



A&S COLLECTIVE VISION 2025

2020 –2022 REPORT

SCHOOL OF ARTS & SCIENCES

CSU CHANNEL ISLANDS



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This report presents the progress the School of Arts and Sciences has made toward the Collective Vision 2025 goals and commitments ([Appendix 1](#)) during two academic years, 2020-21 and 2021-22. A separate report was not produced in 2020-21 because of the disruptions from COVID.

GOAL I: CREATE, SUPPORT, AND SUSTAIN HIGH QUALITY ACADEMIC PROGRAMS THAT PROMOTE STUDENT AND FACULTY SUCCESS AND DELIVER HIGH QUALITY DEGREES.

ACCOMPLISHMENT: PROGRAM REVIEWS COMPLETED

In the years 2020-2022, the School of Arts and Sciences (A&S) completed the final steps in the program review process for Anthropology; History; Psychology; and Spanish and Global Languages. Each of these reviews resulted in a Memorandum of Understanding (MOU) that outlined key action items agreed upon by the department chair, Dean, and Provost to facilitate program quality and continuous improvement (see [Appendix 2](#)).

ACCOMPLISHMENT: DEVELOPED NEW ACADEMIC PROGRAMS

Africana Studies Minor: In Fall 2020, CSUCI committed to a historic open rank Anti-Racism cluster hire to find faculty candidates who have a pro-active commitment to pedagogy that address systemic racism, anti-racism, or the experiences of Black communities in the USA to develop a cutting-edge Africana Studies Minor. To move the work forward, a taskforce reviewed possible models for the cluster hire, developed a plan, and formed a Disciplinary Search Committee (DSC) co-chaired by Drs. Marie Francois and Jennie Luna.

In Fall 2021, Arts and Sciences offered the first course in the Africana Studies Minor, “Introduction to Africana Studies” (AFS 2020), which was approved in the 2020-21 academic year. This course satisfies the Area F Ethnic Studies requirement and allows for the developing Africana Studies Minor to fill an immediate student need. To further support the ability of this course to serve as a gateway to the minor and to develop a student base for the minor, AFS 202 was linked with the Bedford and Dr. Irene Pinkard Living Learning Community to support enrollment by exposing first-year students to the minor’s culturally-sustaining curriculum. In the 2021-2022 academic year, the cluster hire search ended successfully and four faculty with lived Black experience and specializations in History, Ethnic Studies, Film, and American Studies joined Arts and Sciences to build the Africana Studies Minor.

Currently housed under History, the minor has been targeted for elevation to independent degree program status. Dr. Raquel Baker serves as the current coordinator.

BA in Dance Studies: The BA in Dance Studies was elevated to a degree from an emphasis under Performing Arts in Spring 2022. The innovative and unprecedented approach to dance will provide Channel Islands with greater visibility and lead the field of Dance Studies as an exemplary and 21st century approach to dance curriculum. The degree highlights the value of studying dance as the embodied transmission of culture that builds transferable skills through the study and practice of the artform. The Dance Studies Major prepares students to find their own creative identities by harnessing their knowledge of bodies, cultures, and global awareness, to work in the interconnected spheres of Hollywood, Broadway, concert dance, digital platforms, education, community organizing, arts activism, dance making, somatic practice, dance therapy, social work, arts administration, and to embrace the joy of dancing.

Environmental Technologies Certificate: The Environmental Science and Resource Management (ESRM) Department launched an Environmental Technologies Certificate in 2021. This certificate combines core coursework in general conservation concepts with specialized training in Geographical Information Systems (GIS), Data Visualization, Remotely Piloted Systems (aerial Drones and underwater ROVs), and/or Remote Sensing to strongly prepare students to effectively deploy and harness state-of-the-art technologies to understand our environment, effectively articulate our current conditions, and better support effective management. In ESRM we frequently refer to these skill sets as “Conservation Mechatronics” and “Data Viz.” Dr. Sean Anderson serves as the program advisor.

This past year has seen growing numbers of students inquire about and formally declare an intent to complete an Environmental Technologies Certificate. In particular, this certificate has been popular amongst students with an interest in using drones in their careers post-graduation. Many of the students embracing this certificate have a general interest in such technologies but don’t come from a “traditional hi-tech” background. Rather, they increasingly see these technologies as a means to an end to aid in natural resource understanding and management. Drawing from traditionally underrepresented groups, this certificate is yet another tool to help diversify and broaden our environmental professional community.

ACCOMPLISHMENT: LAUNCHED SPOTLIGHT ON RESEARCH PROGRAM

In Fall 2020, the School of Arts and Sciences launched a Spotlight on Research program. The goals of the Spotlight on Research program are (a) to increase the visibility of faculty scholarly and creative activities, (b) to provide support to stimulate ongoing and future faculty scholarly and creative projects, and (c) to encourage cross-disciplinary and interdisciplinary collaborations centered around scholarly and creative activities.

Please review the [Spotlight on Research website](#) for information about how faculty may apply for this grant award.

The AY 20-21 recipients of the Spotlight on Research Seed Grants follow:

- Dr. Raquel Baker, Assistant Professor, English
- Dr. Sunghee Nam, Lecturer, Sociology
- Dr. Nitika Parmar, Professor, Biology
- Dr. Melissa Soenke, Associate Professor, Psychology

The AY 20-21 recipients were recognized at the School of Arts and Sciences Welcome Back in August 2021. A panel presentation by these faculty members was held on April 8, 2022.

The AY 21-22 recipients of the Spotlight on Research Seed Grants follow:

- Dr. Maricela Becerra Garcia, Assistant Professor, Spanish
- Dr. Taryn Hakala, Assistant Professor, English
- Dr. Jennie Luna, Associate Professor, Chicana/o Studies
- Dr. Clare Steele, Associate Professor, Environmental Science and Resource Management

ACCOMPLISHMENT: SUPPORTED PROFESSIONAL DEVELOPMENT THROUGH CONFERENCE ATTENDANCE, TRAVEL, LIBRARY RESOURCES, AND PUBLICATION COSTS

Faculty Publication Costs and Start-Up Funding: The School of Arts and Sciences provided nearly \$22,500 in funding for publication expenses and to support new Arts and Sciences faculty research during the period covered in this report. In 2020-21, hiring was limited by the constraints from a world-wide COVID pandemic. The School added four new tenure track positions: Drs. Hanni Jalil (History), Maricela Becerra Garcia (Global Languages), Hyunsook Youn (Communication), and Jaime Lapeyre (Nursing). The School of Arts and Sciences did not add any new tenure track faculty in 2021-22. In addition, individual programs also provided funding for attending conferences to present their research.

ACCOMPLISHMENT: CREATED PROGRAM ROADMAPS

During AY 20-21, the Dean's office continued its maintenance of program Academic Roadmaps on the Arts and Sciences website in both two-year-transfer and four-year incoming first-year versions. Updates and corrections were made to roadmaps as needed upon request by Chairs. In the Spring 2021, it was determined that recent GE requirement changes presented a need to make legacy versions of roadmaps available for students, e.g., archives based on program catalog years. In Spring 2022, the maintenance of Arts and Sciences Roadmaps migrated to Academic Advising with a link to the roadmaps being provided on the Arts and Sciences website. Roadmaps for several programs were updated during AY 21-22 as a result of the block scheduling planning for Fall 2022.

ACCOMPLISHMENT: IMPLEMENTED MULTI-YEAR SCHEDULE PLANNING

The Two-Year Schedule Planner was enhanced to create a rotating schedule that would align with program Academic Roadmaps. The Google Sheet planner allows Chairs to enter class schedules and monitor FTES and SFR for their proposed schedules vs. targets. In addition, the planner tracks track non-tenure-track faculty (NTTF) budget expenditure, workload, and entitlements. This template was developed by the School of Arts and Sciences and is an effective tool for aligning budget resources with course offerings.

ACCOMPLISHMENT: DISSEMINATED USER-FRIENDLY GRADUATION SUCCESS AND RETENTION INFORMATION

Prof. Weldon Smith (Psychology) was funded by the Dean’s Office to extract and present data from the [CSU Graduation & Success Dashboards](#) with reference to A&S students. PowerPoint presentations on the analysis were delivered separately to the Council of Chairs and at a town hall meeting (see, respectively Appendices [3](#) and [4](#)).

ACCOMPLISHMENT: SUPPORTED PROGRAM-LEVEL INTRUSIVE ADVISING AND TUTORING

The School of Arts and Sciences provided funding through the budget process for reassigned time to support advising by faculty in academic programs with the magnitude of the reassigned time dependent on the program’s FTES. Programs were offered flexibility in how to manage the reassigned time funding. Several academic programs provided tutoring by student assistants to augment tutoring provided by the Learning Resource Center (LRC). U.S. Department of Education and NSF grant funding were used to support embedded peer mentors and learning assistants. The NSF SMART grant provided scholarships for Learning Assistants (LA) that were similar to embedded tutors and were recruited and managed by the LRC. Many LA funded through this grant also worked as tutors in the LRC.

ACCOMPLISHMENT: CREATED EVIDENCE-BASED FTES AND SFR TARGETS AND ALLOCATED RESOURCES TO ACTUALIZE TARGETS

The School of Arts and Sciences tracks target and achieved FTES annually and distributes funding to programs based on achieved FTES and SFR targets in prior years vis a vis the School’s overall FTES and SFR targets. Chairs were provided with a budget report to distribute to faculty. The Dean and Manager of Academic Resources (MAR) met with the chairs and, in some cases, with programs to discuss budgets.

On behalf of the Provost, Academic Planning and Budgeting provided the School of Arts and Sciences with the following SFR and FTES targets for FY2020:

SFR Avg. 23.5
 FTES 5175

| <i>20-21 FINAL FTES Target</i> | 20-21 FTES Actual | 20-21 Final SFR Target | 20-21 SFR Actual |
|--------------------------------|--------------------------|-------------------------------|-------------------------|
| 4880 | 4811.80 | 22.80 | 22.30 |

| 21-22 Target | | |
|---|--|-------------------------------|
| <i>FTES Based on allocation of 4712</i> | <i>% Change from 20-21 Annual Target</i> | 21-22 Final SFR Target |
| 4736 | -3% | 23.00 |

ACCOMPLISHMENT: PROVIDED REASSIGNED TIME TO SUPPORT QUALITY INSTRUCTION AND PROGRAM EFFORTS, E.G., TEAM-TEACHING, ADVISING

The School provided reassigned time for the chair, program advising, and program specific needs (e.g., accreditation, lab coordination, English Composition coordination) in the form of WTU's funded at the average per person cost of NTTF per WTU. Programs requested additional reassigned time for team teaching, double-sections, etc. by submitting a request through InfoReady. Analysts and support coordinators are responsible for tracking reassigned time received on the cover sheet of the Two-Year Schedule Planner. MOU were established between the School and other divisions and grants that outlined deliverables expected for receipt of the reassigned time.

ACCOMPLISHMENT: PROMOTED FACULTY ENGAGEMENT IN SCHOLARLY AND CREATIVE ACTIVITIES WITH UNDERGRADUATE STUDENTS

Sample accomplishments include:

Fifteen A&S faculty members participated in the eight-week Summer 2021 Summer Undergraduate Research Fellows (SURF) program and engaged 45 A&S undergraduate students in faculty-mentored scholarly and creative activities. Faculty Fellows participants in SURF from A&S included: Drs. Reza Abdolee (Computer Science), Theresa Avila (Art), Ahmed Awad (Chemistry), Maricela Becerra (Global Languages), Karina Chavarria (Sociology), Thomas Clobes (Health Science), Emily Fairfax (Environmental Science and Resource Management), Jacob Jenkins (Communication), Eric Kaltman (Computer Science), HyeSun Lee (Psychology), Jennie Luna (Chicana/o Studies), Francisco Roman Magdaleno Flores (Psychology), William Munroe (Chemistry), Cynthia Wyels (Mathematics), and Hyunsook Youn (Communication).

Twelve A&S faculty members and 39 A&S undergraduate students participated in the Summer 2022 SURF engaging in authentic scholarly and creative activities. The Summer 2022 Faculty Fellow participants from A&S include: Drs. Reza Abdolee (Computer Science), Ahmed Awad (Chemistry), Jose Alamillo (Chicana/o Studies), Ronald Berkowsky (Health Science), Karina Chavarria (Sociology), Jacob Jenkins (Communication), Eric Kaltman (Computer Science), HyeSun Lee (Psychology), William Monroe (Chemistry), Christina Smith (Communication), Hugo Tapia (Biology), and Dida Vakilian (Mechatronics Engineering).

Two A&S faculty members received funding through Research Scholarship and/or Creative Activities (RSCA) to engage student assistants in scholarly and creative activities during AY 21-22. In addition, three A&S faculty received Higher Education Emergency Relief Funds (HEERF) Research Restart funding to hire student assistants during AY 21-22.

ACCOMPLISHMENT: INCREASED TENURE DENSITY IN THE SCHOOL

In 2020-21 four new faculty began tenure track positions in Arts and Sciences. In 2021-2022 the School completed the search and screening process for an additional seventeen tenure track faculty for AY 22-23:

| Faculty | Department and/or Specialization |
|-------------------------------------|---|
| Maricela Becerra Garcia (2020-21) | Assistant Professor, Global Languages (Spanish) |
| Hanni Jalil (2020-21) | Assistant Professor, History (Latin America) |
| Jaime Lapeyre (2020-21) | Assistant Professor, Nursing (Pediatrics) |
| Hyunsook Youn (2020-21) | Assistant Professor, Communication (Environmental) |
| Samantha Acuña (2022-23) | Assistant Professor, Political Science (Constitutional Law) |
| Caryl Ann Becerra (2022-23) | Assistant Professor of Biology (Environmental Microbiology) |
| Danilo Bernal (2022-23) | Assistant Professor, Nursing (Critical Care and Trauma) |
| Kidiocus Carroll (2022-23) | Assistant Professor, Africana and Black Studies |
| Julia Chang (2022-23) | Assistant Professor, Nursing (General Neurology, Spine Surgery, and Acute Rehabilitation) |
| Thomas Clobes (2022-2023) | Assistant Professor, Health Science (Medical Cannabis) |
| José Luis Collazo (2022-23) | Assistant Professor, Sociology (Social Inequalities, Race, Class, Gender, or Intersectionality) |
| Neomie Congello (2022-23) | Assistant Professor, Nursing (Acute Cardiac Care) |
| Katherine Cosby (2022-23) | Assistant Professor, Africana and Black Studies |
| Cameron Harris (2022-23) | Assistant Professor, Africana and Black Studies |
| Kevin Hayakawa (2022-2023) | Assistant Professor, Physics (Astronomy) |
| Peter Krause (2022-23) | Assistant Professor, Psychology (Cognitive Psychology) |
| Susan Kuzminsky (2022-23) | Assistant Professor, Anthropology (Biological Anthropology) |
| Isaac Quintanilla Salinas (2022-23) | Assistant Professor, Math (Statistics) |
| Simon Quiroz (2022-2023) | Assistant Professor, Art (Film/Time-Based Media) |
| Ariel Vaughn (2022-23) | Assistant Professor, Chemistry (Education) |
| E. Nicole Vines (2022-23) | Assistant Professor, Africana and Black Studies |

GOAL II: PREPARE STUDENTS FOR POST-GRADUATE OPPORTUNITIES SO THAT THEY MAY THRIVE IN A DIVERSE AND GLOBAL WORK ENVIRONMENT.

ACCOMPLISHMENT: EMBEDDED AWARENESS OF POST-GRADUATE OPPORTUNITIES AND STUDENT SUCCESS SKILLS (RESUME/CV WRITING, INTERVIEWING, WRITING PERSONAL STATEMENTS) IN PROGRAM LEARNING OUTCOMES AND THE CURRICULUM WITHIN AND ACROSS PROGRAMS

Academic programs embedded awareness of post-graduate opportunities and student success skills into specific courses (e.g., SOC 489: Careers in Sociology) as well as across the curriculum. In addition, the CSU-Louis Stokes Alliance for Minority Participation Program (LSAMP): STEM Pathways and Research Alliance supports students through 1) academic integration, 2) professionalization activities, and 3) social integration. Academic integration improved student performance and persistence in their STEM majors. Students in the program not only benefited from STEM textbooks reimbursements and material support, but they also formed peer mentoring groups advising each other on study strategies and scheduling courses. A large component of LSAMP is the professionalization activities. These included opportunities for students to engage in research projects, graduate school preparation activities, and developing professional skills. LSAMP assisted students in applying for Research Experiences for Undergraduate (REU) and graduate programs. For example, students participated in mock interviews, wrote statements of purpose, and networked at conferences. LSAMP aims to foster the feeling of belongingness in science by providing opportunities for social integration and a sense of community. The group hosted workshops on emotional intelligence and overcoming imposter syndrome and supported students' participation at the National Diversity in STEM conference hosted by the Society for the Advancement of Chicanos/Latinx and Native Americans in Science (SACNAS).

In the School of Arts and Sciences, five additional programs: Dance, Sociology, Spanish, Political Science, and Psychology either offered, developed, or modified "careers in" courses in their respective fields.

ACCOMPLISHMENT: OFFERED COMMUNITY ENGAGED INTERNSHIPS, INTERDISCIPLINARY EXPLORATIONS, AND HANDS-ON LEARNING IN THE CURRICULUM

Individual academic programs provided internship opportunities through 492 sections which, in some cases, also included service learning experiences. The below table shows the numbers of students who enrolled in internship classes in AY 20-21 and AY 21-22.

| Course | Course Title | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|----------|---|-----------|-------------|-----------|-------------|
| ANTH 492 | Internship | 0 | 0 | 1 | 4 |
| ART 492 | Internship in the Arts | 1 | 0 | 3 | 0 |
| CHS 492 | Internship in Chicana/o Studies | 9 | 0 | 10 | 0 |
| COMP 492 | Internship | 3 | 14 | 10 | 5 |
| ENGL 492 | Internship | 9 | 9 | 9 | 0 |
| ESRM 492 | Service Learning/Internship | 1 | 0 | 0 | 10 |
| HIST 492 | Internship/Service Learning | 9 | 9 | 9 | 9 |
| HLTH 492 | Service Learning in the Health Sciences | 0 | 24 | 0 | 57 |
| IT 492 | Internship | 3 | 7 | 3 | 4 |
| MATH 492 | Internship | 0 | 11 | 1 | 0 |
| PHYS 492 | Internship | 1 | 0 | 0 | 1 |
| PSY 492 | Internship or Service Learning | 14 | 15 | 13 | 12 |
| | TOTALS | 50 | 89 | 59 | 102 |

GOAL III: MAKE EQUITY, DIVERSITY, AND INCLUSIVITY A HABIT THAT IS IMPLEMENTED, PRACTICED, AND MODELED CONSISTENTLY BY ALL MEMBERS.

ACCOMPLISHMENT: ANALYZED CSU DASHBOARD DATA BY ACADEMIC PROGRAM

Chairs and faculty were encouraged to review student success data, particularly as it pertained to equity. In turn, these data provided evidence based arenas for curricular and pedagogical interventions to promote more equitable and inclusive student success outcomes. The results from these interventions will be tracked and presented in our next annual report.

ACCOMPLISHMENT: REDESIGNED COURSES/CURRICULUM TO IMPROVE EQUITY IN STUDENT SUCCESS AND RETENTION (AY 20-21)

Course redesign projects ran through AY 19-20. The Chemistry and Mathematics Departments completed their redesign projects in this period.

ACCOMPLISHMENT: CREATED PROGRAM EQUITY STATEMENTS

In support and solidarity with racial communities affected by national crises that occurred during the 2020-21 academic year, various A&S programs prepared racial justice statements which were published on the A&S website homepage. A total of ten programs crafted statements for the Black Lives Matter (BLM) and AAPI movements: [Chemistry](#), [Chicana/o Studies BLM Statement](#), [Chicana/o Studies AAPI Solidarity Statement](#), [English](#), [ESRM](#), [Global Studies & Political Science BLM Statement](#), [Political Science & Global Studies APIDA Solidarity Statement](#), [Psychology](#), [Health Science](#), [History](#), and [Sociology](#). The [CI Women of Color Faculty Group](#) also wrote a collaborative solidarity statement for BLM.

ACCOMPLISHMENT: DEVELOPED AND IMPLEMENTED GUIDELINES FOR EQUITY BYLAWS

A group of department Chairs, Drs. Jose Alamillo (Chicana/o Studies), Mary Adler (English), Geoff Buhl (Mathematics), and Colleen Delaney (Anthropology) worked with the Dean during Fall 2020 and Spring 2021 semesters to develop language and tools that programs might use in updating their program bylaws to ensure a focus on equity.

Statement of Solidarity from the Chicana/o Studies Department of CSU Channel Islands

Dear Community,

The Chicana/o Studies Department at CSU Channel Islands grieves and condemns the senseless police killing of George Floyd and the countless other victims of police brutality across this country. We stand in solidarity with those calling for justice and will continue to do the work we do through education and by providing a space for the critical analysis of historical and systemic racism, white supremacy, power and privilege. We will continue to do our work of interrogating institutions (such as the prison industrial complex, immigration detention centers, and the criminal (in)justice system) and the deep examination of all forms of oppression and resistance in the United States and beyond.

Our academic discipline is grounded in social justice and provides students with critical frameworks from which they can apply to contemporary issues in our world and work toward the transformation of society. We believe in the liberatory potential of education and it is with this spirit that we will continue to advocate for the expansion of Ethnic Studies programs (African American/Black Studies, Asian Pacific Islander American Studies, and Native American/Indigenous Studies) on our campus and as a statewide graduation requirement in the California State University and in our K-12 educational system.

The global pandemic of Covid-19 has demonstrated, in unprecedented and glaringly visible ways, the deep racial inequities and disparities of our society, particularly when it comes to access to health care, the disregard of the “essential” working class (particularly those in the industries of food, agriculture, and service), the First Nation Indigenous communities that have been hit hardest disproportionately in the U.S. and the rise of anti-Asian racism and xenophobia. We believe that Ethnic Studies is an intervention in the historical disenfranchisement of Queer Trans People of Color across all systems of education and provides a pro-active solution to the on-going violence we continue to witness. How can we expect society to change its way of thinking and viewing the world when it has never contemplated topics of white supremacy, white privilege and the histories/herstories of People of Color in the U.S.? We echo the statement of CSUCI President Erika Beck in acknowledging that we must “intentionally create spaces where we can fully engage in these challenging, complex and uncomfortable discussions.”

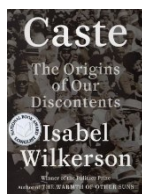
In addition to advocating for the creation and expansion of Ethnic Studies programs, we stress the need for our campus (and others) to examine the ratio of Staff, Administrators, and Faculty of Color to their student and community population and demographics. There is no reason for any department to be deficient of Faculty of Color or, perhaps worse, countenance token representation. We urge our campus to withdraw from the empty verbiage of “diversity,” “inclusion,” “multiculturalism,” and “all lives matter” that masks systems of white supremacy and instead opt for a reframing of campus/student services and hiring practices that reflect multi-racial/multi-ethnic justice. To dismantle internalized perspectives that advance processes of white privilege, we demand a cluster hire of 10+ Ethnic Studies-trained faculty across various disciplines on our campus for the next hiring cycle and invite our alumni and community to join in this advocacy.

Finally, we encourage our Chicanx/Latinx community to have honest conversations with your family, community and friends about the violence of anti-Blackness and what it means to be in true solidarity with our Black sisters, brothers and kin-folk. We must resist the racist rhetoric and policies of President Donald J. Trump to ensure that he does not cause more harm. And let us channel our righteous indignation through a diversity of tactics, whether it be through protesting, voting, writing, or using your education as a weapon for social change. The Chicana/o Studies Department is here for you and stands with you and our community in solidarity.

Black Lives Matter.

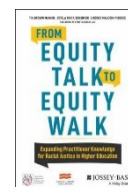
ACCOMPLISHMENT: ESTABLISHED READING GROUPS, AND DEVELOPED STAFFING POLICIES THAT PROMOTE EQUITY AND INCLUSION

The A&S Summer Reading Group read and discussed two books during late July and early August 2021. The books included Caste: The Origins of Our Discontents (2020) by Isabel



Wilkerson and Seeing Race Again: Countering Colorblindness across the Disciplines (2019) by Editors Kimberlé Williams Crenshaw, Luke Charles Harris, Daniel Martinez HoSang, and George Lipsitz. A total of eleven A&S faculty members participated in the 2021 Summer Reading Group.

The book, From Equity Talk to Equity Walk by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux was selected for the 2022 Summer Reading Group which was held in late July and August 2022.



Academic programs were asked to develop equity plans for instructor assignments of courses offered through Extended University. All academic programs developed and distributed their equity plans.

ACCOMPLISHMENT: OFFERED WORKSHOPS ON HOW TO BE AN ANTI-RACIST, E.G. 21 DAY RACIAL EQUITY CHALLENGE

During the Spring 2022 semester, Dr. Frank Barajas (History) led a series of ten 75-minute Diversity, Equity, and Inclusion (DEI) sessions entitled, *Institutional Memory or: How I Learned to Stop Worrying and Fight Righteously for My Community*. The series examined the CSUCI campus' history of tenure-track faculty recruitment with a critical lens. The sessions were well-attended and provided faculty, staff, and administrators an opportunity to examine the history of faculty recruitment and efforts on the campus to increase the diversity of tenure-track faculty.

ACCOMPLISHMENT: PROVIDED FACULTY TRAINING ON BEST PRACTICES IN EQUITY-MINDED RECRUITMENT

Seventeen Arts and Science faculty received Faculty Equity Advocate Program (FEAP) training to serve as an Equity Advocate on Disciplinary Search Committees (DSC). The Policy on the Recruitment and Appointment of Tenured and Tenure-Track Faculty ([CSUCI Senate Policy 20.008](#)) mandates that each DSC must have an Equity Advocate serving on the search committee. Two A&S faculty members, Drs. LaSonya Davis (Nursing) and Christy Teranishi Martinez (Psychology) serve as the Equity Advocate Leads to oversee the Faculty Equity Advocate Program in partnership with Faculty Affairs.

GOAL IV: ACHIEVE A DESIRABLE WORKPLACE ENVIRONMENT IN WHICH THERE IS EQUITABLE WORKLOAD SUPPORTED BY RESOURCES, TRANSPARENT COMMUNICATION, AND MUTUAL RESPECT.

ACCOMPLISHMENT: OFFERED PROFESSIONAL DEVELOPMENT FOR ARTS AND SCIENCES FACULTY AND STAFF

Five analysts in the School attended an Academic Resources Conference (ARC) in June 2021 and two analysts attended in June 2022 with funding provided by the School of Arts and Sciences. A total of seven staff members attended the CSU Academic Resources Conference in AY 20-21 and 21-22.

Arts and Sciences faculty represented 170 of the 227 participants (75%) in the Summer 2020 CSUCI T.H.R.I.V.E. (Teaching, High-touch, Revise, Interaction, Variability, Equity/Engagement/Empathy and Technology, Human-Centered, Reenergize, Impact, Vulnerability, Equity/Engagement/Empathy) faculty development program offered by Teaching and Learning Innovations. This program was designed to provide faculty with flexibility in structuring their own learning pathway in preparation for on-line instruction in Fall 2020. The program was continued in Spring 2021.

Staff developed a draft proposal for a staff excellence awards program during AY 20-21.

ACCOMPLISHMENT: CREATED PROCESS GUIDE AND WORKFLOWS

Academic staff and the MAR, in the School of Arts and Sciences, started conceptualizing a process guide during and prior to AY 20-21 that covered topics such as schedule building, key requests, and other topics. In addition, the Dean's office improved operational efficiency by developing workflows for functions within the School of Arts and Sciences like the A&S Faculty Excellence Awards and Spotlight on Research Awards processes and schedule building. The MAR, Associate Dean, students, and administrative staff participated in this venture.

ACCOMPLISHMENT: SUPPORTED STAFF PROFESSIONAL ORGANIZATION MEMBERSHIPS

Laboratory Technicians were provided memberships with the [National Association of Scientific Materials Managers \(NAOSMM\)](#), an organization that provides resources as well as a listserv for laboratory managers to exchange questions and ideas. These memberships allowed CSUCI vacant laboratory technician positions to be posted on the NAOSMM website to help recruit applications during AY 20-21 and AY 21-22.

ACCOMPLISHMENT: PROVIDED MULTIPLE FORUMS FOR SCHOOL FACULTY, STAFF AND STUDENTS TO COMMUNICATE WITH DEAN AND EACH OTHER

Lecturer Coffee Hour: The sessions provided NTTF an opportunity to meet with the Dean and Associate Dean to communicate issues and/or concerns and for NTTF to learn about A&S opportunities.

Chai Chats: To foster community and create an informal space for faculty and staff to raise questions or share concerns, Dean Kohli led regular Chai Chats via Zoom on a bi-weekly basis. Faculty and staff were encouraged to drop-in for as long as their schedules allowed.



Collective Vision 2025 Town Hall: During the entire period, the Dean's office hosted virtual Town Halls to gather feedback and identify specific action items for each of the Collective Vision 2025 Working Groups ([Appendix 5](#)).

Newsletter: The Arts and Sciences Newsletter is now recognized as a primary source for information about faculty, staff, and student accomplishments. It is normally published twice a semester, and, to date, three Newsletters have been distributed to the University community.



Department Chair Meeting Agenda and Minutes: To facilitate transparency and far reaching communication, the Dean's office posts all Department Chair meeting agendas and minutes for public consumption.

Website: The Arts and Sciences webpage is kept current to provide timely information. The site shares both formal and informal news related to activities and events as well as community building information such as recipes from the Dean's office staff, as well as recommended, complimentary articles from the Chronicle of Higher Education.

ACCOMPLISHMENT: IMPLEMENTED COMMUNITY-BUILDING PROGRAMMING IN THE SCHOOL

The School of Arts and Sciences hosted virtual Quarantine Bingo sessions as well as COVID Mad-Lib sessions for laboratory technicians during the Fall 2020.

In collaboration with local business Harmony Family Yoga, the School hosted twelve virtual yoga sessions (January 29; February 5 and 19; March 5, 12, and 26; and April 2, 9, 16, 23, and 30; and May 5) during Spring 2021. The sessions were well-attended by faculty and staff. The goal of the sessions was to foster community, provide a space for self-care and a chance to de-stress through guided meditation, breathing exercises, and yoga poses.

GOAL V: SUSTAIN AND EXPAND EFFECTIVE AND TRANSFORMATIVE TEACHING PRACTICES THAT OFFER OPPORTUNITIES FOR STUDENTS TO EXCEL BOTH IN AND OUT OF THE CLASSROOM.

ACCOMPLISHMENT: IMPLEMENTED FACULTY EXCELLENCE AWARDS PROGRAM

A School of Arts and Sciences Faculty Excellence Awards program was launched in 2021. The AY 20-21 recipients of the A&S Faculty Excellence Awards were identified in May 2021 and recognized at the Fall 2021 School of Arts and Sciences Welcome Back in August 2021. The recipients of the individual awards follow:

- **Excellence in Teaching Award:** Dr. Mary Woo, Lecturer, Environmental Science and Resource Management.
- **Excellence in Research, Scholarly, and Creative Activities:** Dr. Emily Fairfax, Assistant Professor, Environmental Science and Resource Management.
- **Excellence in Service Award:** Dr. Safa Khan, Lecturer, Chemistry.
- **Inclusive Excellence Award:** Dr. Jennie Luna, Associate Professor, Chicana/o Studies.
- **Excellence in Mentoring Award, Excellence in Mentoring of Faculty Colleagues:** Dr. Christy Teranishi-Martinez, Professor, Psychology.

The Chicana/o Studies department was the recipient of the AY 20-21 Dean's Award for Collaborative Achievement for their outstanding work in promoting DEI initiatives.

The AY 21-22 recipients of the A&S Faculty Excellence Awards were identified in May 2022 and recognized at the Fall 2022 School of Arts and Sciences Welcome Back in August 2022. The recipients of the individual awards follow:

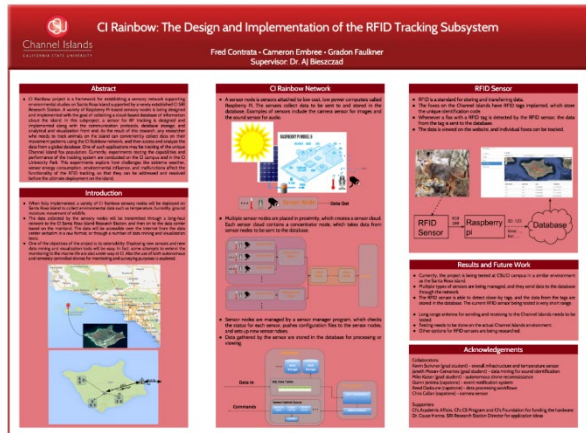
- **Excellence in Teaching Award:** Dr. Katherine Elder, Assistant Professor, Communication.
- **Excellence in Research, Scholarly, and Creative Activities Award:** Dr. José Castro-Sotomayor, Assistant Professor, Communication.
- **Excellence in Service Award:** Dr. Stacey Anderson, Associate Professor, English.
- **Inclusive Excellence Award:** Dr. Christy Teranishi-Martinez, Professor, Psychology,
- **Excellence in Mentoring, Excellence in Mentoring Students Award:** Dr. Caryl Ann Becerra, Assistant Professor, Biology.

The Psychology department was the recipient of the AY 21-22 Dean's Award for Collaborative Achievement for their noteworthy efforts in promoting student engagement.

ACCOMPLISHMENT: EXPANDED OPPORTUNITIES FOR UNDERGRADUATE RESEARCH

The mechanism by which students engage in undergraduate research varies by program area. Most of the 494 classes are associated with Independent Research with undergraduate students. The 497 classes are generally Directed Studies classes, however, the 494 classes in a few programs also carry this title. Directed Studies may or may not involve students being engaged in undergraduate research. Finally, Capstone Preparation and Capstone Project

classes in some majors (e.g., COMP, EMEC, and IT) may also involve students being engaged in undergraduate research.



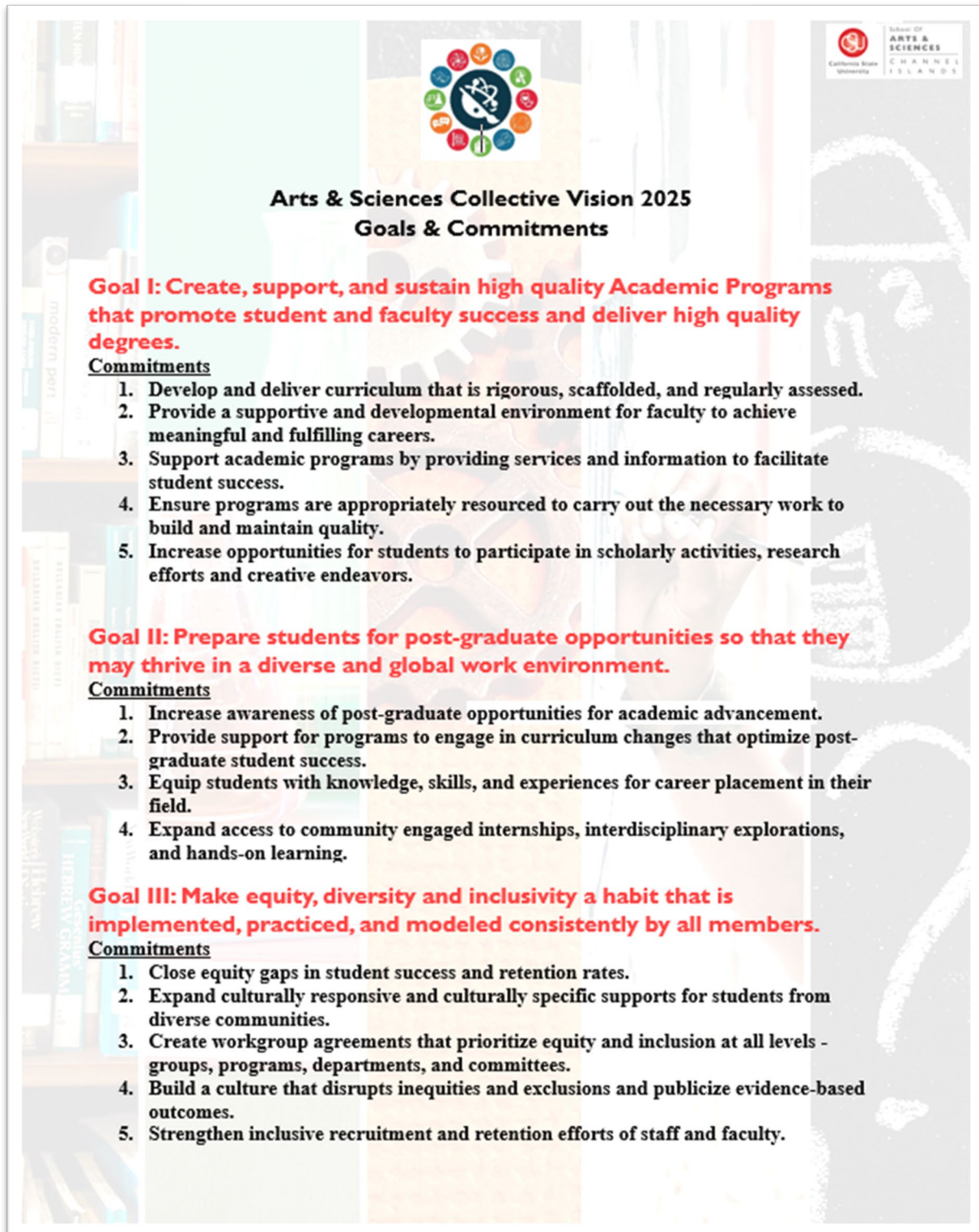
Over the period of this report, approximately 100-145 students were engaged annually in undergraduate research through 494 classes (see the below table) for a total of nearly 500 students engaged in research over the two-year period of this report. Enrollment in Directed Studies/Independent Studies classes averaged 40-100 annually. Additional students volunteered on research projects or received payment through grants and, as a result, these students are not reflected in this count.

Independent Research Classes Enrollments


| Course | Course Title | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|----------|-------------------------------|------------|-------------|------------|-------------|
| BIOL 494 | Independent Research | 35 | 39 | 33 | 46 |
| CHEM 494 | Independent Research | 27 | 29 | 33 | 31 |
| COMP 494 | Independent Research | 0 | 0 | 0 | 11 |
| ENGL 494 | Independent Study/Sr Research | 0 | 0 | 0 | 1 |
| ESRM 494 | Independent Research | 5 | 2 | 2 | 0 |
| HLTH 494 | Independent Research | 2 | 6 | 3 | 15 |
| MATH 494 | Independent Research | 6 | 3 | 16 | 9 |
| PHYS 494 | Independent Research | 0 | 1 | 4 | 0 |
| POLS 494 | Independent Research | 1 | 5 | 0 | 0 |
| PSY 494 | Independent Research | 25 | 33 | 41 | 32 |
| | Subtotal | 101 | 118 | 132 | 145 |

Directed Study/Independent Study Classes Enrollments

| Course | Course Title | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|----------|---------------------------------|-----------|-------------|-----------|-------------|
| ANTH 494 | Independent Study | 1 | 0 | 2 | 0 |
| ART 494 | Directed Independent Study | 4 | 12 | 7 | 9 |
| BIOL 497 | Directed Study | 0 | 0 | 1 | 0 |
| CHEM 497 | Directed Studies | 0 | 3 | 0 | 3 |
| CHS 497 | Senior Thesis/Independent Study | 3 | 0 | 2 | 1 |
| COMM 494 | Independent Study | 3 | 1 | 2 | 0 |
| HIST 497 | Independent Study | 1 | 0 | 0 | 0 |
| HLTH 497 | Directed Studies | 29 | 0 | 0 | 0 |
| MATH 497 | Directed Studies | 0 | 0 | 0 | 8 |
| NRS 497 | Directed Studies | 8 | 5 | 4 | 9 |
| PA 494 | Independent Study | 11 | 6 | 1 | 0 |
| PHYS 497 | Directed Studies | 0 | 0 | 9 | 6 |
| PSY 497 | Directed Studies | 31 | 14 | 9 | 14 |
| | Subtotal | 91 | 41 | 37 | 50 |



The graphic features a central circular logo with various icons representing different disciplines. The background is a collage of educational elements: a bookshelf on the left with books like 'modern port', 'HERBIEV GRAMM', and 'Glossary'; a chalkboard on the right with a question mark; and a person's hands holding a pencil. The text is centered and uses a mix of bold black and red fonts.



Arts & Sciences Collective Vision 2025 Goals & Commitments

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

Commitments

1. Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed.
2. Provide a supportive and developmental environment for faculty to achieve meaningful and fulfilling careers.
3. Support academic programs by providing services and information to facilitate student success.
4. Ensure programs are appropriately resourced to carry out the necessary work to build and maintain quality.
5. Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.

Goal II: Prepare students for post-graduate opportunities so that they may thrive in a diverse and global work environment.

Commitments

1. Increase awareness of post-graduate opportunities for academic advancement.
2. Provide support for programs to engage in curriculum changes that optimize post-graduate student success.
3. Equip students with knowledge, skills, and experiences for career placement in their field.
4. Expand access to community engaged internships, interdisciplinary explorations, and hands-on learning.

Goal III: Make equity, diversity and inclusivity a habit that is implemented, practiced, and modeled consistently by all members.

Commitments

1. Close equity gaps in student success and retention rates.
2. Expand culturally responsive and culturally specific supports for students from diverse communities.
3. Create workgroup agreements that prioritize equity and inclusion at all levels - groups, programs, departments, and committees.
4. Build a culture that disrupts inequities and exclusions and publicize evidence-based outcomes.
5. Strengthen inclusive recruitment and retention efforts of staff and faculty.

Goal IV: Achieve a desirable workplace environment in which there is equitable workload supported by resources, transparent communication, and mutual respect.

Commitments

1. Define roles and practices and cultivate awareness and sensitivity about workload.
2. Increase financial support for onboarding and professional development and advancement opportunities for faculty and staff.
3. Strengthen respectful and transparent communication across departments and programs.
4. Attain equitable salaries to match equitable workloads.
5. Foster an environment characterized by mutual respect and shared responsibility.

Goal V: Sustain and expand effective and transformative teaching practices that offer opportunities for students to excel both in and out of the classroom.

Commitments

1. Increase use of high impact practices to improve student learning outcomes particularly for historically marginalized and underrepresented students.
2. Develop innovative academic experiences that use universal design, accessibility and appropriate accommodations to ensure an equitable and inclusive learning experience for all students.
3. Explore and commit to actions that improve overall student wellness; safety; and financial, food and housing security.
4. Implement a system of formal recognition and rewards for faculty using effective, high impact, and transformative learning practices.

Anthropology Program Review MOU

June 9, 2022

To: Dr. Colleen Delaney & Anthropology Faculty

From: Dr. Mitch Avila,
Provost, CSU Channel Islands

Re: Agreements regarding actions items to conclude Anthropology Program Review

First, I would like to thank the Anthropology faculty for engaging fully with this cycle of program review – and to thank you for your patience in taking the steps subsequent to your external review to complete the cycle. At its best, program review offers an opportunity to collectively assess how the program is serving our students and to think about how to deepen that service in the future. It is clear that you have taken full advantage of that opportunity. This memo – and the attached signature page – represent the concluding step of program review: Formalizing agreement regarding the action items for the program to focus on in the near future.

The attached page includes the list of action items collectively agreed upon by faculty and administrators at our meeting on April 18. Please review those action items, along with any expected outcomes, and sign the document to indicate agreement. We look forward to hearing of your progress, and to supporting it in all appropriate ways.

Please extend my thanks to all Anthropology faculty for your commitment to our students, and to achieving a model of the teacher-scholar at CSUCI. I am impressed by what you have been able to accomplish as a small and effective program, and by your deep engagement with our students. Please know that I stand ready to support those critical efforts in the future.

**Anthropology Program Review
Concluding Memorandum of Understanding / Action Items**

The following represent the action items collectively agreed upon by faculty and administrators at the meeting on April 18, 2022.

- While the Anthropology achieved independent status at the start of AY 2020-21, the faculty still need to create all of the essential documents associated with independent programs. Specifically, that includes a program mission statement, bylaws, Program Personnel Standards, as well as PLOs and SLOs across the curriculum. All of that should be completed by the Fall of 2023. The department should work with Arts and Sciences MAR to identify funding source to support a retreat as necessary to complete those documents. Diversity, Equity, and Inclusion should be integrated into all strategic planning discussions and documents.
- External reviewers commended the lab facilities available to the Anthropology program. The department should work with the Dean to identify a short-term solution to the need for lab tech support. And as new needs emerge, the faculty should identify them and submit them to the Dean in the form of proposals.
- Program leadership should work with the Dean to ensure that budget models and resource allocations are understood, and needs are clearly communicated. The Chair should be familiar with the model for resource allocation and should request assistance if that model is not clear enough to use for planning purposes. In order to develop a more predictable and sustainable budget model, send a proposal for an increased Operations and Expenses budget to the Dean; as part of achieving those goals, the program should fund field trips through IRA and course fees. As the program grows, department leadership should continue conversations regarding funding formula for staff on a per FTES basis.
- Faculty should engage in discussions and planning with GI2025 goals in mind – specifically, increasing two-year and four-year graduation rates for their students, and addressing equity gaps. To increase timely degree completion, Anthropology faculty should integrate best practices identified in the CSU GI 2025 plan and align with local campus efforts, and they should focus on identifying areas where degree progression is hampered (e.g., providing students clear guidance on degree progression, course sequencing, and the value/purpose of courses in the curriculum). Faculty need to address concerns about advising which were raised by students during the program review process, as careful advising should provide a better learning experience for current students and foster closer relationships with alumni. In all of those discussions, faculty should assess the data now available through Institutional Research on Anthropology students' success. Faculty should be prepared to discuss those issues with the Dean by Fall of 2023.
- Faculty should develop and submit a plan for how they intend to involve students in curricular and extracurricular activities and assess the impact of that involvement on student success by fall of 2023.
- The department is congratulated for creating a CANVAS page to enhance communication with students. Moving forward, faculty need to consider additional ways to engage students and offer advising (e.g., an Anthropology Club; updated Website; careers fairs; alumni get togethers). That work is supported through the 3 WTUs for student advising that the department receives annually.

- The department should continue its work with local community colleges to enhance a transfer pipeline for Anthropology. That includes continuing to meet regularly with community college counterparts to encourage seamless course articulation and student transfer. The faculty should also seek assistance from the Office of Articulation to enhance such engagement.
- The department must develop a holistic assessment plan for measuring student learning outcomes. That should start with the creation of program level learning outcomes that may be structured as goals and objectives and lend themselves to measurement. Subsequently, each course in the program should be mapped against those learning goals and objectives to indicate where students are introduced to learning components and where these components are developed and, eventually mastered (curriculum map). This step will help the faculty in developing course specific program learning outcomes which can and should be formally assessed through direct assessment using an assessment tool and evaluation rubrics. As the results of this course assessment provide insight on each program learning objective, the faculty should review these findings to implement curricular and pedagogical modifications to improve student learning, where necessary. Finally, a program assessment plan should be developed to navigate when a particular program learning outcome will be assessed. A completed program assessment plan should be completed by the Fall of 2024.
- The Dean will update program SFRs in comparison to Anthropology programs in other CSUs, and in conversation with program faculty concerning specific pedagogical practices.
- Faculty should be encouraged to take advantage of the Provost's new policy regarding funding for professional travel (conferences and research). The Dean and Provost have also set aside resources for faculty development including expanded RSCA awards and direct cost grants.
- Anthropology faculty should plan to help develop the degree in Forensics that may be moving forward with the Provost's Multi-year Academic Plan.
- The faculty should work with alumni affairs and have a plan in place by Fall 2023 to engage with their alumni. This can be done in collaboration with Advancement. Faculty should also engage with post-graduation outcomes as those data become widely available.

The signatures below indicate collective agreement on the action items enumerated above:

Mitch Avila

[Mitch Avila \(Jun 17, 2022 11:44 PDT\)](#)

06/17/2022

Dr. Mitch Avila
Provost
California State University, Channel Islands

Date

Vandana Kohli

[Vandana Kohli \(Jun 17, 2022 11:24 PDT\)](#)

06/17/2022

Dr. Vandana Kohli
Dean, School of Arts & Sciences
California State University, Channel Islands

Date

Colleen M. Delaney

06/17/2022

Dr. Colleen Delaney
Chair, Anthropology Department
California State University, Channel Islands

Date

History Program Review MOU

History Program Review Concluding Memorandum of Understanding / Action Items

The following represent the action items collectively agreed upon by faculty and administrators at the meeting on March 23, 2022.

- The Dean will continue to provide three WTUs of reassigned time per semester to History faculty to serve as faculty advisor; that should be communicated to all faculty.
- All faculty will have the opportunity to apply for travel funding through the Provost's travel funding plan, which will be in operation by Fall of 2022.
- The level of reassigned time for the Chair will be discussed by the Dean and the department.
- Departmental faculty meetings should be scheduled monthly, with agendas distributed beforehand; the Dean welcomes an invitation to attend one (or more) meeting annually.
- The Dean will review staffing plans for the School of Arts & Sciences to determine feasibility for assigning an analyst to the History Department.
- The Dean and Provost staff will discuss office reallocation to centralize History faculty, while keeping attention to CSUCI's traditional commitment to interdisciplinarity.
- The faculty should consider the curricular recommendations made by external reviewers regarding the sequencing of coursework and the need for additional sections of some courses; the Dean and Provost would like a report on the conclusions of those discussions by the end of AY 22-23.
- Diversity, Equity, and Inclusion should be integrated into all strategic planning discussions and documents.
- The faculty should formally consider establishing a Single Subject Social Science Program to be housed in History, and are invited to request support from the Dean for doing so (in the form of an external consultant).
- Faculty are encouraged to take advantage of faculty development opportunities on and off campus to deepen pedagogical expertise.
- The department is encouraged to integrate lecturer faculty into departmental planning processes.
- Faculty should update the History mission statement to reflect the maturation of the department and institution; the Dean and Provost would like to see a report on progress in October of 2022.
- Faculty are encouraged to engage efforts to enhance communication and engagement with students (e.g., History club, communication plan, newsletter, etc.).
- The faculty should have collective discussions about leadership succession, and prepare for that eventuality through training and development opportunities.
- The History Department should consider incubation of the Africana Studies as part of its strategic planning until such a time as it becomes a degree granting program.

- The History Department needs to design and implement a comprehensive assessment plan, and integrate assessment data into regular strategic planning – including consideration of GI2025 progress and goals; the Dean and Provost would like to see that assessment plan by the end of AY 22-23.

The signatures below indicate collective agreement on the action items enumerated above:

Mitch Avila 05/04/2022
Mitch Avila (May 4, 2022 11:53 PDT)

Dr. Mitch Avila Date
Provost
California State University, Channel Islands

Vandana Kohli 05/04/2022
Vandana Kohli (May 4, 2022 11:50 PDT)

Dr. Vandana Kohli Date
Dean, School of Arts & Sciences
California State University, Channel Islands

Frank Pinon Barajas 05/02/2022

Dr. Frank Barajas Date
Chair, History Department
California State University, Channel Islands

Psychology Program Review MOU

May 19, 2022

To: Dr. Kimmy Kee-Rose & Psychology Faculty

From: Dr. Mitch Avila,
Provost, CSU Channel Islands

Re: Agreements regarding actions items to conclude Psychology Program Review

First, I would like to thank the Psychology faculty for engaging fully with this cycle of program review. At its best, program review offers an opportunity to collectively assess how the program is serving our students and to think about how to deepen that service in the future. It is clear that you have taken full advantage of that opportunity. Moreover, I enjoyed the opportunity to discuss your program with your faculty, and appreciate your deep engagement in your program and with your students.

This memo – and the attached signature page – represent the concluding step of program review: Formalizing agreement regarding the action items for the program to focus on in the near future. The attached page includes the list of action items collectively agreed upon by faculty and administrators. Please review those action items, along with any expected outcomes, and sign the document to indicate agreement.

Please extend my thanks to all Psychology faculty for their commitment to our students, and to achieving the model of teacher-scholar at CSUCI. We look forward to seeing the progress of your program in the future. Please know that I stand ready to support your efforts in the future.

Psychology Program Review
Concluding Memorandum of Understanding / Action Items

The following represent the action items collectively agreed upon by faculty and administrators at the meeting on April 6, 2022.

- CSUCI is committed to Diversity, Equity, and Inclusion initiatives, and that should be a central aspect of program planning and considerations.
- We commend the Psychology faculty on creating and offering your “careers in Psychology” course for several semesters now as a 490 course. We encourage you to move that as soon as possible to formalize it as a standard course in the catalog, and ask that you report back on that progress.
- Noting the recommendation of external reviewers to shift from breadth to depth in your coursework, and your collective disagreement with that recommendation, we simply ask that the faculty continue to have critical discussions about the balance between breadth and depth of coursework in the major.
- We look forward to the implementation of the Psychology MA program in the near future. The Provost asks that you consider and report back on several issues: Provide additional information on the emphases in the program; Consider blended degree options (BA-to-MA, or 4+1 program), which the Provost is willing to support; and think about the potential role of graduate student teaching assistants.
- The department should define their institutional needs for assessment and submit a proposal to the Dean/Provost office. The department should complete two years of formal assessment before 2026. As noted in the Dean’s response: “faculty [should] come together and develop a new and holistic assessment plan for the department. This should start with the creation of program level learning outcomes that may be structured as goals and objectives. Subsequently, each course in the program should be mapped against these learning goals and objectives to indicate where students are introduced to learning components and where these components are developed and, eventually mastered (curriculum map). This step will help the faculty in developing course specific program learning outcomes which should be formally assessed through direct assessment using an assessment tool and evaluation rubrics. The results of this formalized assessment should be used by the faculty to implement curricular and pedagogical modifications to improve student learning where necessary. Finally, a program assessment plan should be developed to navigate when a particular program learning outcome will be assessed. As suggested by the external reviewers, the program may want to assess one goal each year.
- The faculty should continue to elevate the role of High Impact Practices (HIPs) throughout the Psychology coursework – expanding across the curriculum in formal and informal ways, and creating incentives through awards and by recognizing them in your Program and Personnel Standards.
- Develop an assessment plan that is thorough, predictable, and sustainable; that should include rotating assessment of key Program Learning Outcomes, and regular assessment of Student Learning Outcomes in courses across the major which are then used to revise curricula. The department should conclude two years of formal assessment before 2026.

- Identify and implement more developed forms of communication with Psychology students, including the creation of a newsletter, and more extensive delivery of relevant information via the program webpage.
- Faculty should develop a more thorough description of chair responsibilities, which can be used to support the increase in chair's reassigned time to 18 WTUs per year (to be negotiated with the Dean), and to transition the chair to a 12-month position (as recommended by the Provost).
- Faculty should engage immediately with Research and Sponsored Programs to identify possible targets for funding applications, with the goal of improving the level of external funding received by faculty in the program.
- The department needs to keep GI 2025 goals at the center of its priorities for the coming year – addressing both student progress (graduation and retention rates) and equity gaps.

The signatures below indicate collective agreement on the action items enumerated above:

Mitch Avila

Mitch Avila (Jun 1, 2022 11:03 PDT)

06/01/2022

Dr. Mitch Avila
Provost
California State University, Channel Islands

Date

Vandana Kohli

Vandana Kohli (Jun 1, 2022 10:53 PDT)

06/01/2022

Dr. Vandana Kohli
Dean, School of Arts & Sciences
California State University, Channel Islands

Date

Kimmy Kee-Rose

06/01/2022

Dr. Kimmy Kee-Rose
Chair, Psychology Department
California State University, Channel Islands

Date

Spanish and Global & Cultures & Languages Program Review MOU

May 20, 2022

To: Dr. Stephen Clark and Spanish and Global Languages & Cultures Faculty

From: Dr. Mitch Avila,
Provost, CSU Channel Islands

Re: Agreements regarding actions items to conclude Psychology Program Review

First, I would like to thank the faculty of Spanish and Global Languages and Cultures for engaging fully with this cycle of program review. At its best, program review offers an opportunity to collectively assess how the program is serving our students and to think about how to deepen that service in the future. It is clear that you have taken full advantage of that opportunity. I enjoyed the opportunity to discuss your program with your faculty, and appreciate your deep engagement in your program and with your students.

This memo – and the attached signature page – represent the concluding step of program review: Formalizing agreement regarding the action items for the program to focus on in the near future. The attached page includes the list of action items collectively agreed upon by faculty and administrators. Please review those action items, along with any expected outcomes, and sign the document to indicate agreement.

Please extend my thanks to all Spanish and Global Languages and Cultures faculty for their commitment to our students, and to achieving the model of teacher-scholar at CSUCI. We look forward to seeing the progress of your program in the future. Please know that I stand ready to support your efforts in the future.

Spanish and Global Languages & Cultures Program Review Concluding Memorandum of Understanding / Action Items

The following represent the action items collectively agreed upon by faculty and administrators at the meeting on May 4, 2022.

- CSUCI is committed to Diversity, Equity, and Inclusion initiatives, and that should be a central aspect of program planning and considerations.
- We congratulate faculty on their adoption of no-cost/low-cost instructional materials in critical classes, and they are encouraged to continue to do so.
- Faculty are encouraged to expand the range of study abroad experiences for students, and those efforts should focus on experiences outside of dominant global cities and regions.
- Given that program faculty and all levels of administration support the creation of a B.A. degree in Translation and Interpretation, faculty are encouraged to move discussions forward in coordination with the Multi-year Academic Plan recommendations.
- Program faculty should become more familiar with new system-wide policy on Credit for Prior Learning to better understand how it may apply to Spanish students (generally heritage speakers) who can earn credit for documented expertise. The department should seek to be in full alignment with campus policy as it develops. The Dean encourages the department to set aside time for a day-long retreat (to be hosted as early as Fall 2022 and no later than Spring 2023) to explore curricular issues including attention to that policy.
- The Dean has committed to three additional WTUs of reassigned time for faculty advising to commence in AY 2022-23; department faculty should have a collective discussion at the earliest convenience about how those units can be allocated to best serve students.
- The department should seek to develop and deepen relationships with local community colleges to create more effective pipelines for transfer students; the Dean can make resources available to support those efforts. Faculty should also consult with Academic Advising and student success offices to explore ways to create seamless pathways from the community college.
- The department should seek to create coursework in at least one additional Asian language in the near future. Faculty should discuss which would be most appropriate, and most popular – perhaps coordinating with the workforce development team to explore market needs. The department should also consider how best to allocate instructional budget to meet new and continuing student demand.
- Faculty should develop and submit a proposal for an additional tenure track hire in the field of linguistics or legal interpretation when program growth warrants additional lines.
- Departmental faculty should continue to cultivate good external relationships, particularly where that presents opportunities for awards and recognitions that can raise the visibility of the program and the university.
- The department Chair should make sure that all faculty (especially junior faculty) are familiar with new opportunities on campus to support travel and professional development (including the Provost's new travel policy, expanded RSCA awards, and direct cost grants), and that they avail themselves of those opportunities.

- The department should renew its commitment to holistic assessment. This should start with an examination of program level learning outcomes. Subsequently, each course in the program should be mapped against learning goals and objectives to identify where students are introduced to learning components and where these components are developed and eventually mastered. The Dean is willing to support efforts that are already underway in SGLC.
- The department should maintain and expand strategic planning activities, and in particular should convene yearly retreats to address curriculum issues.
- The department needs to keep GI 2025 goals at the center of its priorities for the coming year – addressing both student progress (graduation and retention rates) and equity gaps.
- The department should consider relevant recommendations stemming from the Charting Our Course initiative – especially those regarding expanding opportunities for demonstrating bilingual competence for non-Spanish majors.

The signatures below indicate collective agreement on the action items enumerated above:

Mitch Avila

05/26/2022

[Mitch Avila \(May 26, 2022 17:46 PDT\)](#)

Dr. Mitch Avila

Date

Provost

California State University, Channel Islands |

Vandana Kohli

▶ 05/26/2022

[Vandana Kohli \(May 26, 2022 18:45 PDT\)](#)

Dr. Vandana Kohli

Date

Dean, School of Arts & Sciences

California State University, Channel Islands

Stephen Clark

05/26/2022

Dr. Stephen Clark

Date

Chair, Spanish and Global Languages & Cultures Department

California State University, Channel Islands

APPENDIX 3: ARTS & SCIENCES GRADUATION AND STUDENT SUCCESS DASHBOARDS PRESENTATION (CHAIRS)

Arts & Sciences Student Success Data Series Presentation 1:

**Enrollment
Ethnicity
Student Level
Graduation Rates**

Student Success Data Series

- This is the first of a series of presentations on student success data as part of the Arts & Sciences Collective Vision 2020-2025
- Goal 1: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.
 - Commitment 1.3: Support academic programs by providing services and information to facilitate student success.

This Presentation

- Enrollment**
 - Rates decreasing for A&S
- Ethnicity**
 - Large shift in population since 2013
- Student Level**
 - Many Seniors and Juniors
- Graduation Rates**
 - Four-year rates appear on track, six-year rates stagnate

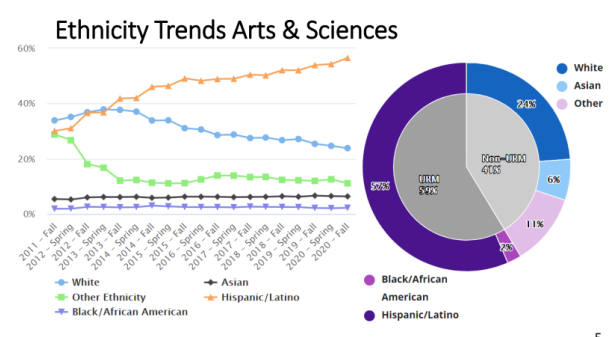
2016-2020 CSUCI Enrollment by School

| Year | Semester | CSUCI | A&S | Business | Education |
|------|----------|-------|------|----------|-----------|
| 2020 | Fall | 6,943 | -150 | 5,173 | -193 |
| | Spring | 6,754 | -9 | 5,086 | -99 |
| 2019 | Fall | 7,093 | -1 | 5,366 | -35 |
| | Spring | 6,763 | +45 | 5,185 | +36 |
| 2018 | Fall | 7,095 | +42 | 5,401 | -6 |
| | Spring | 6,718 | +311 | 5,149 | +299 |
| 2017 | Fall | 7,053 | +442 | 5,407 | +350 |
| | Spring | 6,407 | +390 | 4,860 | +300 |
| 2016 | Fall | 6,611 | +444 | 5,057 | +347 |
| | Spring | 6,017 | +393 | 4,560 | +297 |

Note: Columns in italics denote change from corresponding previous year semester. Data sourced from the data table tab of the CSU by the Numbers dashboard: "How do student backgrounds impact time to degree?"

Enrollment Trends

- A&S Fall enrollments have fallen since Fall 2018
 - A&S Spring enrollments tapered off and began to fall after Spring 2019 (Enrollment at CSUCI increased rapidly until Fall 2018)
- 2020 saw a large drop in enrollment for A&S
 - Covid-19 impact seen in Fall 2020, not Spring 2020 (data post census)
- A&S makes up around 75% of CSUCI
 - This percentage is falling slightly year by year

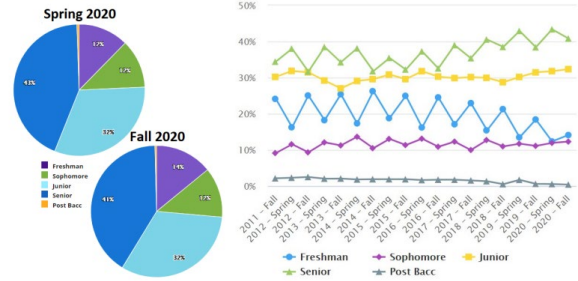


Ethnicity Trends

- A&S nearly 60% URM, vast majority Hispanic/Latino students
 - Large shift in student population from 2013 onward
 - Other ethnicity likely includes more URM students
- Proportion of Hispanic/Latino students increases while proportion of White students drops
 - Not only proportion, but number of students
 - Hispanic/Latino students overlap heavily with Pell and First-Generation status
- Black/African American, Asian, and Other ethnicity students remain stable across years

6

Student Level Trends Arts & Sciences



7

Student Level Trends

- Freshmen – Sophomore – Junior – Senior
 - 0-29 credits, 30-59 credits, 60-89 credits, 90+ credits
 - 120 credits needed to graduate
- Proportion of Freshmen falling as Seniors and Juniors increase
 - Around 40% Seniors, 30% Juniors (large number of transfer students)
 - Decrease in Freshmen mirrors decrease in enrollments
- Increasing proportions of Seniors may suggest students obtain a high number of credits, but not necessarily the correct credits to graduate

8

| Start Year | 4yr Grad. Rate % | | 6yr Grad. Rate % | |
|-------------|------------------|-----------|------------------|-----------|
| | A&S | CSUCI | A&S | CSUCI |
| 2011 | 23 | 26 | 56 | 59 |
| 2012 | 22 | 24 | 55 | 55 |
| 2013 | 20 | 22 | 55 | 54 |
| 2014 | 20 | 22 | 55 | 55 |
| 2015 | 21 | 23 | - | - |
| 2016 | 30 | 30 | - | - |
| Goal | 40 | 40 | 67 | 67 |

Data sourced from the outcomes tab of Faculty Dashboard: "What are their academic outcomes?"

Four-year rates need to increase 10 points in five years

Six-year rates need to increase 12 points in five years

9

Arts & Sciences Four-Year Graduation Rates by Major

| Major | 2015 4yr Grad. Rate % | 2016 4yr Grad. Rate % |
|-------------------|-----------------------|-----------------------|
| Art | 8 | 33 |
| Biology | 18 | 24 |
| Chemistry | 50 | 24 |
| Communication | 9 | 43 |
| Computer Science | 8 | 21 |
| English | 36 | 40 |
| ESRM | 32 | 24 |
| Health Science | 26 | 27 |
| History | n < 10 | 21 |
| Mathematics | n < 10 | 15 |
| Performing Arts | n < 10 | 17 |
| Political Science | 35 | 35 |
| Pre-Nursing | 27 | 38 |
| Psychology | 25 | 32 |
| Sociology | 13 | 22 |
| Undeclared | 16 | 26 |

Four-Year Goal 40%

Data sourced from the outcomes tab of Faculty Dashboard: "What are their academic outcomes?"

10

Arts & Sciences Six-Year Graduation Rates by Major

| Major | 2013 6yr Grad. Rate % | 2014 6yr Grad. Rate % |
|-------------------|-----------------------|-----------------------|
| Art | 65 | 52 |
| Biology | 53 | 66 |
| Chemistry | 56 | 71 |
| Communication | 53 | 50 |
| Computer Science | 53 | 39 |
| English | 72 | 65 |
| ESRM | 45 | 48 |
| Health Science | n < 10 | 67 |
| History | 55 | 45 |
| Mathematics | n < 10 | 62 |
| Political Science | 56 | 33 |
| Pre-Nursing | 47 | 56 |
| Psychology | 62 | 58 |
| Sociology | 50 | 48 |
| Undeclared | 57 | 51 |

Six-Year Goal 67%

Data sourced from the outcomes tab of Faculty Dashboard: "What are their academic outcomes?"

11

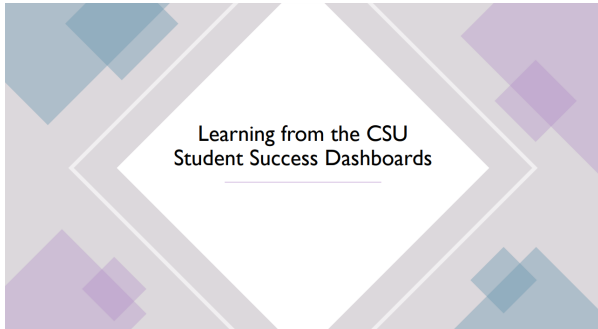
Graduation Rates

- A&S consistently below CSUCI four-year graduation rates until 2016 cohort
- Four-year graduation rates see improvement
 - Increase from 21% to 30%, 9 percentage points!
 - According to Chancellor's Office, CSUCI is on track for the 2025 goals
- Six-year graduation rates stagnant
 - According to Chancellor's Office, CSUCI shows limited progress towards goals

Programs with n < 10: Anthropology, Applied Physics, Art History, Cell and Molecular Biology, Chicano,a Studies, Computer Systems, Global Studies, Information Technology, Nursing, Spanish

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APPENDIX 4: ARTS & SCIENCES GRADUATION AND STUDENT SUCCESS DASHBOARDS PRESENTATION (FACULTY AND STAFF)



Graduation Goals

- Currently, CSUCI is almost 20 points below 40% four-year goal
- Around 15 points below 67% six-year goal

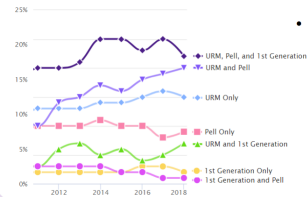
| Start Year | 4yr Grad. Rate | 5yr Grad. Rate | 6yr Grad. Rate |
|------------|----------------|----------------|----------------|
| 2011 | 25.6 | 50.5 | 59.5 |
| 2012 | 23.8 | 48.5 | 54.8 |
| 2013 | 21.5 | 46.4 | 54.1 |
| 2014 | 21.5 | 48.4 | - |
| 2015 | 23.3 | - | - |
| Goal | 40.0 | - | 67.0 |

Data sourced from the data tables tab of the Faculty Dashboard: "How quickly do they progress?"

- * CSUCI students struggle to reach Sophomore status within 1 year

| For 2015 numbers to meet Graduation Initiative | | |
|--|--------|--------|
| Status | Needed | Actual |
| Sophomore Status | 93% | 30% |
| Junior Status | 70% | 27% |
| Senior Status | 61% | 26% |
| Graduated | 40% | 23% |

CSUCI Freshmen Intersectionality



- 76% of students at CSUCI URM, Pell, First-Generation
- Up from 55% in 2011

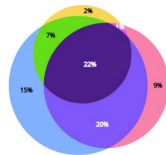
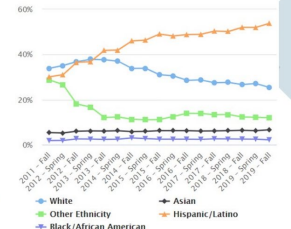
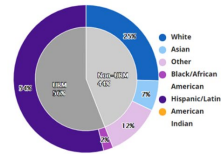


Figure sourced from the trends tab of CSU by the Numbers Dashboard: "How are our student populations changing?"

A&S Demographic Shift

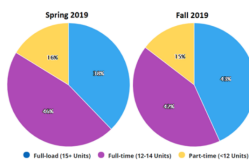
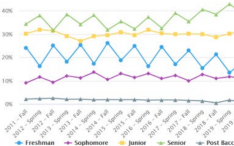
- Increasingly more Underrepresented Minority (URM) students
- Mainly Hispanic/Latino
- May be larger (other)



Figures sourced from the trends tab of the Faculty Dashboard: "Who are my students?"

A&S Student Loads and Levels

- Few part-timers, many Full-time (12-14) and Full-load (15+)
- Full load students much more likely to graduate in four years



- Percentage of seniors on the rise
- Juniors following suit
- Students taking longer to finish!

Figures sourced from the trends tab of the Faculty Dashboard: "Who are my students?"

When Do CSUCI Students Leave?

| Student Persistence | 1yr Persistence | 2yr Persistence | 3yr Persistence |
|---------------------|-----------------|-----------------|-----------------|
| Start Year | | | |
| 2011 | 83.9 | 73.4 | 68.8 |
| 2012 | 78.1 | 67.6 | 63.3 |
| 2013 | 76.4 | 65.9 | 60.8 |
| 2014 | 78.7 | 68.0 | 63.2 |
| 2015 | 81.2 | 69.8 | 65.3 |
| 2016 | 79.9 | 66.5 | 63.1 |
| 2017 | 77.7 | 65.7 | - |
| 2018 | 77.0 | - | - |

Data sourced from the data tables tab of the CSU by the Numbers Dashboard: "What are our historical persistence and graduation rates?"

- Persisting does not necessarily mean progressing

Who Does A&S Lose?

(2014 data)

79% of those who left, did so in two years

51% in one year

- 2.36 average DFW grades year I
 - Students who stay or graduate have 0.69 average DFW grades year one
- First year students in select majors have higher attrition rates
 - 43% of Computer Science (19 students)
 - **40% of Undeclared (50 students)**
 - 39% Pre-Nursing (62 students)
 - 35% of Psychology (34 students)
 - 32% of Biology (38 students)
- Around 80% of Undeclared students join Arts & Sciences
- 82% of students enrolled at another 2- or 4-year university

What Do A&S Students Take?

2011-2019 Arts & Sciences High DFW/Impact Courses

| Code | Title | Enrollment | DFW | Impact |
|---------|--------------------------------|------------|-----|--------|
| MATH105 | Pre-Calculus | 3384 | 36% | 1213 |
| SOC100 | Intro to Sociology | 3599 | 25% | 908 |
| MATH150 | Calculus I | 2588 | 33% | 860 |
| COMP101 | Computer Literacy | 5866 | 11% | 657 |
| CHEM105 | Introduction to Chemistry | 2043 | 30% | 617 |
| POLS150 | American Political Institution | 6966 | 9% | 617 |
| BIOL200 | Organismal and Pop Biology | 2562 | 24% | 605 |
| PSY100 | Intro to Psychology | 5214 | 11% | 595 |
| MATH399 | Modern Tools in Math | 4884 | 12% | 592 |
| MATH95 | Intermediate Algebra | 2634 | 21% | 559 |

Data sourced from the Graduation Initiative Dashboard: "Which courses have the lowest passage rates?"

Aligning the Educational Experience

- How can we better serve our students?
 - Population has changed; are we meeting student needs?
 - Does our current model work?
- Pell, URM, and First-Generation student equity
 - Graduation gaps
- To close the four-year equity gaps, we would only need to graduate...
 - 36 more Pell students
 - 30 more URM students
 - 13 more First-Generation students
- GPA gaps in courses, especially high DFW/Impact
 - Around 0.30 GPA gap

The Time is Now: Closing the Gap by 2025

- Recognize the **critical importance** that advisors and other staff play in promoting the success of underserved students.
- Encourage faculty to conduct **analyses of degree requirements and course sequencing** within majors to identify opportunities to better prepare students for courses that have high DFW rates.
- Explore nuances in the ways in which ethnicity, gender, first-generation designation, academic preparation, and financial hardship intersect at campus and college levels to influence student success.

APPENDIX 5: ARTS & SCIENCES VIRTUAL TOWN HALL WORKING GROUP MEETING



Part A: Commitments, Measures, and Key Actions

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

PART A - ABS COLLECTIVE VISION GOALS, COMMITMENTS, INDICATORS, OUTCOMES & INITIATIVES

| COMMITMENTS | SUCCESS MEASURE/INDICATOR | RESPONSIBLE UNIT(S)/PERSON(S) FOR MEASUREMENT (DATA COLLECTION, ANALYSIS, REPORTING) | DESIRED OUTCOMES, EXPECTED ACHIEVEMENTS, TARGETS | KEY ACTIONS (TOP 1 OR 2) |
|--|---------------------------|--|--|--------------------------|
| 1.1 Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed. | | | | |
| 1.2 Provide a supportive and developmental environment for faculty to achieve meaningful and fulfilling careers. | | | | |

Part A Example

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

PART A - ABS COLLECTIVE VISION GOALS, COMMITMENTS, INDICATORS, OUTCOMES & INITIATIVES

| COMMITMENTS | SUCCESS MEASURES/INDICATORS | RESPONSIBLE UNIT(S)/PERSON(S) FOR MEASUREMENT (DATA COLLECTION, ANALYSIS, REPORTING) | DESIRED OUTCOMES, EXPECTED ACHIEVEMENTS, TARGETS | KEY ACTIONS (TOP 1 OR 2) |
|--|--|--|---|--|
| 1.3 Support academic programs by providing services and information to facilitate student success. | - 2 and 4 year Academic Roadmaps for ABS majors will be posted onto ABS website. - Graduation Initiative will provide Academic Programs with report on graduation rates and student retention rates | Dean's office in collaboration with Chairs | - 100% of 2 and 4 year Academic Roadmaps for ABS majors will be posted onto the ABS website - Presentation and report on ABS Graduation Initiatives to faculty and staff | - 2 and 4 Year Academic Roadmaps - Graduation Initiatives |

Part B: Yearly Action Plan

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

Commitment 1.1: Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed.

PART B - YEARLY ACTION PLAN

| Key Action | Current Status | Major Activities/Tasks | Budget/Resource Considerations | Timeline | Lead(s)/Partnerships | Communication Strategy |
|------------|----------------|------------------------|--------------------------------|----------|----------------------|------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Part B: Yearly Action Plan—Budget/Resources

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

Commitment 1.1: Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed.

Key Action:

PART B - BUDGET/RESOURCE CONSIDERATIONS

| Finalized/Action Resources | Resources Required YES (Estimate) | Resources Required NO | Funding Requested YES (Estimate) | Funding Requested NO |
|----------------------------|-----------------------------------|-----------------------|----------------------------------|----------------------|
| Planning - Yes | | | | |
| Planning - No/Deferred | | | | |
| Action - Yes | | | | |
| Action - No/Deferred | | | | |

Part C: Annual Progress Report

Goal I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver high quality degrees.

Commitment 1.1: Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed.

PART C - ANNUAL PROGRESS REPORT

| Key Actions | Success Measures & Indicator | Year 1 Baseline (Target)/Expected Results | Actual Achievements & Results in Relation to Baseline/Target(s) | Resource Request(s)/Adjustments Following Year |
|-------------|------------------------------|---|---|--|
| | | | | |

Additional Questions:

- What overall success was achieved?
- Describe the Key Actions implemented. How did the Key Actions contribute towards achieving the Commitment?
- What success, barriers, unaddressed/deferred report or issues need to be addressed to continue progress towards the commitment/target?
- What modifications, if any, are needed to (a) the key actions, (b) the success measures, and/or (c) the targets?
- Provide action plan modifications/changes for next year as appropriate, define next year target.

Working Group Instructions

- Assign someone to be the time-keeper and someone to be the facilitator.
- Advance to the next page (see Step 1 image) and the facilitator should read the goal out loud to the group.
- Advance to the first Commitment and have a Working Group member read the Commitment out loud to the group.
- Discuss the prompts associated with that Commitment and ideas you have for addressing the prompt.
- Individuals should post their ideas to the Jamboard slide by using the Sticky Note feature in Jamboard (see Step 2 image)
- There are two questions per Commitment (4 - 5 Commitments per Goal) and you have 50 minutes for this session. Please honor the time-keeper when they say it is time to move to the next Commitment.