationale:**

Developing formal departmental policies will strengthen the unit and will prevent difficulties that may arise in the functioning of the unit.

## Beth Bywaters

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**From:** James Rodriguez  
**Sent:** Thursday, October 08, 2020 5:28 AM  
**To:** Vernon Harper; Debra Jackson  
**Subject:** Re: SSE Resolution on Ethnic Studies

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Vernon and Debra,

The following resolution was unanimously passed by the SSE department chairs, program directors, and associate dean on September 21, 2020. In addition, there was a second opportunity during the Dean's Advisory Council meeting on October 7, 2020 for changes and discussion of the resolution when the minutes for the meeting were reviewed and unanimously approved.

Resolution: The leadership is in favor of SSE developing a proposal or creating a structure to facilitate the Ethnic Studies Department being within the school.

We support development of a letter from the School [via Dean Rodríguez] in support of establishing the department of Ethnic Studies to be housed in SSE acknowledging there are details to be worked out as the process moves forward.

Furthermore, we acknowledge this is a natural fit [for Ethnic Studies] in the School, it [Ethnic Studies] connects very well with other majors in the School, the students we serve have an interest in Ethnic Studies and would have a connection with it, and a number of School faculty are trained and would connect [to Ethnic Studies]. Therefore, we are very much in favor of moving forward and establishing the department while acknowledging there are details and mechanics that need to be worked out.

Motion to approve: Stark (first); Martinez (second)

Voting: Unanimous (11 Chairs/Directors) in favor, 0 opposed, and 0 abstained.

Please let me know if you have questions or would like to discuss.

Best,

James

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James L. Rodríguez, Ph.D.  
Dean, School of Social Sciences and Education  
Professor of Child, Adolescent, and Family Studies  
California State University, Bakersfield  
Email: jlrodriguez@csub.edu





November 2, 2021

To whom it may concern,

I am pleased to provide this letter of support in the formation of a new Department of Ethnic Studies (ETHS) at California State University, Bakersfield.

The ETHS Department will provide ETHS faculty with institutional support and important resources that they need to serve our students well. Kern County has changed dramatically over the years and when viewing our campus demographics, you can clearly see the great need for a Department of Ethnic Studies. Our students would benefit significantly from an entire department focused on teaching students about the history and experiences of nonwhite communities and to ensure that all students have access to curriculum that looks like them.

I am in full support of the development of the Department of Ethnic Studies.

Fondly,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper Jr.".

Vernon B. Harper Jr.  
Provost and Vice President for Academic Affairs



# CSU Bakersfield

Walter W. Stiern Library

Office of the Dean

Mail Stop: 60 LIB  
9001 Stockdale Highway  
Bakersfield, California 93311-1022  
(661) 654-3042  
(661) 654-3238 FAX  
[www.csu.edu/library](http://www.csu.edu/library)

**Date:** March 1, 2021  
**To:** Dr. Alicia Rodriguez  
**From:** Sandra Bozarth  
Interim Dean, University Library

**Subject:** Letter of Support for the Ethnic Studies Department Proposal

The Ethnic Studies Department proposal at CSUB would be well supported through a broad range of existing scholarly monographs, journals, and electronic resources currently available at the Walter W. Stiern Library. However, upon reviewing core research tools at other CSU-campuses with Ethnic Studies Departments/programs, the Library finds that additional library resources may be of need. To begin this new department with a substantial and robust collection, recommended startup costs for new library resources range from \$5,000 to \$15,000 depending on the types and amount of resources acquired. Additional annual costs may range from \$3,000 to \$10,000 per year with an average increase of 5% each year. Without this funding, Ethnic Studies faculty requests for new or additional library resources may not be approved and will be combined with other faculty library material requests from across campus, as is normal practice, based on library budgets.

The Library supports the Ethnic Studies Department Proposal at CSUB, and we look forward to partnering together in the years to come.



# CSU Bakersfield

Academic Affairs

Interdisciplinary Studies Program

Mail Stop: 22 EDUC  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-3420  
(661) 654-6911 FAX  
[www.csub.edu/interdisciplinary](http://www.csub.edu/interdisciplinary)

## MEMORANDUM

**DATE:** September 23, 2021

**TO:** Dr. Aaron Hegde / Chair, Academic Senate

**CC:** Ms. Mandy Rees / Chair, Faculty Affairs Committee  
Beth Bywaters / Administrative Analyst, Academic Senate  
Dr. Jorge Moraga / Assistant Professor, Interdisciplinary Studies  
Dr. Tracey Salisbury / Assistant Professor, Interdisciplinary Studies  
Dr. Jeremiah Sataraka / Lecturer, Interdisciplinary Studies

**FROM:** Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

**SUBJECT:** Response to FAC Recommendations re: INST Department Proposal

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On behalf of the faculty of the Interdisciplinary Studies program, I am submitting to the Faculty Affairs Committee a response to its May 2021 document titled “FAC Recommendations on Creation of a New Department of Ethnic Studies.” This response was written by and approved by the Interdisciplinary Studies faculty—Dr. Jorge Moraga, Dr. Tracey Salisbury, and Dr. Jeremiah Sataraka—on September 23, 2021.

**Attachments:**

- FAC Response 09-23-21
- CSUB ES Advisory Council acceptance - Buenavista
- CSUB ES Advisory Council acceptance - Burroughs
- CSUB ES Advisory Council acceptance - Cargile
- CSUB ES Advisory Council acceptance - Danforth
- CSUB ES Advisory Council acceptance - Dugan
- CSUB ES Advisory Council acceptance - Grombly
- CSUB ES Advisory Council acceptance - Montañó
- CSUB ES Advisory Council acceptance – Robertson
- CSUB ES Advisory Council acceptance – Sanchez
- CSUB ES Advisory Council acceptance – Toombs

Tracy Lachica Buenavista  
Jerome Richfield 340D  
18111 Nordhoff Street  
Northridge, CA 91330-8251  
tracy.buenavista@csun.edu

September 17, 2021

To Whom It May Concern,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,



Tracy Lachica Buenavista, Ph.D.  
Professor, Department of Asian American Studies  
Core Faculty Member, Doctoral Program in Educational Leadership  
California State University, Northridge



# CSU Bakersfield

School of Arts and Humanities

Department of Philosophy and Religious Studies

Mail Stop: 10 HOB  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-2291  
(661) 654-6904 FAX  
[www.csub.edu/philosophyrs](http://www.csub.edu/philosophyrs)

September 20, 2021

To the CSUB Faculty Affairs Committee:

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Michael Burroughs". The signature is written in a cursive style with a long, sweeping flourish at the end.

Dr. Michael D. Burroughs  
Director, Kegley Institute of Ethics  
Associate Professor of Philosophy  
California State University, Bakersfield



# CSU Bakersfield

School of Social Sciences and Education

Department of Political Science

Mail Stop: 26 BDC  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-2141  
(661) 654-6075 FAX  
[www.csub.edu/polisci/](http://www.csub.edu/polisci/)

9/23/2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty Members,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ivy A.M. Cargile'.

Ivy A.M Cargile  
Associate Professor  
Political Science  
California State University, Bakersfield



# CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Computer and Electrical  
Engineering and Computer Science

Mail Stop: 63 SCI  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

**Dr. Melissa Danforth**  
(661) 654-3180  
(661) 654-6960 FAX  
***mdanforth@csb.edu***  
***<https://www.cs.csub.edu/~melissa>***

September 22, 2021

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in blue ink, appearing to read "Melissa Danforth".

Dr. Melissa Danforth  
Professor of Computer Science  
Vice Chair, CSUB Academic Senate

Sept. 23, 2021

Dear CSUB Ethnic Studies Faculty and Supporters,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Theresa Montañó". The signature is written in a cursive style with a long, sweeping tail on the letter "o".

Theresa Montañó  
Professor, CHS CSUN



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

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### AMERICAN INDIAN STUDIES

September 14, 2021

Dear Dr. Moraga,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,

A handwritten signature in black ink that reads "Kim Robertson".

**Kimberly Robertson (Mvskoke), Ph.D.**

Associate Professor

American Indian Studies

California State University, Long Beach

1250 Bellflower Blvd, Long Beach, CA 90840

[kimberly.robertson@csulb.edu](mailto:kimberly.robertson@csulb.edu)

323-217-7159

Co-Creative Director

Meztli Projects "Ready to Rise" Youth Program

[kimberlydawnrobertson.com](http://kimberlydawnrobertson.com)

pronouns: she/her/hers



# CSU Bakersfield

School of Social Sciences and Education

Sociology Department

Mail Stop: 24 DDH  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-2368  
(661) 654-6909 FAX  
[www.csub.edu/sociology](http://www.csub.edu/sociology)

9/20/21

Dear Faculty Affairs Committee,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Marisa E. Sanchez  
Associate Professor of Sociology



SAN DIEGO STATE  
UNIVERSITY

Department of Africana Studies  
College of Arts and Letters  
San Diego State University  
5500 Campanile Drive  
San Diego CA 92182 · 6032  
Tel: 619 · 594 · 6531  
Fax: 619 · 594 · 0728  
Email: [africana@mail.sdsu.edu](mailto:africana@mail.sdsu.edu)

September 24, 2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty,  
California State University, Bakersfield

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in cursive script that reads "Charles Toombs".

Charles Toombs, Ph.D.  
Professor of Africana Studies  
San Diego State University  
[ctoombs@sdsu.edu](mailto:ctoombs@sdsu.edu)

October 28, 2021

TO: Dr. Aaron Hegde, Chair of Academic Senate

FROM: CSUB African American Advisory Council

RE: African American Advisory Council's Support for a CSUB Department of Ethnic Studies

As the community and campus members of the African American Advisory Council created by President Lynnette Zelezny, we submit this letter to the California State University, Bakersfield's Academic Senate in support of the establishment of an Ethnic Studies Department at CSUB.

Established by President Zelezny in 2018, CSUB's African American Advisory Council is composed of representatives from local government agencies, faith leaders, nonprofits, civic and business organizations, as well as members of the campus community. The council was established for the purposes of having the university administration, faculty, and staff collaborate with local leaders of the community to devise approaches to better serve our region and our students. Key goals of the African American Advisory Council are to provide guidance and resources to help ensure that CSUB's graduates are well-prepared to compete in a diverse workplace and equipped not only to thrive in their professions and the communities in which they live, but to develop the skills needed to prepare them for leadership roles. With these goals in mind, this diverse group of voices helps ensure that mutually beneficial professional connections are being made between campus representatives, especially our Black students, and stakeholders in Bakersfield, Kern County, and in our broader service region.

The proposed department will provide ETHS faculty with the institutional support and resources they need to better serve our Black students and provide them with an education rooted in the purposeful origins and premise of Ethnic Studies. While this initial proposal remains under deliberation by the Academic Senate's subcommittees, we would like to voice our intentional advocacy and enduring support for the creation of this department in the strongest possible terms.

Given the racial reckoning that the United States continues to face in the aftermath of the summer of 2020, the African American Advisory Council considers it vital that Kern County's premier and only publicly supported university house an academic department that is responsible for educating and graduating culturally competent leaders. There are shockingly few courses offered that reflect the stories and realities of African Americans in the U.S. Most of the stories that are shared speak to Black pain, adversity, and struggle. More stories of triumph need to be told. Not only would this strengthen the development and persistence of African American leaders who dream of hearing stories of people who look like them, but it would also enrich the

perspective and understanding of majority-group students who have not learned much about Black stories of success.

This is an effectiveness issue. The 2020 United States Census data predicts that by 2045 this nation will no longer have a White/Caucasian majority; the country will consist mostly of people who are nonwhite. As the country undergoes this demographic shift, there is urgency in ensuring that college and university graduates are aware of and can think critically about the role of race and ethnicity in our various social and institutional systems, such as our financial, political, and educational systems, to name a few. The National Student Clearinghouse Research Center reported a drop in Black student enrollment of 19% over the last two decades. California State University has also seen a precipitous decline, and enrollment numbers for CSUB have corresponded to the negative national and statewide trends. The Education Trust also reports that Black student enrollment has declined in the same period at more than 60% of colleges and universities nationally. While numerous factors contribute to lower enrollment, a sense of belonging and the reputation of an institution certainly contribute to attraction. Over the last year, Black students at CSUB have vocalized their support for Ethnic Studies courses and articulated specific incidents of perceived marginalization. Black students are not experiencing the same positive culture as other students. They don't feel as welcome. The national and statewide data coupled with anecdotal stories from CSUB students affirm a simple solution: more Black stories must be intentionally taught and celebrated for African American students to feel a stronger sense of belonging at CSUB. It would likely strengthen enrollment.

This is also a values issue. Sharing the stories and diverse perspectives of multiple ethnic groups, especially minority groups, is simply the right thing to do. The university has a mandate to include all student groups, even those who represent the minority. The inspirational motto "Runners on the Rise" must apply to all students, including Black students, or the elevated language rings hollow. As professionals dedicated to improving our community and steering it toward a better future, we consider it to be of utmost importance and urgency that future generations of African Americans are prepared to take on the myriad of challenges that lay ahead, and can exercise with expert knowledge and informed judgement, the kinds of unbiased decision-making that will be required in leading, serving, and governing a diverse community. This was part of Martin Luther King Jr.'s lofty dream. CSUB speaks to this aspiration on their website with these noble words, "The university strives to be a model for supporting and educating students to become knowledgeable, engaged, innovative and ethical leaders in the regional and global community." We agree with that statement and CSUB's aspirational values of diversity, equity, and inclusion. Now is the time to live those values in real terms for Black students.

Kern County is the epicenter of a rich, dynamic, and inspiring local history in which anti-racism and labor activists have courageously fought against discrimination and injustices. We are Black, and we live here too. It is therefore imperative that the Bakersfield campus of the California State University system ensure that our region's collective experiences and contributions to African American society and culture

remain an integral part of our students' intellectual and socio-cultural development. Every day in Kern County and around the nation, Black students, parents, faith leaders, business professionals, and community advocates overcome adversity to achieve success in America. To combat the lingering effects of systemic inequities across multiple social sectors – those stories must be told in university classrooms. For this region to realize the promise and opportunities of our Black students and future leaders, these stories must be told in CSUB classrooms.

Ethnic Studies is a necessary pathway to ensure that all students receive a quality education rooted in critical thinking, intercultural learning, and anti-racist, liberatory pedagogy. Failure to offer courses that provide this enriching diversity of perspective constitutes a disservice to white and nonwhite students alike. In the aftermath of George Floyd, a Black man, colleges and universities across the nation asked what they could do better to support Black students attending their institutions of learning. This is one clear response that would be embraced by the African American students and faculty at CSUB and local community leaders. In our opinion, there should remain no further barriers to moving forward. We have the ability to make it so – we must now demonstrate the courage to be inclusive and socially just.

Thus, we strongly urge you and your colleagues to support the creation of an Ethnic Studies Department, which will better serve CSUB's students and its alums, and help make them unbiased leaders in a rapidly changing country and world.

Thank you for your time and consideration.

Regards,

Representatives of the African American Advisory Council  
(Names below)

*Traco P. Matthews*

Chief Program Officer, CAPK  
CSUB African American Advisory Council

*Arleana Waller*

Founder MLKcommUNITY / ShePower  
CSUB African American Advisory Council

*Dr. Rhonda E. Dunga, Ph.D*

Associate Professor of Sociology, CSUB

*Dr. Tracey M. Salisbury*

Assistant Professor, Interdisciplinary Studies, CSUB

*Jessica R. Grimes, Ph.D*

Dean of Economic & Workforce Development, KCCD

*Patricia Lane*

Coordinator for Black Educator Teacher Residency Program

*Uchechi Okey-Dike*

President, Hawk Honors Program

*Ora Frink*

Black Community Member

*Shameka Morris*

Black Community Member

*Michael Bowers*

Planning Commissioner, City of Bakersfield

Vice President of Public & Government Affairs, Centric Health

*NaTasha Johnson*

President, Upside Productions Management

*Keith Wolaridge*

Trustee, Panama Buena Vista Union School District

*Dr. Julian West*

Director of Student Success, Porterville College



**Associated Students, Incorporated**  
**California State University, Bakersfield**  
9001 Stockdale Highway  
Bakersfield, CA 93301-1002  
(661) 654-3487  
asi-president@csub.edu

**SB 105**  
**Support for creating an Ethnic Studies Department at CSUB**

- WHEREAS:** The Associated Students, Incorporated (ASI) of California State University, Bakersfield (CSUB) is the official representative body, and the voice of CSUB’s more than 11,000 students and is entrusted to represent the best interests of their constituencies; AND
- WHEREAS:** ASI is committed ensuring students have an equal opportunity to succeed at their education by fostering inclusive campus environments; AND
- WHEREAS:** On February 28, 2020, ASI unanimously passed SB 203 supporting AB 1460 and called on Governor Gavin Newsom to sign the legislation. On, August 17, 2020 Governor Newsom signed AB 1460 into law; AND
- WHEREAS:** AB-1460 requires the California State University to provide for courses in ethnic studies at each of its campuses and require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified<sup>1</sup>; AND
- WHEREAS:** Currently, CSUB has an Ethnic Studies concentration housed in Interdisciplinary Studies with two faculty members which will not be adequate to teach all the courses necessary to fulfill AB 1460; AND
- WHEREAS:** According to the proposal for creating an Ethnic Studies Department, there “will be an urgent need to offer an adequate number of sections of approved Ethnic Studies courses to meet student demand, which will allow our students to graduate in a timely manner and help CSUB meet its graduation targets.”<sup>2</sup>; AND
- WHEREAS:** This increased need for courses would require as many as 34 sections of introductory required Ethnic Studies courses each year in order to meet the requirement; AND
- WHEREAS:** “An Ethnic Studies Department will serve as a place to educate students and as a center for frank discussions that will promote positive social

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<sup>1</sup>AB 1460 California State University: graduation requirement: ethnic studies.  
<https://openstates.org/ca/bills/20192020/AB1460/>

<sup>2</sup> CSUB Ethnic Studies Proposal

change in our region. Exposure to the discipline’s teachings and explorations of systemic racism and discrimination, as well as its emphasis on activism, will help shine the harsh light of reality on the shortcomings and problems not only affecting the nation, but on those affecting our community.”<sup>3</sup>; AND

**WHEREAS:** The new Ethnic Studies Department would allow CSUB to offer a Bachelor’s of Arts degree in Ethnic Studies with three tracks – Black Studies, General, and Latinx Studies which would benefit students’ academic opportunities; AND

**WHEREAS:** “Given the new CSU and State of California Ethnic Studies mandates, CSUB’s central role in promoting the expansion of Ethnic Studies, as represented by President Horace Mitchell’s service on the Ethnic Studies Task Force, and the stage set by the “Crossing Borders,” grant, now is the time for CSUB to honor its commitment to our students, the faculty who will teach the new Ethnic Studies courses, and the community that the university serves by creating an Ethnic Studies Department”<sup>4</sup>; THEREFORE LET IT BE

**RESOLVED:** ASI supports elevating the Ethnic Studies concentration in Interdisciplinary Studies into an Ethnic Studies Department at CSUB in order to facilitate the implementation of AB 1460 and provide support to the faculty members who will be hired to teach the courses; LET IT BE FUTHER

**RESOLVED:** ASI urges the Academic Senate to support the proposal brought forward by the Ethnic Studies faculty which seeks to elevate the Ethnic Studies concentration in Interdisciplinary Studies into an Ethnic Studies Department at CSUB; LET IT BE FUTHER

**RESOLVED:** Copies of this resolution will be distributed widely, including, but not limited to, CSUB President Dr. Lynnette Zelezny, CSUB Provost Vernon Harper, CSUB Academic Senate Chair Dr. Aaron Hegde, Dr. Alicia Rodriguez, Dr. Jorge Moraga, and Dr. Tracey Salisbury.

Passed unanimously by the ASI Board of Directors on Friday, November 20, 2020

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Vanessa Chicaiza  
ASI President 2020-2021

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<sup>3</sup> CSUB Ethnic Studies Proposal

<sup>4</sup> CSUB Ethnic Studies Proposal

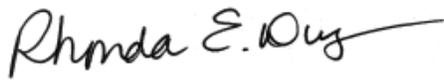
## MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and  
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

- Serving on search committees for new tenure-track and/or new lecturer faculty hired to teach courses in the Department of Ethnic Studies; and
- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.



Dr. Rhonda Dugan

Associate Professor of Sociology

Nov 22, 2021

Date

# MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and  
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

- Serving on search committees for new tenure-track and/or new lecturer faculty hired to teach courses in the Department of Ethnic Studies; and
- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.



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Dr. Luis Vega

Professor of Psychology

Nov 22, 2021

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Date

# MEMORANDUM OF UNDERSTANDING

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Dr. Isabel Sumaya  
Professor of Psychology

Nov 19, 2021

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Date

# MEMORANDUM OF UNDERSTANDING

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The Ethnic Studies Administrative Affiliate Faculty

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By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.

  
Jeanine Kraybill (Nov 19, 2021 11:19 PST)

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Dr. Jeanine Kraybill

Associate Professor of Political Science

Nov 19, 2021

Date