

**2007-2008 UCLA Academic Senate Review of the
César E. Chávez Department of Chicana & Chicano Studies**

Internal Review Team:

Kathleen Komar, Undergraduate Council, Comparative Literature, Review Team Chair
Arthur Little, Undergraduate Council, English
Todd Franke, Graduate Council, School of Public Affairs/Social Welfare

External Review Team:

Ramon Gutierrez, Department of History, University of Chicago
Maria Herrera-Sobek, Chicana and Chicano Studies Department, UC Santa Barbara

Date of Site Visit: April 3-4, 2008

Date of Report: May 19, 2008

Approved by the Graduate Council: June 6, 2008

Approved by the Undergraduate Council: May 30, 2008

Appendix I: Site Visit Schedule

Appendix II: External Reviewer's Reports

Appendix III: Self-Review Report (*The self-review was previously distributed. If you need a hard copy, please contact the Academic Senate Office at extension 62959.*)

2007-2008 Academic Senate Review of the César E. Chávez Department of Chicana and Chicano Studies

STRENGTHS AND ACHIEVEMENTS

Since the last review in 1997-98, this faculty has moved from being a Center for Interdisciplinary Instruction to being a department. While the transition has been challenging and a great deal of turbulence has taken place, we are happy to report that the César E. Chávez Department of Chicana and Chicano Studies seems to have made this move successfully. The members of the faculty are working well together and enjoy being colleagues, and the department has made very promising junior hires. The undergraduate students turned out in force and were quite eloquent about what a life-changing experience majoring in Chicana/o Studies had been for them. They praised the faculty and staff. They had reasoned criticism of a few courses, but in general were very satisfied with their experience in Chicana/o Studies. The staff too seems extremely dedicated to the department and its teaching and research mission. They work well as a team; they are respected by the faculty and loved by the students. (They particularly voiced their appreciation of the SAO, Ms. Eleuteria Hernández).

The current department chair, Alicia Gaspar de Alba, is providing leadership under which the faculty as a whole feels they are encouraged to grow and prosper. She has engendered a renewed and enthusiastic commitment in her faculty and staff, and they appreciate her leadership. The department has a new home in Bunche Hall and seems pleased with this move out of the basement of the building formerly known as Kinsey. The entire enterprise seems to be on an upward trajectory. The outside reviewers clearly feel this could (and should) become the leading department of Chicana/o studies in the country. As Professor Gutiérrez put it in his external report, the department:

has emerged...with a focused vision, a clear mission, and tremendous enthusiasm about what the department is accomplishing. The department is now unquestionably poised to establish its national and international stature as the premier site for research, study, and training in Chicana and Chicano Studies. Everyone we spoke to – students, staff, teaching assistants, faculty – exuded a bubbly, ever-so-infectious enthusiasm for the department's intellectual and educational project. Enrollment has grown exponentially over the last five years. The number of majors has quadrupled. The faculty ranks have grown. And together an *esprit de corps* has developed producing a commitment to the generation of cutting-edge discovery research and creativity, to the delivery of a challenging and high quality educational experience for students, and to a set of deep and sustained community engagements.

The internal review team agrees with this assessment.

The four full professors in the department (Judy Baca, Alicia Gaspar de Alba, Abel Valenzuela, Reynaldo Macias) are nationally and internationally recognized as leading scholars in the field. Associate Professor Otto Santa Ana has distinguished

himself by the publication of his groundbreaking book *Brown Tide Rising: Metaphoric Representations of Latinos in Contemporary American Public Discourse* which received the American Political Science Association award. Professor Raul Hinojosa-Ojeda is the Director and founder of the North American Integration Development Center which has attracted substantial grant money. The new assistant professors are also an impressive group and are likely to achieve national and international prominence. In addition, members of the department are currently running a number of centers that help to give the department visibility and that could help even more in the future. The César E. Chávez Digital Mural Lab at SPARC, which is run by Professor Judy Baca, is a wonderful combination of community outreach, research and teaching. Abel Valenzuela runs the Center for the Study of Urban Poverty, which sponsors research on the study of immigrant poverty and the nature of immigrant temporary labor. And the Chicano Studies Research Center directed by Chon Noriega works closely with the department.

GOALS AND PLANS:

The faculty recognizes the accomplishments of past history and is very grateful for the leadership of the former chair, Reynaldo Macias (now the acting Dean of Social Sciences) who Chaired the department through most of the review period, but the internal review team would like to encourage the faculty to assess past successes and disappointments in order to best determine their future direction and most effectively strategize how to get there. Given the present chair is only just about to begin her second year as chair, the department is currently at a moment of great opportunity and growth. Our recommendations are aimed at helping them capitalize on that moment. The faculty are at a point where they need to determine the direction they want to take in the future. Do they, for example, want to take Chicana/o studies into the global arena by examining its extended contacts into many Latin American communities both in Mexico and elsewhere? Do they want to move from a focus on the historical struggle of the Chicano movement to an emphasis on the intellectually and economically entrepreneurial future? Do they want to broaden their student base to include more students from a variety of communities? To answer these questions, the department faculty members will need to think about their future. This will include clarifying their mission statement, strengthening contacts with their affiliated faculty and submitting and enacting a graduate program. We have no doubt they can do this. Our recommendations are aimed at helping them develop into the top program both nationally and internationally.

RECOMMENDATIONS:

To the Department:

Regarding Faculty

1. The department should review its mission statement in order to define its future direction. In particular, some definition of the scope of Chicana and Chicano Studies as a field should be provided. Does it include Latinas and Latinos? Does

it include Central Americans? South Americans? Immigrants from the Caribbean, with all their linguistic and national diversity? Clearly, the department is devoted to the development of methods, epistemologies, and political commitments that transcend those of the Chicano Movement of the late 1960s and 1970s, which gave birth to Chicano, and later, Chicana Studies. How this is so should be better articulated in the department's documents of self-representation, particularly its catalog copy and web page. A colloquium series on this issue might be a good way for the department to work through its vision of the future. If the Dean could provide some funds for such a series, it would be very helpful.

2. Develop a more formal mechanism for mentoring the junior faculty so that they are aware of requirements, realities and opportunities for development. While the junior faculty stated that their colleagues have an open-door policy and have been quite warm, the review team would more strongly prefer a more formal mentoring process.
3. Affiliated faculty who teach courses for the department on a regular basis should also be more incorporated into the department. Procedures as to how an affiliated faculty member becomes affiliated, whether they have a 0% FTE, what are the responsibilities and benefits of the affiliated faculty, how do their courses work within the Chicano/a Studies Department; i.e., are they cross-listed, how do they count, etc. are important questions to explore as a group. When the Graduate Program becomes implemented, the affiliated faculty members' graduate courses will be of great importance. Questions regarding their role within the Graduate Program need to be articulated.
4. Attempt to build stronger ties that include mentoring and curricular involvement with the centers (César Chavez Digital Mural Lab at SPARC, the Center for Urban Poverty, The Chicano Studies Research Center) in order to enrich the department's curriculum and reputation. Perhaps one or all of the centers could help fund a colloquium on the future of Chicana/o Studies, for example.

Undergraduate Program

5. The undergraduate curriculum could be streamlined and the number of requirements reduced. While we appreciate the rigor, the requirements seem too be too expansive. The undergraduate curriculum would also benefit from the establishment of tracks (or Caminos) which emphasize particular disciplinary approaches to produce more coherence and clarity in the undergraduate program.
6. Teaching Assistants who work with the department need better mentoring. Since they come from several other graduate programs at the moment, they need to be made to feel they are part of the program, and they need clarity on the specific duties for each class—particularly the community involvement classes.

Graduate Program Development

7. Most critically, to fulfill their obligations as a department, Chicana/o Studies must submit its plans for a doctoral program as soon as possible. The review team feels as though the graduate program would also benefit from the use of a track or Camino system, such as the one being considered for the undergraduate program. The proposal should be submitted no later than January 2009.
8. The department needs to plan for the additional resources a graduate curriculum will necessitate. By judiciously pruning and reshaping the undergraduate program with the graduate program in mind, the department should find itself with many of the resources it will need to successfully mount its graduate program.
9. A graduate transition committee, composed of professors of all ranks interested in Chicana and Chicano Studies at UCLA, should be created by the department to help move along as quickly as possible the formation of a doctoral program. This committee might help enlist graduate course offerings from faculty in other departments, expand the group of new and continuing faculty willing to cross-list their classes in the department's proposed doctoral program, and act as campus allies and advocates as the proposal for a doctoral program moves through the academic review process.

To the Dean:

1. The review team strongly encourages the dean to find some kind of communal space for the department; this would help foster closer interactions between faculty and students, and would provide space for the gathering of students who are very active part of the department's culture. Communal space of some sort will become crucial when graduate students are added to the departmental mix.

Final Recommendation:

The Graduate and Undergraduate Councils recommend that the next review be scheduled for AY2015-2016 pending a satisfactory progress review report.

Respectfully submitted,

Kathleen Komar, Comparative Literature, Undergraduate Council, Review Team Chair
Todd Franke, Social Welfare, Graduate Council
Arthur Little, English, Undergraduate Council

Appendix I: Site Visit Schedule

**UCLA CÉSAR E. CHÁVEZ DEPARTMENT OF
CHICANA AND CHICANO STUDIES
8 YEAR REVIEW—SITE VISIT
THURSDAY, APRIL 3, 2008-FRIDAY, APRIL 4, 2008
7386 Bunche Hall**

Wednesday, April 2, 2008

7:00 p.m. Dinner meeting: Initial organizational session for review team members only.
Tanino's Ristorante, 1043 Westwood Blvd., Los Angeles, CA 90024, (310) 208-0444:
Kathleen Komar, Chair, Todd Franke, Arthur Little, María Herrera-Sobek and Ramón Gutiérrez

Thursday, April 3, 2008

- 8:00 Breakfast discussion with Alicia Gaspar de Alba, Department Chair and Abel Valenzuela, Vice-Chair, Academic Personnel.
- 9:00 Meeting with Reynaldo F. Macías, Acting Dean of Social Sciences, College of L & S.
- 10:00 Meetings with core senior faculty in major program: Eric Avila, Judy Baca, Raúl Hinojosa-Ojeda, María Christina Pons, Otto Santa Ana
- 11:00 Meeting with core junior faculty: Assistant Professors: Maylei Blackwell, David Hernández, Robert Chao Romero
- 11:30 Chon Noriega, Professor of Chicana/o Studies and Theater, Film and TV & Director, Chicano Studies Research Center
- 11:45 Kris Gutierrez, Professor of Education and Chicana/o Studies
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:15 Meeting with Student Departmental Senate (SDS)-Janitzia Villalobos, Ernesto Rocha, Patricia Villadolid.
- 2:00 Meeting with Teaching Assistants (Verónica Vélez, Ernesto Martínez)
- 2:45 Review of Advising. UgC and GC members review undergraduate and graduate advising respectively. (Eleuteria Hernández, SAO)
- 3:30 Closed session for review team only.
- 5:30 Reception and tour of the César E. Chávez Digital Mural Lab located at SPARC (For core faculty, SDS and staff only)
- 7:00 Dinner with external team and core faculty (María C. Pons to drive external team to hotel)

Friday, April 4, 2008

- 9:00 Continental breakfast and departmental video
- 9:15 Open meetings with faculty and students by appointment.
- 11:45 Tour of department facilities
- 12:00 Lunch – review team members only [in 7386 Bunche Hall]
- 1:00 Meeting with Olivia Díaz, MSO; Elena Mohseni, Administration Specialist; Ellie Hernández, SAO and Sally Pérez, Webtech.
- 2:00 Closed session.
- 3:00 Final review team meeting with Alicia Gaspar de Alba, Department Chair and Abel Valenzuela, Vice Chair, Academic Personnel
- 4:00 Exit meeting (**2121 Murphy Hall**). The meeting includes Review Team, Department Chair Alicia Gaspar de Alba, Department Vice Chair Abel Valenzuela, Executive Vice Chancellor Scott Waugh, Dean Reynaldo Macias, Graduate Division Dean Claudia Mitchell-Kernan, Vice Provost Judi Smith, UgC Chair Stuart Brown, GC Chair Jan Reiff, FEC Representative Joan Silk, and CPB Representative Kate Norberg.

Contact:

Department Staff Contact: Olivia Díaz, MSO

Phone: (310) 206-4570

E-Mail: oliviad@chavez.ucla.edu

Appendix II: External Reviewer's Reports

Ramon Gutierrez, Department of History, University of Chicago

Maria Herrera-Sobek, Chicana and Chicano Studies Department, UC Santa Barbara



April 8, 2008

Ms. Linda Mohr
Academic Senate Office
1215 Murphy Hall
UCLA
Los Angeles, California 90095-1408

Dear Ms. Mohr:

I had the privilege of spending two full days (April 3-4, 2008) visiting with the students, faculty and staff at UCLA's César E Chávez Department of Chicana and Chicano Studies, fulfilling the Academic Senate's charge that, as an external reviewer, I "evaluate the educational programs as well as to make an explicit comparison of the UCLA program with comparable programs in other major universities...assessing the quality of the undergraduate instructional programs...the review should consider research as a topic in relation to the academic programs, but this is not the central focus of the Academic Senate review process."

This review afforded me the opportunity to observe up close a department that had a fitful birth, one that initially was wracked by contentiousness and leadership instability, which over the years faced numerous institutional obstacles, but that now has emerged from that past with a focused vision, a clear mission, and tremendous enthusiasm about what the department is accomplishing. The department is now unquestionably poised to establish its national and international stature as the premier site for research, study, and training in Chicana and Chicano Studies. Everyone we spoke to - students, staff, teaching assistants, faculty - exuded a bubbly, ever-so-infectious enthusiasm for the department's intellectual and educational project. Enrollment has grown exponentially over the last five years. The number of majors has quadrupled. The faculty ranks have grown. And together an *esprit de corps* has developed producing a commitment to the generation of cutting-edge discovery research and creativity, to the delivery of a challenging and high quality educational experience for students, and to a set of deep and sustained community engagements.

Two of the greatest assets the department currently has are its stellar faculty and a charismatic and highly lauded leader. The department's full professors – Judy Baca, Alicia Gaspar de Alba, Abel Valenzuela, Renaldo Macias (now acting dean of the social sciences) -- are dynamic, productive, and widely recognized for their important work. Venues of public opinion and scholarly forms of validation constantly cite Baca, Valenzuela, and Gaspar de Alba as visionaries and luminaries. Judy Baca's César E. Chávez Digital Mural Lab at SPARC is an incredible global resource, and truly one of the unique gems in UCLA's crown. The lab connects the university with various communities around the world and is training a dynamic cadre of artists and organic intellectuals in the digital arts, experimenting with new concepts and materials. Under the directorship of Abel Valenzuela, the Center for the Study of Urban Poverty has become a central site for the study of immigrant poverty, the nature of immigrant temporary labor, and the dimensions of working poverty, which are shaping national policy discussions and attracting extramural grant support. Alicia Gaspar de Alba constantly wins prizes for her creative writing, for her novels, and for her curatorial expertise. This strength and visibility at the full professor level is matched by a group of younger scholars at the associate and assistant professor level who are working on important and timely projects. They will undoubtedly soon have similar recognition and accolades attached to their names. If one adds to this mix, the department's affiliated and joint faculty, it is an astoundingly rich and stellar collection of artists and scholars.

There are fourteen other departments of Chicano/a, Latino/a Studies in the United States. There are many more programs, teaching and research centers of Chicana/Latino Studies, as well as a number of ethnic studies departments with programs in Chicana and Chicano Studies. The only two doctoral programs in Chicana/o Studies in the country are at the University of California, Santa Barbara, and at Michigan State University. Given UCLA's vast resources, with its research centers, its specialized ethnic libraries, and its distinguished faculty, there should be no question in anyone's mind that the UCLA Chicana and Chicano Studies Department is already the premier department in the country. The creation of a Ph.D. program will solidify and compound this reputation and will assure that it becomes **the** top program for the study of race and ethnicity in the world. With a doctoral program it will be the unrivaled site for the training of future generations of scholars, artists, public intellectuals, and politicians committed to Chicana and Chicano Studies and the study of ethnicity.

The undergraduate teaching program in Chicana and Chicano Studies is working very well. Students were largely satisfied with the number and level of courses, with the quality of instruction, with the range and availability of courses, and with the advising the department offered them; opinions also evident in formal student evaluation. Summaries of standardized student

evaluations show that the quality and satisfaction with instruction in this department was significantly higher than that reported for the division of arts and sciences, and for the campus as a whole. Much of the student satisfaction we personally heard about was largely due to the presence of an energetic student affairs officer, Ms. Eleuteria Hernández, who single-handedly had recruited, encouraged, and made sure that all of her majors and minors got the courses they needed to advance and were not lost in the vastness of the campus. Students and faculty alike raved about Ms. Hernández's work, which clearly was responsible for the growth in the department's enrollments and majors. Students felt well integrated into the governance structure of the department and are represented on all the standing committees. Students had themselves established the process for the election of their peers to department committees. The arrangement seemed to be producing conscientious student participation.

Having emerged as a department from a period with very unstable leadership and revolving chairs, Reynaldo Macias, as the past chair, clearly stabilized the department. With Alicia Gaspar de Alba as its current chair, the department has blossomed. The faculty is working very well under her leadership. She is validating their important work, creating a genuinely participatory department, and appropriately, the faculty are responding with heightened levels of commitment, energy, purpose, and an effervescent enthusiasm. Faculty at the junior and senior levels, those who are joint and affiliated members, as well as the department's fellow travelers, all celebrated Gaspar de Alba as the catalyst for this turnaround. She is clearly an energetic, diplomatic, and caring person who is creating a department culture of collegiality, consensus, commonality, and collectivity, and pointing it toward a vibrant future. It was indeed a joy to observe all of this. It seemed quite rare and out of place in higher education where the norm so often is a culture of complaint and dissatisfaction.

RECOMMENDATIONS. The recommendations I have for the department are of a very minor sort. They are adjustments to the fine work already being done.

MENTORING. The department at the moment has no formal mentoring mechanism for assistant professors or for its undergraduate majors. For the former, the chair might consider appointing a mentor for each assistant professor, assigning a full professor to each to whom they can routinely turn for professional advice, counseling on advancement through the University of California's step system, ideas on the value of publishing in a variety of venues, on the appropriate balance between service, teaching and research, on the relative merits of conference presentations, and on professional topics such as these. Each of the assistant professors stated that their senior colleagues were always cordial and warm, and felt that they could ask about any of this. A more

formalized system of mentoring would assure that no one falls between the cracks, whatever the current levels of collegiality.

None of the assistant professors had ever taken advantage of the courses offered by the UCLA's center for instructional improvement and would greatly benefit from its services. The department chair should encourage the use of this campus resource, even by some of the associate professors who seem to be having some difficulties with large format (300+ student) teaching.

Given the amount of teaching, advising, campus service, and professional mentoring that the faculty in the department of Chicana and Chicano Studies do, the chair should consider allowing the assistant professors to stack their teaching obligations into two quarters, leaving them with one quarter in which they simply work on their research, publications, and campus service. This would give assistant professors more uninterrupted time to produce the scholarship necessary for promotion to associate professor with tenure. This is a reform I suspect is totally under the purview of the chair's discretionary authority, and could, if resources permit, be easily instituted.

Students likewise expressed satisfaction with the advising they were receiving from the faculty but yearned for closer relations. The type of mentoring they sought was much more social, trying to understand the career choices the faculty had made, how to manage time to balance family, school and work obligations, the beauties of the life of the mind, etc. What the students really seemed to want were more opportunities to informally interact with faculty at social and cultural events.

Most departments have a lounge where undergraduate students congregate, share lunch with faculty, and participate in a host of extracurricular activities. Such a space is greatly needed by the department. Until such a space is found, the department should consider organizing a regular brown bag seminars in the department's conference room, to which selected faculty could be invited to talk about their research over lunch. This would create some of the socializing that students are craving, would expose them to different faculty research projects and methods, would stimulate questions about faculty career choices and trajectories, and of course, would stimulate significant interest in graduate education.

CURRICULUM DEVELOPMENT. The curriculum, as described in UCLA's catalogue, is too extensive, a bit outdated, with a number of courses no longer consonant with the department's mission statement. The department has too many undergraduate course requirements for the major. Initially the department wanted to establish the rigor and intellectual substance of the major in

Chicana/Chicano Studies. Now that its reputation and course of study are well established, the department should reduce the major requirements, prune some of the course listings that have not been taught in some time, renegotiate agreements with those professors who offer cross-listed courses, and bring all the courses described into conformity with the department's mission statement. What I mean by this last task is that there were a number of courses in the catalog list that seemed, at least on the surface, to have very little to do with Chicana and Chicano Studies. I have no doubt that these courses do have a place in the curriculum, but at least at the textual level, these courses are not described as fitting into the department's purview.

To give undergraduates a clear sense of curricular direction and a rapid path to graduation, I would strongly urge the department to institute the "Caminos" pathways they have been designing, which would allow students both at the undergraduate and graduate level to quickly understand the logic of the curriculum, the distinctiveness of the research areas the department excels at, and a path to the fulfillment of requirements that is crystal clear. Adding a senior capstone course for each of the caminos would further enhance these distinct routes to knowledge, creativity and discovery, and would help students synthesize a wide variety of theories, methods, and empirical findings.

DOCTORAL PROGRAM. The Department of Chicana and Chicano Studies wants to create a doctoral program soon. I wholeheartedly and without reservation endorse this move; indeed all the empirical facts of this review unequivocally point in this direction. By shortening the undergraduate major requirements, by focusing the course offering along the four *caminos* or pathways, and by pruning and focusing the wide array of courses the department offers, the department will lay the groundwork for a quick and seamless transition to graduate instruction. If the department takes fuller advantage of the courses offered by joint and affiliated faculty, all the necessary resources exist on campus to launch a robust and distinctive doctoral program.

GRADUATE TRANSITION COMMITTEE. A graduate transition committee, composed of some of the senior professors interested in Chicana and Chicano Studies at UCLA, should be created by the department to help move along as quickly as possible the formation of a doctoral program. This committee might help enlist graduate course offerings from faculty in other departments, expand the group of new and continuing faculty willing to cross-list their classes in the department's proposed doctoral program, and act as campus allies and advocates as the proposal for a doctoral program moves through the academic review process.

This Graduate Transition Committee might also be asked to help the department identify areas that are essential for the curriculum, but that are currently unavailable. The committee might solicit one-time funding for the summer development of 10 to 20 graduate courses that would fill identified curricular lacunae. Particular faculty in other departments and schools would be identified and offered each a summer subvention for the creation of a graduate course they would vow to teach for three years. This would assure that the department has the ability to launch a premier doctoral program without any dissipation of the superlative undergraduate program, but yet fully cognizant of all the uncertainty and chaos that separations, illness, accidents, sabbaticals, and unanticipated change can have in confounding the integrity of degree programs.

MISSION STATEMENT. In the past few years, the department has met a number of times to draft a mission statement. This statement is good but still needs refinement. It is too long, does not define precisely the object of study, and the particular emphases the department is committed to. One thing glaringly absent is some definition of the scope of Chicana and Chicano Studies as a field. Does it include Latinas and Latinos? Does it include Central Americans? South Americans? Immigrants from the Caribbean, with all their linguistic and national diversity? Clearly, the department is devoted to the development of methods, epistemologies, and political commitments that transcend those of the Chicano Movement of the late 1960s and 1970s, which gave birth to Chicano, and later, Chicana Studies. How this is so should be better articulated in the department's documents of self-representation, particularly its catalog copy and web page.

Toward this end, the department might want to convene a weekly or monthly colloquium series for the campus, at which the gathered community debates, "What is Chicana and Chicano Studies: Old Commitments, New Paradigms." Such a colloquium series would immediately announce to broader communities the development of a doctoral program at UCLA, position the department as the premier institution for this work, and through the development of debate and a common lexicon, integrate and invigorate the disparate, often generationally-antagonistic, components that constitute the whole of Chicana and Chicano Studies at UCLA and nation-wide.

RELATION BETWEEN RESEARCH CENTERS AND THE DEPARTMENT. The department has very strong curricular ties with the César Chavez Digital Mural Lab at SPARC, which is directed by Judy Baca, and potentially strong intellectual ties with the Center for the Study of Urban Poverty, directed by Abel Valenzuela. At the moment, neither center is fully integrated into the research and mentoring apparatus of the department. This is a lost opportunity and I would urge my colleagues in the department to look at these, as well as the Chicano Studies Research Center, headed by Chon Noriega, as fonts of intellectual stimulation,

opportunities for internships and activist research, and sources of funding for a host of extracurricular activities.

ALUMNI DEVELOPMENT. Over the generations the Department of Chicana and Chicano Studies has created an extensive network of graduates. The department should consider inviting these alumni back to UCLA on a regular basis, communicating with them about the development of the department and field, and sharing with them the department's future ambitions and the resources that together have to be grown to achieve some of these goals.

FACULTY RETENTION: Publicly funded state universities experience the same boom-and-bust cycles of their state's economy, and accordingly, we are at a particularly dark moment for the funding of faculty retention. UCLA has gathered a first-rate collection of scholars in the Chicana and Chicano Studies Department. It would be absolutely tragic if opportunistic private universities, willing to pay relatively small amounts of money to lure your star faculty away, raided this group. Creative solutions have to be sought for this ever-possible crisis, particularly as UCLA's new chancellor has declared campus diversity as one of his top three priorities. Perhaps it is time to consider a special fund-raising campaign for the maintenance of faculty diversity. Perhaps the spend-down of a bigger portion of already established endowment funds could be earmarked for this purpose. Asking a department to contribute half of its own meager summer "profit" seems a quick way to assure demoralization and declension.

In sum, the undergraduate instructional curriculum in Chicana and Chicano Studies is in excellent condition, producing highly trained, and highly satisfied students. The staff and faculty are doing their jobs conscientiously, producing scholars and scholarship of the highest quality. The intellectual and artistic strength of the department's faculty is robust, its course offerings deep and broad, its community engagements profound, and its campus-wide synergies of enormous possibility. For that reason I enthusiastically endorse the formation of a doctoral program with the greatest speed possible.

Sincerely,

Ramón A. Gutiérrez

Ramón A. Gutiérrez
The Preston and Sterling Morton Distinguished
Service Professor of History
University of Chicago

EXTERNAL REVIEW REPORT

FOR

UCLA CESAR E. CHAVEZ DEPARTMENT OF

CHICANA AND CHICANO STUDIES

8 YEAR REVIEW SITE VISIT (April 2 - 4, 2008)

EXTERNAL REVIEWER: MARIA HERRERA-SOBEK (UCSB)

I am pleased to submit my External Review Report for the UCLA César E. Chávez Department of Chicana and Chicano Studies. The site visit was a delightful experience given the hospitality extended, the well-organized and well-executed activities and interviews scheduled for our review team and the courteous and friendly manner in which we were received by students, staff, faculty and administrators. I thank the staff and faculty involved in making our site visit an exceptional experience. In particular, I would like to thank the Chair of the eight year review team, Professor Kathleen Komar and the Chair of the Department, Professor Alicia Gaspar de Alba; both of them graciously ensured our site visit ran smoothly and productively.

My charge as an External Reviewer, as I understand it from the *Academic Senate Program Review Process Manual 2007-2008*, is to provide a “candid, thoughtful, objective appraisal of the unit under review.” Furthermore, I am to submit a concise document presenting “(a) the strengths and achievements of the unit, (b) comment on the unit’s plans and goals, and (c) provide a prioritized set of recommendations, with brief rationales, for how to address any areas needing attention.” In the pages that follow, I offer a detailed account of my evaluation of the Chicana/o Studies Department underscoring the specific points highlighted in the guidelines from the *Manual* cited above.

After intensive discussions with various units associated with the overall mission of the Chicana/o Studies Department, i.e., research, teaching and service, I am very impressed with the outstanding accomplishments the

Department has garnered in a relatively short period of time. (Please note that the Department was officially founded in 2005).

Let me point out from the outset that the Department is particularly well situated given its location in the heart/center of the Los Angeles area with a Chicano-a/Latina-o population second only to Mexico City. It is, therefore, in an enviable position to be in the midst of potential human and financial resources it can tap into, a supportive community, and the blessings of UCLA and its world renowned faculty. The present core of eleven Chicana/o Studies faculty members is eager and willing to work diligently towards achieving its full potential and to become the number one Chicana/o Studies Department in the nation **in both graduate and undergraduate studies**. As an Undergraduate Program I venture to say that it is indeed already the number one department in the nation in Chicana and Chicano Studies. I place it at the top of our ranking system and view it as superior to all the other twenty or so Chicano/a Studies Programs in the nation. The approval of its Graduate Studies Program will ensure it as the number one Department in both undergraduate and graduate studies. Instituting a graduate program in Chicana and Chicano Studies will catapult it into national and international prominence. Please recall that I am a Professor in Chicana and Chicano Studies at the University of California, Santa Barbara so I say this with all sincerity and objectivity.

I do not say the above words lightly. I have been honored to served as an outside reviewer for numerous prestigious universities in the United States and this is the first time that I have ever seen such a happy, congenial, and committed group of faculty, staff, students and administrators all working together towards a common goal. They all seem to have one objective in mind and that is to become the best Department in the nation in both graduate and undergraduate studies. They are certainly united in a purpose that is admirable and achievable and within UCLA's stated goals of establishing a "Culture of Excellence" in each and every department.

CORE FACULTY:

Allow me to highlight the outstanding aspects I found during my two-day site visit in the Department. First of all, there is a great deal of enthusiasm, optimism, and collegiality among the various groups interacting and working in the Department. The faculty all expressed great satisfaction and look forward towards the establishment of a Graduate Program. They

are proud of their accomplishments as scholars and are happy to be working at UCLA and working with the students and staff. There are several nationally and internationally recognized faculty in the Department, i.e. the core faculty: Full Professors Judy Baca, Alicia Gaspar de Alba, Abel Valenzuela, and Reynaldo Macias. These are all distinguished scholars, recipients of national scholarly awards for their publications and creative work and highly regarded in their individual fields of expertise. Prof. Baca is the number one Chicana visual artist, nationally and internationally recognized. Her work has been exhibited in Europe and Mexico and her groundbreaking artistic production has inspired and continues to inspire new generations of artists. Gaspar de Alba has received numerous awards for her books; and Valenzuela is a distinguished scholar in day labor studies. Dean Reynaldo Macías has been honored for his expertise in bilingual education. Associate Professor Otto Santa Ana has distinguished himself by the publication of his groundbreaking book *Brown Tide Rising: Metaphoric Representations of Latinos in Contemporary American Public Discourse* which received the American Political Science Association award. Professor Raul Hinojosa-Ojeada is the Director and founder of the North American Integration Development Center which draws substantial grant money. The new assistant professors are also coming along nicely and, no doubt, will achieve national and international prominence in the near future.

AFFILIATED FACULTY:

The Department has a large number of prestigious and world-renowned affiliated faculty as well as some up-and-coming junior faculty members. The affiliated faculty are particularly important for the significant role they will play in forthcoming Graduate Studies Program. This is an excellent resource for the Department given the prestige of the faculty and the level of commitment expressed by these faculty members for working in the proposed Graduate Studies Program. The affiliated faculty strongly supported the institution of the Graduate Program in the Department and articulated their desire to be involved in it both by offering classes that could be cross listed or allowing graduate students in the Chicano/a Studies Department to enroll in their classes in their respective departments. Furthermore they all articulated a desire to work closely with the Department and help in any way they can.

CHAIR:

Chair Alicia Gaspar de Alba is to be highly commended for the outstanding job she is doing as Chair. She has brought the faculty together and, no doubt, is responsible for the high level of collegiality in the Department, the excellent morale among the staff, the cheerful, beautiful and welcoming Departmental offices and work places, and the overall satisfaction of students enrolled in the program. She has done a splendid job of bringing the Department together, of getting the Department to focus on the goals they have charted for themselves, and of creating a happy, scholarly productive environment in which to work and learn. The spectacular growth in the number of undergraduate students enrolled in the undergraduate program demonstrates the superb job Chair Gaspar de Alba, together with her faculty members and staff, has done. The Department's stellar increase in student enrollment, the hiring of new faculty, and the promotion of some of the faculty are splendid accomplishments. Everyone interviewed, and I mean everyone, spoke highly of the job Chair Gaspar de Alba has done and is doing. Anyone who has ever served as chair can testify it is a most difficult (and sometimes thankless!) job; and it is certainly very hard to please everyone. Chair Gaspar de Alba has done the impossible and has done it brilliantly. In addition to all the work she has carried out as Chair, Alicia continues to publish her excellent, award-winning novels and scholarly articles.

ADMINISTRATORS:

There is a high level of support from UCLA administrators for the Department and this, in my view, is crucial for the development of a graduate program. Dean Reynaldo Macias, in particular, expressed strong support for the Department and its goal of instituting a graduate program. Having been the founding Chair of the Department and having done a great job of strengthening and moving forward the Department during his tenure as Chair, it is understandable that he continues firm in his support of its goals. The Department, therefore, has a great resource in Dean Macias both as a faculty member and as a supportive Dean.

STUDENTS:

With respect to students, the members of the Review Committee met with about twenty to thirty highly articulate and bright students. It was quite a large group of students who were eager to meet with us and express their positive views of the Department. The large number of students interested

in meeting with us in itself demonstrates the level of interest, commitment, and student satisfaction with the Department. Students were unanimous in their positive view they have for the faculty and the staff; for the courses they enroll in and the curriculum offered in general. In particular, they spoke in quite effusive terms about undergraduate advisor, Ellie Hernández, who was viewed as “an anchor” for the Department with respect to her personal working relationship with students. Ms. Hernández seems to have the ability to highly motivate them, encourage them and at the same time challenge them to do their very best and believe in themselves. Students were happy with the faculty and were in general very positive about all aspects related to the Department and the manner it was serving them. Some students spoke about how they had been transformed by the Department, for example, by gaining self confidence and intellectual growth. With such positive support from students, it is no wonder that student enrollment has increased dramatically in the last few years. The students are the best promoters of the Department since they actively encourage others (both Chicanos/Latinos as well as other groups of students) to take courses and become majors.

STAFF:

The Department has an excellent group of staff members all devoted to the students and the faculty. The three staff members evidenced great satisfaction with the Department and with their working environment. They sincerely care for the faculty and the students. The staff is doing a great job and the Department is very fortunate to have such outstanding, dedicated and hardworking staff members. I was very impressed with the level of commitment and professionalism that I saw in the three hardworking staff members in the Department. I was touched by their cheerfulness, their love for the students and their respect for faculty members. If I speak in superlative terms it is because I have never seen anything like this in my 36 years of academic experience working in various universities and departments. These three staff members are worth their weight in gold and UCLA is very lucky to have them.

CENTERS:

The Department is very fortunate to have so many superb Centers focusing their research agenda on Chicano/a issues. Judy Baca's SPARC is one of these fabulous Centers that the Department can fruitfully use for research projects especially for their future graduate students. This is a fantastic resource since it houses thousands of art slides and valuable archives that can be mined for doctoral dissertations. SPARC is known the world over; scholars from Europe and Latin American come to do their research at the Center. The SPARC Center should be amply supported in order to effectively carry out its important work.

Equally important is the UCLA Center for the Study of Urban Poverty and of course the UCLA Chicano Studies Center for Research with its brilliant director, Chon Noriega. These are top-notch Centers bringing thousands of dollars and attracting established scholars as well as graduate students to study and learn from the archival materials housed in them as well as from interacting with colleagues. Director Noriega has brought valuable positive publicity to Chicano/a Studies via his work as art curator with the Chicano/a art exhibit currently featured at LACMA and the series of art books the Center is sponsoring for publication.

RECOMMENDATIONS:

In the previous pages I have highlighted the strengths that characterize the Chicana and Chicano Studies Department at UCLA and that make this Department certainly the best in undergraduate studies in the country. I will now direct my comments to areas that can be further developed.

Mission Statement:

The Department needs to articulate its identity as a department more clearly and coherently particularly with respect to its mission. The Department's faculty are brilliant and articulate so this should not take more than a meeting or a half day retreat to hash out some of the issues I am expressing in these series of recommendations. Our own Chicana/Chicano Studies Department at UCSB has been involved in this same intellectual exercise and it has been quite productive and beneficial. Our Dean provided us with funds to have a Colloquium Series on Chicano/a Studies in the 21st century and we have brought at least seven speakers who are experts in Chicano/a Studies to expound on the future direction of Chicano Studies and its importance in the 21st century.

Mentoring:

Institutionalizing mentoring strategies and procedures at various levels would prove most productive. Assistant professors in particular would benefit from mentoring as well as teaching assistants. The mentoring of teaching assistants is particularly important due to the fact that there is no graduate program in place and T.A.s are hired from various departments on campus.

Undergraduate students also will benefit from direct mentoring and more interaction with their professors aside from their staff advisors. I realize this is difficult to do given our imperative as faculty members to undertake research, research, research.

Curriculum Revision:

The Department's curriculum needs to be revised and streamlined. It is particularly important to examine how the undergraduate curriculum will interface with the graduate studies curriculum. Much work has already been done in this area already and I do not foresee a long drawn out process but a good re-checking of courses, course descriptions and so forth will prove very productive.

Affiliated Faculty:

A standardized procedure for the recruitment, acceptance, and integration into the Department of affiliated faculty needs to be structured. Affiliated faculty are very important in small departments and they will acquire an even greater profile once the new Graduate Program gets approved and implemented. Procedures as to how an affiliated faculty member becomes affiliated, what are the responsibilities and benefits of the affiliated faculty, how do their courses work within the Chicano/a Studies Department; i.e., are they cross-listed, how do they count, etc. are important questions to explore as a group. When the Graduate Program becomes implemented, the affiliated faculty members' graduate courses will be of great importance. Questions regarding their role within the Graduate Program need to be articulated. This again should not take more than a Departmental meeting. The extant affiliated faculty in the Department are of the highest caliber and a splendid resource. A more structured integration of

the affiliated faculty will prove profitable. I suggest the Department sponsor a Colloquium Series featuring affiliated faculty's research interests; this would provide a forum through which the Department can introduce and showcase its affiliated faculty to students, staff and faculty.

Space:

As pointed out earlier, faculty, students and staff are already working in a pleasant environment. One thing the students did request was a student lounge. This would even be more important once the graduate program becomes a reality. I understand that at all of our UC campuses space is always at a premium but this was one request the undergraduate students made and it certainly would be a plus.

Self Promotion and PR:

The Chicana and Chicano Studies Department is an outstanding department at UCLA and the nation. They should not keep it a secret. The Department needs to promote itself within UCLA. It is unfortunate but lingering negative stereotypes about what Chicano/a Studies is and does still remain among some UCLA faculty as sadly reported to us by some of the students interviewed. Publicizing the excellent faculty, staff, and students the Chicano/a Department has will do wonders. Faculty can nominate their colleagues for university awards and honors; they can nominate their students also for awards and honors, publicize their national and international awards, and so forth. The hardworking and dedicated staff can also be nominated for awards. At UCSB we did a concerted effort to nominate people associated with our Department and it has paid off handsomely for us.

GRADUATE PROGRAM:

Although the Review Committee was not specifically charged with reviewing the proposed Graduate Program, it was on everybody's mind and ever present in every single discussion/interview we had. Every group representing different interests and units were unanimous in their support of instituting a Graduate Program in Chicana and Chicano Studies at UCLA: faculty, students, and staff were all of one voice in their desire for a Graduate Program. There was indeed an air of excitement, of optimism, of

an eagerness to work hard and responsibly to see UCLA as a leader in Chicano/a Studies at the graduate level.

I join my voice to all the others in strong support of a Graduate Program in Chicano/a Studies at UCLA. If UCLA does not want to be left behind with respect to Chicano/a studies in the nation and the world, the leadership and administration need to acquaint themselves regarding the changing role of Chicano/a studies in our global society. Chicano/a studies have been instituted all over Europe with Germany, France, and Italy taking the early lead in the 1970s and 1980s and with Spain assuming a leadership position in the 1990s to the present. Chicano studies is an important area of studies in such countries as Germany and Turkey. Why Turkey? This is the frequent question posed to me since I am very active in the American Studies Association of Turkey. The answer is obvious: Turkey has had an out migration of workers to Germany since the 1960 and the Turkish population in German cities has had problems of racism, assimilation and integration in that country. Germany, on the other hand, also has issues of immigration, Turkish ethnic enclaves, bilingual education, assimilation of its Turkish population which in some cities is as high as 16%. Specific issues of immigration, assimilation, and language are all topics of interest to European countries and Chicano studies has been at the forefront in the scholarly exploration of these global issues.

Even in Chita, Siberia, Russia, Chicano literary studies form an integral part of the State University there. Several doctoral students are doing their dissertations in Chicano/a literature. Chita, Siberia, has issues of immigration, race mixture, bilingual education and border problems. This year, Professor Tatyana Voronchenko from Chita, Siberia is a Fulbright Scholar at our Chicana/o Studies Dept. at UCSB. It seems to me that if graduate programs in Chita, Siberia, offer their students Ph.D.s in Chicano literature and related topics, UCLA which is in the heart of the Chicano population could do no less

It has been a pleasure and a most rewarding experience evaluating the César E. Chávez Chicana and Chicano Studies Department at UCLA. I reiterate my positive view of the Department with its outstanding faculty, committed students, and dedicated staff. It is a winning combination. I strongly recommend the administration's continued support in staff, FTE, and other resource allocations to continue strengthening an already admirable Department.

Sincerely,

María Herrera-Sobek
Associate Vice Chancellor for Diversity, Equity and Academic Policy
Professor of Chicana and Chicano Studies
Luis Leal Endowed Chair
Fellow of the American Folklore Society

Appendix III: Self-Review Report

The self-review was previously distributed. If you need a hard copy, please contact the Academic Senate Office at extension 62959.