

College	CLASS
Department	Ethnic Studies
Program	Liberal Studies
Reporting for Academic Year	2021-22
Last 5-Year Review	2019-20
Next 5-Year Review	2024-25
Department Chair	Nicholas Baham
Author of Review	Arun Rasiah (Liberal Studies Director)
Date Submitted	10/1/22

Present your planning goals from your last 5-year plan.

1. House Liberal Studies in the Ethnic Studies department
2. Hire program director
3. Streamline concentrations to focus on Teacher Preparation, Liberal Arts, and Early Childhood Education
4. CTC Waivers
5. Increase course offerings

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. Moved to Ethnic Studies department (2020-21)
2. Program director hired (Summer 2020)
3. Streamlined concentrations, discontinued Foundational Math, Foundational Science, Early Childhood Development, and Studies in Education Psychology (2020-21)
4. CTC Waivers no longer required after passage of AB 130 (Summer 2021)
5. Created a new course LBST 223: Education for Liberation (2021-22) meeting the Area F Ethnic Studies requirement. Modifying concentrations, increasing course offerings and options and a new Ethnic Studies Education concentration (2022-23).

In A

piloted by the Inspire project in Fall 2022 and will meet the Area F Ethnic Studies requirement for majors beginning next year.

Liberal Studies tends to have more juniors and seniors enrolled than lower division students:

Spring 2022

Freshmen: 12

Sophomores: 18

Juniors: 75

Seniors: 107

Fall 2022

Freshmen: 15

Sophomores: 15

Juniors: 90

Seniors: 128

The two Liberal Studies concentrations with the lar

Studies, Asian American Studies, Black Studies, Chicana/Latina Studies, Comparative Ethnic Studies and Genders and Sexualities in Communities of Color) will enrich approaches to education theory and practice in addition to other innovative courses in the proposed Ethnic Studies Education concentration.

B.

1. Request for Tenure-Track Hires: provide evidence from trends provided
Demand for ethnic studies courses and education courses with integrated ethnic studies content and pedagogy will increase under new ethnic studies requirements in the CSU and public schools, and in particular to address the statewide teacher shortage. An additional tenure line in Liberal Studies with a focus on early childhood and/or elementary education and ethnic studies curriculum and instruction will allow the department and program to meet growing needs and a wide array of duties such as creating new courses and recruiting students to teach in public schools, community college outreach and undergraduate mentoring.

Tentative description

California State University-East Bay: College of Letters, Arts, and Social Sciences: Ethnic Studies

: Since Fall 2020, the Liberal Studies Program has been housed in the Department of Ethnic Studies. The Liberal Studies Program serves approximately 250 majors and offers a B.A. degree that consists of a common core and three concentration options: Multiple Subject Preparation for Teaching, Early Childhood Education, and Liberal Arts. About half of the majors are in the Teacher Preparation options. A new Ethnic Studies Education option will be offered in the future.

<https://www.csueastbay.edu/ls/>

The Department of Ethnic Studies has eight full-time faculty members and four full-time lecturers. We offer a BA in Ethnic Studies with concentrations in Black Studies, Chicana/Latina Studies, Asian American Studies, American Indian Studies, Genders and Sexualities in Communities of Color and in Comparative Ethnic Studies. The Department of Ethnic Studies is committed to interdisciplinary, intersectional, decolonial, and social justice-oriented course content and pedagogies. <https://www.csueastbay.edu/ethnic/>

: The faculty member in this position will serve in the Liberal Studies program and will teach and develop courses in both Liberal Studies and Ethnic Studies. A successful candidate would be prepared to teach large courses through an intersectional lens and CSU-required Ethnic Studies courses (Area F). Candidates should have a firm grounding in praxis-centered, interdisciplinary and intersectional Ethnic Studies pedagogies that are humanizing, decolonial, and culturally sustaining. We seek candidates who would be able to teach and develop courses for the Liberal Studies program, develop education-themed and other courses for the Department of Ethnic Studies, and have a grounding in teacher preparation issues for early childhood and/or elementary education. Desirable research foci include (but are not limited to) Indigenous, abolitionist, feminist, queer, bilingual and other critical approaches to educational theory, policy and/or practice.

With changes to the California education code, there is a greater demand for transcript evaluation at the undergraduate level. Liberal Studies leaders across the CSUs are dealing with this unintended consequence of creating new regulations at the state level. The credential analyst in CEAS cannot undertake transcript evaluation of undergraduates, while students do not have the requisite technical knowledge of guidelines to undertake this task themselves. Hiring a pre-credential analyst at the undergraduate program level would help to meet CTC Elementary Subject Matter requirements and assist our majors' matriculation into credential/master's programs in education at CSUEB.