

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

PROGRAM: ETHNIC STUDIES

CLUSTER: APPLIED BEHAVIORAL SCIENCES, BUSINESS EDUCATION, ETHNIC STUDIES, & SOCIAL SCIENCES

LAST YEAR CPPR COMPLETED: N/A (NEW PROGRAM)

NEXT SCHEDULED CPPR: 2023-2024

CURRENT DATE: 3/6/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

None currently. The Social Justice Associate of Arts for Transfer will be housed under the Ethnic Studies program effective Fall 2023. The Ethnic Studies Associate of Arts for Transfer is also under development in the Ethnic Studies Department, with future plans to implement ADTs in Chicana and Chicano Studies, American Indian Studies, African American Studies, and Asian American Studies.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

This program was established this year with two full-time faculty to teach in the discipline and develop the department. As established in the program proposal, the discipline of Ethnic Studies has historically emerged from student activism and demands for racial justice and Indigenous sovereignty. The same holds true at Cuesta College. Student leaders have rallied around the need for Ethnic Studies at Cuesta College's campus. In short, student demand urges the college to provide relevant curricula for a diversifying campus, county, and country. Ethnic Studies provides critical tools for Black, Indigenous and students of color as well as historically underrepresented students to take ownership over their education. This program also enhances the knowledge and skills of members in majority groups to understand social position, history, power, and inequity more fully. The Ethnic Studies Department prepares students in the interdisciplinary and comparative study of race and ethnicity in accordance with

the Academic Senate for California Community Colleges. This study fulfills the requirement for local degrees and entrance into the California State University system. Of equal importance, it promotes the recognition of the contributions of minoritized groups in the United States while, at the same time, enables students to recognize systems of power, racism, and colonial subjectivity at home and abroad.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

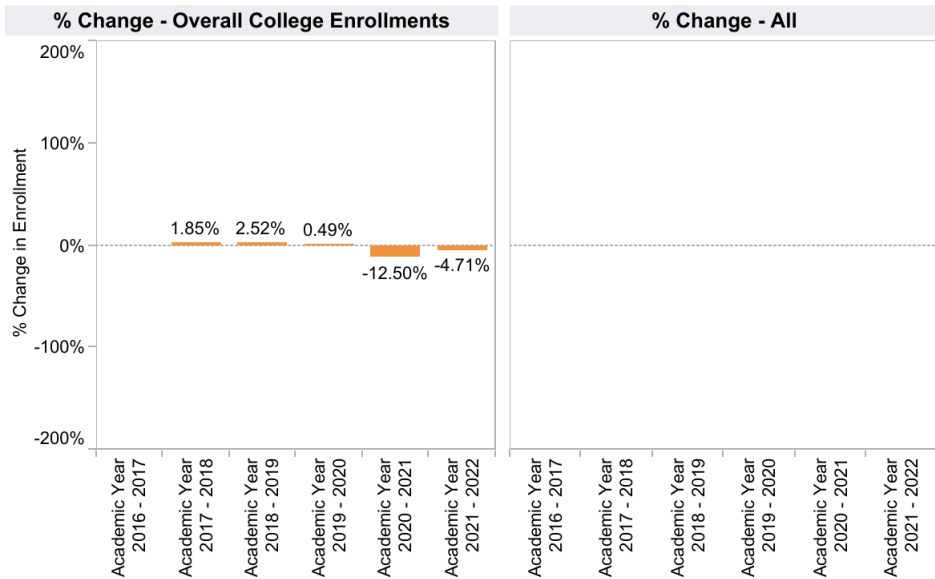
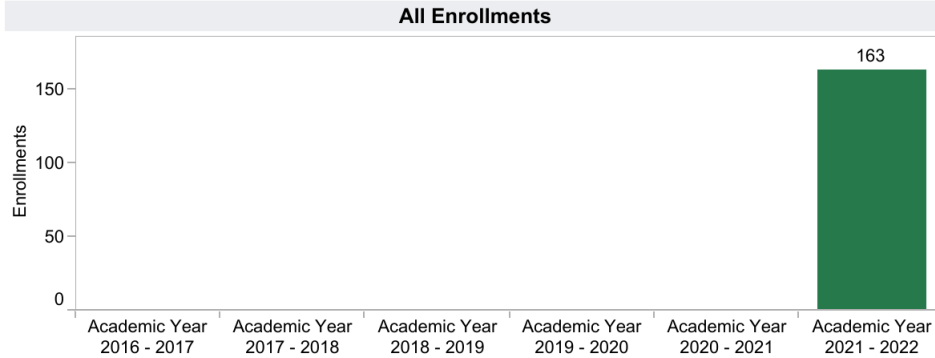
A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: All Course: Multiple values Dual Enrollment: All Prison: All

Region: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In 2021-2022, 163 students took Ethnic Studies classes, including ETHN/EDUC 210 (44) and ETHN/HDHS 230 (98). In addition, 21 students enrolled in the English class that has been listed as Ethnic Studies (ENGL/ETHN 213).

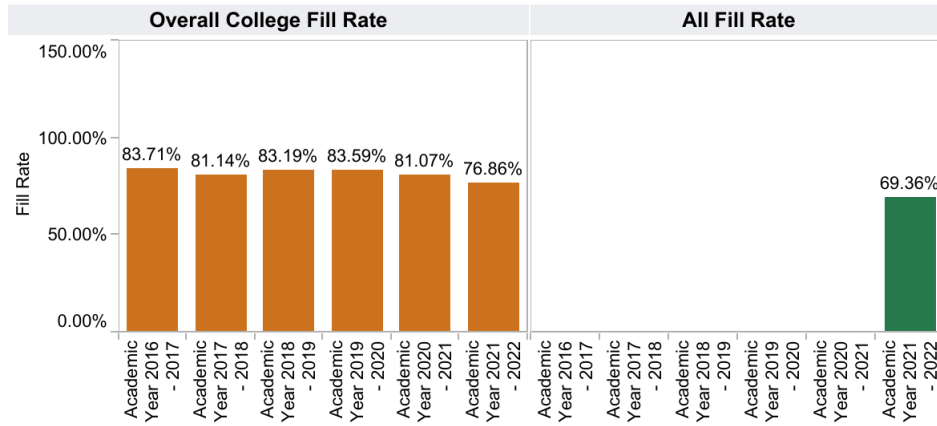
There are no observable changes since this is the first year any Ethnic Studies classes were offered at Cuesta College.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: All Course: Multiple values Dual Enrollment: All Prison: All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The overall fill rate (69.36%) was slightly lower than the College as a whole (76.86%). Variation in the college trends over time suggests that a primary driver of fill rates is having accessible modalities that enable student engagement.

ETHN/HDHS 230 had the highest fill rate (81.67%), which is somewhat higher than the college average. This course was offered in multiple formats, including online asynchronous.

ETHN/EDUC 210 had the lowest fill rate (55.00%) in the program, which can be partially explained by the format being offered as online synchronous in Fall 2022, which had relatively low enrollment. Because this class is geared toward practitioners, it may be worth considering revising it to be designated as Facilitated Learning and lower the cap to 30 students.

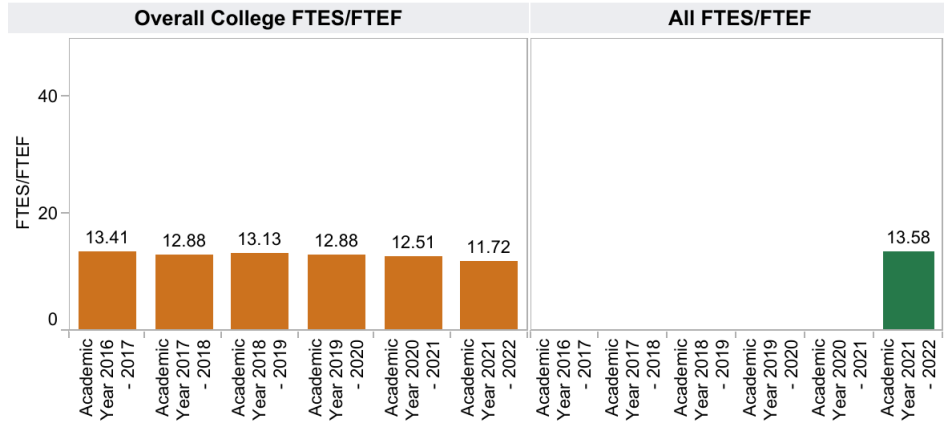
The overall fill rate is also affected by a class outside of our department, ENGL/ETHN 213, which also had a lower fill rate: 60.00%. Further information about ENGL/ETHN 213 are included in later sections of the narrative.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: All Course: Multiple values Dual Enrollment: All Prison: All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The overall efficiency of Ethnic Studies (13.58) is higher than the college overall (11.72).

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

In 2021-2022, Ethnic Studies had a lower completion rate than the College as a whole. More data is needed to identify any patterns over time and to compare modalities.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

No program data is yet available for Ethnic Studies since we do not host any degrees or certificates yet.

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

TERM
All

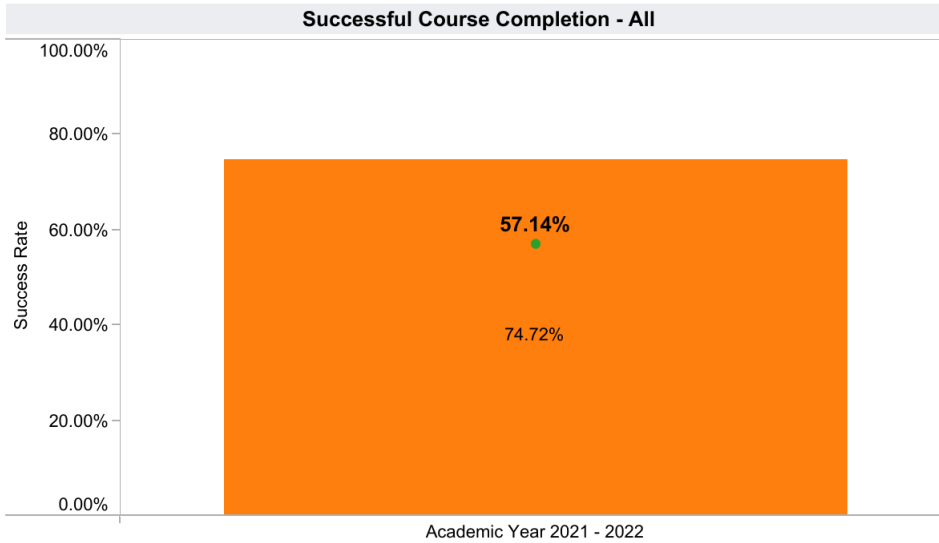
Measure Names

Department Success Rate

Overall College Success Rate

COURSE

Multiple values



	Academic Year 2021 - 2022
Department Success..	57.14%
Total Enrollments	99

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The overall completion rate for Ethnic Studies classes (57.14%) is lower compared to the College as a whole (74.72%).

Completion rate was lowest for ENGL/ETHN 213 (50.00%), ETHN/HDHS 230 (54.05%), and ETHN/EDUC 210 (72.22%).

Notably, the fill rate and completion rate were lowest in ETHN/ENGL 213.

Fill rates were higher for ETHN 230, but completion rates were lower, meaning that more students stayed in the class but did not necessarily finish all work to pass the class. By contrast, fill rates were lower for ETHN 210 but the completion rate was much higher.

- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

No data is available for Ethnic Studies since all classes have been cross-listed.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

In addition to its positive benefits on students, Ethnic Studies is required by the California State University General Education graduation requirements (AB-1460) and the California Community Colleges graduation requirements for an Associate's degree (Title 5 §55063). AB-1460 was passed in August 2020 and went into effect Fall 2021. The addition of Ethnic Studies to the CCC requirements was approved in July 2021 and will take full effect by Fall 2024. Ethnic studies will also soon be required by the Intersegmental General Education Transfer Curriculum (IGETC).

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

A SLO Assessment Cycle Calendar will need to be created and maintained as the department takes on the Social Justice Studies ADT and planned Ethnic Studies ADT.

No changes have been made as this year is the first of the program. Courses are being assessed this year in eLumen to provide a basis for evaluation over time. Some courses have been delayed due to the rosters from California Men's Colony courses not being fully loaded into eLumen through the automated system. These will be entered as soon as the rosters are available.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

Because of the Ethnic Studies graduation and transfer requirements, having an Ethnic Studies department is a basic need for the institution to continue meeting its core mission of granting degrees and preparing students for transfer to universities.

Specifically, Ethnic Studies requirements directly affect transfer and graduation rates, so this program addresses Cuesta College's Institutional Goal 1: "San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students," and the College's mission to "effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce." Relatedly, this also addresses Institutional Objective 2A: "Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets" and Institutional Objective 3A: "Increase the annual number of students transferring to a CSU or UC."

The equitable and relevant pedagogy of Ethnic Studies also addresses the District's mission. The College's mission includes, being "an inclusive institution that inspires a diverse student population to achieve their educational goals," and that "through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world." Ethnic studies courses directly benefit historically underrepresented students by providing greater cultural and historical context for understanding racism in society and its impacts today.

Ethnic Studies promotes the recognition and elevation of the contributions of minoritized groups in the United States while, at the same time, enables students to recognize systems of power, racism, and colonial subjectivity, at home and abroad. This program would be a major step forward in addressing Institutional Objective 1A: “Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.”

Further, the Ethnic Studies program creates secondary benefits by inspiring students, staff, faculty, and community members to take local actions that can concretely improve the conditions which reproduce inequity. The Board of Trustees has further affirmed the College’s commitment to equity and anti-racism in Resolution 14-20 and Diversity, Equity, and Inclusion in Resolution 03-21.

Ethnic Studies addresses a key need expressed by students and the labor market. Students have identified that courses in Ethnic Studies can help to address disconnection between minoritized students and their school experiences. Ethnic Studies inspires students to take action and claim ownership of their educational journey. Businesses in all industries, community groups, schools, churches, and non-profits have made vocal commitments to integrating racial equity into their organizational practices and policies.

Graduates of Ethnic Studies will demonstrate effective leadership skills, critical awareness of race and ethnicity, media literacy, and an ability to work collaboratively with diverse populations.

A. New or modified plans for achieving program-learning outcomes

Based on the student learning outcomes, the following program-learning outcomes are proposed:

- Document and recall the social, political, cultural, and economic legacies of communities of color, including African Americans, Native Americans and Indigenous peoples, Latina/o/x peoples, and Asian and Pacific Islander Americans in the United States.
- Present and explain the struggles faced by communities of color in the United States, including African Americans, Native Americans and Indigenous peoples, Latina/o/x peoples, and Asian and Pacific Islander Americans, with an emphasis on social movements and collective action.
- Identify and articulate the lived experiences of four historically racialized core groups in the United States: Native Americans and Indigenous Peoples, African Americans, Asian Americans, and Latina/o/x Peoples.
- Critically analyze the intersection of race, ethnicity, Indigeneity, gender, sexuality, class, immigration status, disability, and age.

- Interpret primary and secondary sources using theories and concepts from the interdisciplinary field of Ethnic Studies.
- Recognize the interdisciplinary nature of Ethnic Studies through the lenses of Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies.
- Practice skills for action through meaningful collaborative relationships with campus and community organizations working toward positive social change.

This will be developed and finalized based on the TMC, which is currently pending final vetting at the state level.

B. Anticipated changes in curriculum, scheduling or delivery modality

This year, we established 6 new courses effective for the next catalog year (2023-2024), 5 of which are designed to meet the Area F Ethnic Studies requirement and upcoming CCC and UC Ethnic Studies requirements.

- ETHN 211 Critical Whiteness Studies (not Area F / Ethnic Studies GE)
- ETHN 234 Women of Color
- ETHN 240 Introduction to Black Studies
- ETHN 250 Introduction to Native American and Indigenous Studies
- ETHN 260 Introduction to Chicanx and Latinx Studies
- ETHN 270 Introduction to Asian American and Pacific Islander Studies

In addition, we became the primary (parent) or only department for 5 courses, effective Fall 2023. 4 of these courses are designed to meet the Area F / Ethnic Studies GE requirement.

- ETHN/EDUC 210 Ethnic Studies for Educators
- ETHN 219 Introduction to Queer Studies (formerly HDHS, not Area F / GE)
- ETHN 230 Introduction to Social Justice and Ethnic Studies (removed HDHS)
- ETHN 231 Decolonization and Racial Justice Movements (removed HDHS)
- ETHN 235 Race, Ethnicity, and Pop Culture (removed HDHS)

There is one additional course that is listed in our department that was created prior to the creation of the Ethnic Studies department, ENGL/ETHN 213 Ethnic Literature of the United States. Our department has not been consulted about this course. It does not include Ethnic Studies in the minimum qualification designated disciplines (MQDD) and it is listed as Area F. This is in direct contradiction with the [guidance put forward by the Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council](#), which states that courses meeting the Area

F / Ethnic Studies general education requirement must be located primarily within an Ethnic Studies program (as the parent department) with Ethnic Studies as the only MQDD, or as one of multiple MQDDs connected by “AND.”

The entire curriculum needs to be scheduled in rotation every two years with a good mix of modalities. Because Ethnic Studies is a general education requirement, courses meeting this requirement should be regularly offered to ensure students can meet degree and transfer goals in a timely manner. To staff instructors for these courses, additional full-time and part-time faculty are needed.

Courses are currently offered face-to-face (SLO, NCC, CMC), online (asynchronous and synchronous), and through dual enrollment. Our primary gap is offering classes in South County Center and other dual enrollment sites throughout the County (e.g., high schools and juvenile facilities).

Additional curriculum development is in progress. ETHN/ASHS 262 Chicanx and Latinx Community Practice is being proposed for the 2023-2024 catalog addendum and will be considered by the Curriculum Committee at the April meeting. This class has also been designed to meet Area F and be utilized within the Addiction Studies, Social Work, and Human Services programs to meet student demand, as well as the planned Ethnic Studies and Chicana and Chicano Studies ADTs.

In collaboration with faculty across campus, additional programs are in development, including the Chicana and Chicano Studies ADT, which will require additional electives in this field, as well as two History courses on Chicanx history. Based on existing curriculum, The American Indian Studies ADT would also address student interest and encourage engagement with relevant education on campus. In conversation with the Culinary and Nutrition faculty, we are supporting the creation of an Indigenous Foods course as part of this proposed degree.

Building from our work with the Education department and the success of the Ethnic Studies for Educators course, we would also like to create an Ethnic Studies for Educators Certificate. A similar program is being developed at Fullerton College and meets a critical need, given the large number of high school Ethnic Studies classes that will be taught to meet the new general education requirement, despite there being no single-subject credential in the field.

As the Ethnic Studies department continues to grow, it will also be necessary to adjust the name of “Introduction to Social Justice and Ethnic Studies” to “Introduction to Ethnic Studies” and establish independent study and field work courses that can encourage students to engage with the program and embark on a degree or transfer goal within the program.

C. Levels, delivery or types of services

The program addresses a critical need in the form of the ethnic studies graduation requirement for public higher education in California, through the passage of AB-1460, subsequent changes to Title 5, and expected change at the UC.

There is a crucial need to offer multiple sections of ethnic studies to ensure that students can complete their degree objectives on time. Cuesta College currently enrolls over 9,500 students, and in 2020, over half of student (5,307 or 56%) had a degree goal that includes fulfilling general education for transfer requirements, and an additional 486 students (5%) whose goal is to complete an associate's degree without transfer. Based on enrollment trends, approximately 2,000 students already need to fulfill this requirement, and this number will increase by 800 students with each subsequent semester. This is equivalent to 20 fully enrolled sections at 40 students each, or an increase of 2 full-time equivalent faculty (5 sections per semester).

Upon full implementation of these requirements over the next three years, it is expected that 2,000-2,500 students will enroll in an ethnic studies course each year. This estimate is derived from the comparison to the average total annual enrollment for English 201A. That level of enrollment will require the equivalent of 6-8 full-time faculty teaching loads.

D. Facilities changes

This year, the program established two faculty spaces on San Luis Obispo and one faculty space on North County campus. To host campus events, we have worked with the Applied Behavioral Sciences Division and Facilities to utilize shared spaces like the Cultural and Performing Arts Center for a Día de Los Muertos Celebration and classroom and meeting spaces throughout campus for programs and events like the upcoming Ethnic Studies Teach-In.

For student workspace, we are also coordinating with the Office of Instruction to establish a work area for students who will be part of a LAEP (Learning Aligned Employment Program) project conducting research in collaboration with faculty. This will establish protocol and precedent for the program to host students engaged in work above and beyond classroom study.

As additional part-time and full-time faculty are hired, office spaces will be needed for the department.

On the San Luis Obispo campus, faculty offices are housed with Divisions in another Cluster. Shared spaces are disconnected from program activities. To help establish an effective workspace for Ethnic Studies, the following items would be useful:

- A stock of supplies and tools in the shared copy room
- Individual-use printer and microphone in faculty offices

- Defined hallway space for students attending office hours with a small table, two chairs, and a large bulletin board for the department

E. Staffing projections

Based on current enrollment trends, approximately 800-1,200 new students each year will require an ethnic studies course to meet degree or transfer goals. This requires 1 full-time faculty and 1-2 part-time faculty (10 sections each year at 40 students each) to meet current needs, and an additional 2 full-time faculty each year or 1 full-time faculty member and 2-3 part-time faculty members.

Compared to other departments who meet similar area requirements for general education and graduation requirements (i.e., English and History), at least 4-5 full-time faculty and 4-5 part-time faculty will be needed once all students have catalog rights that include an ethnic studies requirement, which is estimated at 1-3 years.

F. Other

Because Ethnic Studies is placed outside of a Division, there are a number of substantive, procedural, and contract-related issues that have arisen. These are described in further detail below. We are in ongoing conversations between faculty, Office of Instruction, and the faculty union to establish a memorandum of understanding that clearly delineates how these factors will be handled.

- Evaluation and Tenure. Currently, both full-time faculty have elected faculty from Applied Behavioral Sciences to serve as our peer reviewers and Division Tenure Committee, in part because of the cross-listed courses with HDHS and EDUC. As noted above, we will be offering mostly Ethnic Studies courses without any cross-listing, which would mean that there is no one who is able to evaluate our courses. Peer evaluation is the foundation of the tenure process, so there are many logistical and professional development considerations that follow from this need, such as scheduling observations, working to improve teaching, and navigating the administrative process of tenure.
- Hiring and Personnel. Given the expansion of Ethnic Studies as a general education requirement, both part-time and full-time faculty will need to be hired in Ethnic Studies over the coming years. A Division Chair plays a key role in hiring faculty, including typically Chairing the search committee, as well as coordinating part-time faculty within a pool to maximize availability, course offerings, and employee satisfaction and retention. Given the scope of hiring that will be needed starting in Spring 2023 for additional part-time faculty along with the upcoming need for additional full-time faculty in Ethnic Studies, this workload will continue to expand. With the large amount of full-time positions

available in Ethnic Studies throughout the state, it will be substantially more challenging to hire part-time faculty compared to full-time faculty.

- **Course Scheduling.** Related to academic personnel, the Division helps to coordinate and schedule courses. In practice, we have coordinated with the Applied Behavioral Sciences Division to complete this task, along with the Dean of Instruction. While this has provided a short-term response to the needs of our students to have classes on the schedule, it also creates unnecessary duplication of work, with department faculty consulting directly with the Dean over scheduling, rather than consolidating decision-making through the consultation with a Chair. Since the Dean still has to coordinate with the Chairs, this creates extra labor for both individual faculty as well as the Dean's Office.
- **Facilities, Resources, and Administrative Support.** The Office of Instruction and individuals on campus have been gracious in being available to support the needs of the Ethnic Studies program. However, being placed outside of a Division creates a series of questions about how to complete routine processes. For example, a Division Chair typically provides approval on accessing travel or professional development opportunities along with a range of other documents. Similarly, the Division Assistant coordinates with Facilities and maintains shared supplies and a mailroom located near faculty offices. Budgets for instructional costs are typically managed through departments located in Divisions. At this point, no funds have been allocated to the Ethnic Studies department, despite being approved in the initial program proposal process. While individual faculty and staff have taken on the role of supporting these processes on an ad-hoc basis, this is not suitable for organizational growth, and the added labor is simply unnecessary considering the range of well-established processes that work through the structure of Divisions.
- **Curriculum Development and Program Review.** The Curriculum process is another concrete example where Division Chair approvals and leadership are embedded within our roles as faculty. There are processes in Curricunet and our standard procedures that require a Division Chair approval, which our Curriculum Chair and Coordinator have had to navigate and accommodate for classes in ETHN. In addition, curriculum development is a dynamic process that includes engaging with the demands of the students, community, and workforce, collaborating with faculty across campus, coordinating with the articulation officer, utilizing Curricunet, and submitting proposals through our Curriculum Committee. While we have still been able to develop curriculum in the current organizational structure, these courses will need to be reviewed as part of program review and sustained over time. As all other departments on campus operate through a Division structure, this is the most sensible longterm placement for Ethnic Studies.
- **Representation in Shared Governance.** Active participation of faculty in shared governance is the foundation of academic freedom and the functioning of higher education institutions. This is both a vital responsibility of our roles as Instructors and an important venue of representation and decision-making. Under the current arrangement, Ethnic Studies has no formalized representation on Academic Senate Council and Curriculum

Committee. CCFT unanimously approved adding Ethnic Studies to the Council of Representatives and this position will be filled effective Fall 2023.

In summary, the placement of Ethnic Studies outside of a Division has created the need for many temporary and partial solutions to problems. Our goal is to address these concerns while also planning ahead for Ethnic Studies to be its own Division and offer a critical voice and platform for our campus.