

## **Ethnic Studies Department Proposal**

**Department Name:** Ethnic Studies and Social Justice Studies

**Faculty Involved:** Adrianna Simone, discipline lead in Ethnic Studies and Social Justice Studies

### **Programs:**

- Ethnic Studies, local degree
- Ethnic Studies ADTs are being developed—there are 5:
  - Ethnic Studies
  - Black Studies/African American Studies
  - Asian American Studies
  - Native American Studies
  - Chicana/o/Latina/o Studies
- Social Justice Studies, current ADTs are:
  - African American Studies
  - Chicana/o Studies
  - LGBTQ Studies

### **Current Class Offerings:**

- ETHN 045: Introduction to Black Studies
- ETHN 101: Introduction to Ethnic Studies
- ETHN 102: Critical Thinking in Ethnic Studies
- ETHN 103: Racial and Ethnic Justice Movements
- ETHN 110: Introduction to Native American/Indigenous Studies
- ETHN 120: Immigrant Experiences in the U.S.
- SJS 110: Introduction to Social Justice Studies
- SJS 135: Introduction to LGBTQ+ Studies
- SJS 136: Introduction to Gender Studies
- SJS 150: Introduction to Race and Ethnicity

**Manager/Dean:** Aprill Nogarr

**Justification for the new Department:** Since 1968, Ethnic Studies has fought for formal recognition in academic institutions of power as a self-determined discipline. With the support from ASCCC from resolutions 9.01, 9.03, 9.04, and 9.07, among many others, and the support from the State of California, with the passage of AB 1460, (IGETC) Area 7 – Ethnic Studies, Title 5 changes for General Education, and AB 101, the need for Ethnic Studies within our college is of precedent importance. Ethnic Studies has a prolonged and positive impact on all students while recognizing community cultural wealth from students of color. The time to support Ethnic Studies as an institution of higher learning is now.

Ethnic Studies provides higher academic performances for all students and can greatly impact our community in a positive and beneficial manner. Research shows that high school students who take Ethnic Studies courses graduate at higher rates than their peers and perform better on

standardized tests (Cabrera, Milem, et. al 2014; Bonilla, Dee, and Penner, 2021). This would greatly enhance our relationships with our feeder high schools, especially considering the newly passed AB 101, which requires high school students to take an Ethnic Studies class. The new department presents an opportunity to work with feeder schools, such as through dual-enrolled classes, and will aid our vision perspective as we support our students' success and transfer rates.

Additional findings from the research demonstrates that college students who take Ethnic Studies courses graduate at higher rates than their peers regardless of their major (Monteiro, Cesar Chavez Institute, 2018). This aligns with our learning, major, and career pathways and will encourage higher transfer and graduation rates across disciplines and local degree programs.

Having an Ethnic Studies program and department will also positively impact our Ethnic Studies majors. Students who receive a degree in Ethnic Studies graduate at a higher rate than many other majors. For example, at San Francisco State University, there is a graduation rate of 77% at SFSU compared to an average of 52% for a six-year term (Monteiro 2018). This increase in graduation rates can reflect and influence our own graduation rates for our local degree in Ethnic Studies.

Lastly, Ethnic Studies courses have been shown to counter-act stereotype threat and improve academic performance for African American students in other disciplines (Oliver, Andemeskal, King, et. al 2017). At the February 28, 2022 Academic Senate meeting, Senate President Mark Lewis shared the disparity in the educational system during this time of pandemic. He shared data from 2018-2019, which highlighted reduced enrollment across racial groups. Specifically, we lost 27% of our African American student population, amounting to about 551 students. This is a serious equity issue, and the loss of our African American student population is extremely distressful because it was the highest number of students overall compared to their total population numbers at LMC. lower represented total population. The Ethnic Studies courses and the newly formed department have the potential to counteract this type of an outcome by providing educational support and empowerment for these communities.

As these research materials are important to the justification for the new department, they are referenced in the bibliography listed at the end of the department proposal. This will provide opportunities for more of the LMC community to learn about the positive impact that Ethnic Studies and Ethnic Studies Department will have at the college.

As a discipline, Ethnic Studies provides pedagogical, intellectual, and social benefits through its curriculum and community and student-centered approach to scholarship. Ethnic Studies empowers students as holders and creators of knowledge. When they enter the classroom spaces, they are students, leaders, and educators. Ethnic Studies affirms community cultural wealth, decolonizes racist systemic practices, and provides a space for healing, transformative and anti-racist education, and community building. Ethnic Studies creates bridges across racial differences while celebrating diversity.

The Department of Ethnic Studies and Social Justice Studies will greatly benefit our students and will fill a void at LMC, at a time when our sister colleges are all either enhancing their existing Ethnic Studies departments or are currently building new Ethnic Studies departments. As stated

in the [Chancellor's Call to Action](#), Contra Costa Community College District is committed to improving its campus climate and creating inclusive classrooms that use anti-racist curriculum. Creating an Ethnic Studies department will encourage this development and growth that aligns with local equity plans and the statewide Diversity, Equity, and Inclusion Integration Plan (DEI). Likewise, the [4CD Anti-Racism Statement](#), a joint academic senate resolution, and the [Senate LMC Anti-Racism Statement](#) supports the need for an Ethnic Studies department.

In terms of [LMC's Educational Master Plan](#), Goal 1 is to “Strengthen a culture of equity, diversity, inclusion, and racial justice.” Through the creation of the Ethnic Studies and Social Justice Studies Department, the college will continue to strategically recruit, support, train and retain a highly qualified, diverse workforce. Likewise, this department will create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building through the courses that are offered, the campus-wide lectures and trainings, and the equity-focused, anti-racist, and inclusive practices within the department. In general, Ethnic Studies and Social Justice Studies are poised to benefit from an independent department because it will afford the autonomy and resources needed to better collaborate across the college. Ethnic Studies centers and empowers scholars of color. Social Justice Studies is not only focused on racial justice but other forms of justice, such as gender, class, and ecological, to name a few. Through the collaborations within the new proposed department, both Ethnic Studies and Social Justice Studies will be able to thrive with continual curriculum growth and transdisciplinary collaborations

An Ethnic Studies department also relates to EMP Goal 2: “Increase and maximize equitable opportunities for students to successfully complete courses and programs.” With the changes occurring at the state level between Ethnic Studies and Social Justice Studies, the department will help negotiate the changes to the ADTs, so that students will “stay on the path” to earn these important transfer degrees. As discipline lead in both fields of study, a founding member of the 4CD Ethnic Studies Council, and a member of the California Community Colleges Ethnic Studies Faculty Council, Adrianna Simone will be able to speak on behalf of Los Medanos College at all state level discussions.

In addition, the Ethnic Studies department will help to “clarify the path,” so that students understand what Ethnic Studies courses they need to take to transfer. With Ethnic Studies as a general education requirement, it is paramount that we have a strong Ethnic Studies department that can offer the courses needed at the same time actively incorporating principles of diversity, inclusion, equity, and anti-racism. The Ethnic Studies department can help address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately impacted, and historically underserved/under-represented groups.

Los Medanos College is a racially diverse community; 72% of our student body population identifies itself as people of color (BIPOC). We serve 38% Latinx students, 15% Black/African American students, 9% Asian American students, 1% Asian Pacific Islander, and 8% that identify as multi-racial. An Ethnic Studies department will support the development and inclusion of our racially diverse population and will become an important space for community building and dialog among all groups of students about racial topics and racial justice.

**Financial Impact:** One of the department's main financial impacts will be the request to hire an additional full-time faculty member with a degree in Ethnic Studies. In Fall 2022, the newly established department will request a Box 2A for this position. They also anticipate hiring additional part-time faculty to teach classes Ethnic Studies and Social Justice Studies classes as needed. These new hires will help maximize diversity among our faculty body.

In addition to faculty, the department seek alignment and integration with the guided pathway model and success teams being implemented at the college. We will utilize the resources and personnel already available at our college, such as requesting a counselor assigned to the Ethnic Studies and Social Justice Studies Department to help students stay on the path for their degrees. As Ethnic Studies is a transdisciplinary field of study, the pathways integrate with Behavioral Science and Social Science and the Arts, Humanities, and Communication. The Ethnic Studies and Social Justice Studies department also wishes to work closely with learning communities, such as Puente and Umoja, in future collaborations.

The department requests a share of the division funds for faculty to use for guest speakers and to introduce the campus to the work of the department at the college, across the district, and to encourage collaborations with the larger community. Division funds can also be used for teaching materials, such as dry erase markers and other standard supplies that faculty rely on, pedagogy and professional development training, conferences, and membership fees for academic organizations.

The department requests allocated release time for department chair duties.

Based on the number of courses being offered, FTES is anticipated at the following:

Projected Annual FTES (to be completed by the Office of Instruction)

Year 1 \_\_18 (for three courses per year)

Year 2 \_\_18 (for three courses per year)

The course sequencing for Ethnic Studies is as follows:

Fall-Year 1 (list the courses to be offered each term and the projected enrollment)

Introduction to Ethnic Studies (3 units) (36 students)

Racial and Ethnic Justice Movements (3 units) (36 students)

Introduction to Black Studies (3 units) (36 students)

Spring-Year 1

Introduction to Chicana/Latina Studies (3 units) (36 students)

Introduction to Native American/Indigenous Studies (3 units) (36 students)

Introduction to Asian American Studies (3 units) (36 students)

Additional Elective Course:

Statistics for Ethnic Studies (3 units) (36 students) OR Introduction to Statistics (MATH 110) (4 units)

Fall-Year 2

Critical Thinking in Ethnic Studies (3 units) (36 students)

Introduction to Black Studies (3 units) (36 students)

Introduction to Asian American Studies (3 units) (36 students)

Additional Elective Course:

Critical Race Feminism (3 units) (36 students)

Spring-Year 2

Introduction to Chicano/Latinx Studies (3 units) (36 students)

Introduction to Native American/Indigenous Studies (3 units) (36 students)

Additional Elective Courses:

Immigrants in American History (3 units) (36 students)

Race and U.S. Government (3 units) (36 students)

Currently, the course sequencing for the Social Justice Studies ADTs are being developed this spring 2022 semester. The existing TMCs for these programs are linked below:

- [TMC for African America Studies](#)
- [TMC for Chicano/Chicana Studies](#)
- [TMC for LGBTQ Studies](#)

**Proposed Next Steps:** As the full-time faculty member in Ethnic Studies and Social Justice Studies, Adrianna Simone requests a division and department structure change to the Los Medanos College Academic Senate and to the Los Medanos College management. The proposed implementation is by Fall 2022. This request aligns with the timeline and approval of our local Ethnic Studies program. It requires removing the Ethnic Studies and Social Justice Studies programs and classes from the Social Science department and into the newly developed Ethnic Studies and Social Justice Studies department. The new department will be chaired by the full-time faculty discipline lead, Adrianna Simone. Additional part-time faculty will include those already teaching classes within the disciplines and the hiring of part-time faculty to support the new Ethnic Studies classes that are set to be offered in Fall 2022 and the final Ethnic Studies classes that are currently being developed Spring 2022.

The newly developed Ethnic Studies degree program is requesting that it be considered for two learning, major, and career pathways because of its transdisciplinary field of study. These pathways include Behavioral Science and Social Science and the Arts, Humanities, and Communication.

The United Faculty should be notified by management for consultation in Spring 2022, prior to the establishment of the new department in Fall 2022. Jeffrey Michels, the United Faculty Executive Director, is already aware of the request for this new department and is posed to assist

as needed in the division re-structure. Since the major change is removing a single faculty member from the current Social Science Department to the new Ethnic Studies and Social Justice Studies Department, and the Social Science Department faculty are in support, there is no anticipated negotiations needed to accomplish this transition.

**Bibliography**

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