

March 14, 2001

Professor Elizabeth Bjork
Chair, Undergraduate Council
Academic Senate, Los Angeles Division
3125 Murphy Hall
Campus

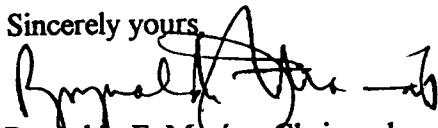
Dear Professor Bjork:

On July 9, 1998, the Undergraduate Council successfully completed its program review of the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies. Professor David Rodes, then chair of the Council indicated in his letter to Professor Raymund Paredes, then chair of the Chávez Center, that "the next review of the Program will be determined upon evaluation of the internal report requested by the Council." It was recommended that this internal report be submitted one year after the last review was completed, or around April 19, 1999, and that it focus on 4 issues: (1) appointment and stability of a permanent chair; (2) description of the personnel process; (3) status of the curriculum; and (4) effectiveness of the recruitment and participation of 0% appointments to the Center.

While Professor Paredes was to remain chair through the 1998-99 academic year, I was hired that year to join the faculty of the Chávez Center and was named chair as well. I was on site full-time beginning January 1, 1999. I didn't know about this expected report and with Professor Paredes no longer responsible for daily administrative activities, neither he nor I had a chance to identify it as something to complete that spring. I have since made a notebook of many of the "charter documents" relating to the Center, and visited staff at the Academic Senate offices on campus where I was reminded of the expected internal report. I am appending that internal report to this letter.

I trust all pending concerns have been addressed and that the Center can now be cycled for appropriate and timely review.

Sincerely yours,



Reynaldo F. Macías, Chair and
Professor of Chicana/o Studies, Education & Applied Linguistics

cc: Scott Waugh, Dean,

INTERNAL REPORT

César E. Chávez Center for Interdisciplinary Instruction in Chicana & Chicano Studies

March 14, 2001

Reynaldo F. Macías

The Academic Senate Program Review of the Chávez Center on July 9, 1998, asked that an internal report be submitted addressing four issues: (1) appointment and stability of a permanent chair; (2) description of the personnel process including written documents for each assistant professor detailing the type of scholarly output expected, the Departments from which ad-hoc committee members would be drawn, and expectations relating to curriculum development; (3) status of the curriculum; and (4) effectiveness of the recruitment and participation of 0% appointments to the Center. Each of these is taken up below.

(1) appointment and stability of a permanent chair

Reynaldo F. Macías was appointed Professor and Chair of the Center beginning the 1998-99 academic year. Joint appointments (0%) were made in Education and Applied Linguistics. I was on site full-time beginning January 1, 1999, and have served as chair since that time. During my first year as chair I met with stakeholders and constituents of the Center, developed a set of 10 goals for the Center from these meetings and obtained consensus on these goals from the faculty, students, university administration and other stakeholders. Pursuit of these goals are in progress (see Annual Report for 1998-2000, for more details).

In addition, the faculty affirmed the departmental by-laws and the student participation in governance (e.g., representation on standing committees, recognition and support of the Student Departmental Senate, attendance at faculty meetings). It also developed a regular schedule of meetings for the faculty, standing committees, and programs. The operation and administration of the Center has stabilized while we are still analyzing its needs and developing its program.

(2) description of the personnel process including written documents for each assistant professor detailing the type of scholarly output expected, the Departments from which ad-hoc committee members would be drawn, and expectations relating to curriculum development

I was not involved in the program review process, and so am not sure what was the basis for this concern. I suspect that this issue reflects a concern over the personnel review process of the assistant professors in the Center and the apparent lack of consistency and support during their fourth year reviews (when, as I understand, there were three chairs during that year). There should be a stable and consistent process in place and clear standards for these faculty to meet.

There have been several personnel actions over each of the last three academic years, 1998-99, 1999-2000, and 2000-01, including tenure and promotion, merits, and second and fourth year review of appointments and three successful retentions. In each case I, as chair, took the responsibility to assure consistency and equity in the process and fidelity to the policies and procedures set forth in the UCLA CALL. With the guidance and support of the temporary Management Services Officer (Jason Corbett, Geography), these cases were processed and sent forward in 1998-99. In addition to a permanent chair, a permanent Management Services Officer with considerable prior experience in academic personnel matters was hired on October 1, 1999 (Olivia Díaz). The CALL was also followed on each action taken in 1999-2000 and 2000-01, with appropriate evaluations and documentation in research, teaching and service prepared for each personnel action. Internal ad-hoc committees and external letters of evaluation have included tenured faculty from other appropriate departments reflecting the expertise of the candidate being reviewed (see Table 1 below).

Common and high standards in research, teaching and service have been reflected in the discussions, evaluations and documentation of each of the dossiers for each of the actions. While each faculty member's specific disciplinary training has been taken into account in the personnel reviews, so has their relationship and contributions to the inter-disciplinary area of Chicana and Chicano Studies been discussed and developed. If the Council would like more specific information regarding "written documents for each assistant professor ...," please let me know. These would have to be done on an individual basis for each personnel action taken.

Table 1—Departmental resources for promotions

Faculty member	Discipline/Dept of Ad Hoc Committee & External Letters	1998-1999 Status	2000-01 Status
Gaspar de Alba, Alicia	Art History Spanish and Portuguese Fine Arts American Studies Women's Studies Modern Languages & Literature Ethnic Studies English	Assistant Professor IV o/s Years at Rank: 5 Years at Step: 3	Associate Professor I o/s Years at Rank: 2 Years at Step: 2
Santa Ana, Otto	Anthropology Sociology Cultural Studies Linguistics Education Bicultural & Bilingual Studies Chicana/o Studies Ethnic & Women's Studies Spanish	Assistant Professor IV o/s Years at Rank: 5 Years at Step: 3	Associate Professor I o/s Years at Rank: 1 Years at Step: 1
Valenzuela, Jr., Abel	Management & Urban Policy Economics Chicana/o Studies Urban Planning Sociology Social Work & Public Policy Afro-American Studies Latin American & Latino Studies	Assistant Professor IV o/s Years at Rank: 5 Years at Step: 3	Assoc. Prof I o/s Years at rank: 0 Years at step: 0

The personnel process has been successful on several fronts. All of those involving assistant professors have been successful. In 1998-99, Alicia Gaspar de Alba was granted tenure and promotion to Associate Professor. In 1999-2000, Otto Santa Ana was granted tenure and promotion to Associate Professor. In March of 2001, Abel Valenzuela, Jr. was granted promotion and tenure. I think these are the clearest examples that procedures, standards and clarity have been put in place for the academic personnel processes of the Center. Each of the merit reviews, two year, four year and six year evaluations have also resulted in positive actions.

(3) status of the curriculum

The development of the Chicana/o Studies curriculum continues. The program review report indicated concerns for the apparent lack of coherence of the curriculum for the major in particular (while the external review committee praised the proposed revisions to the major in what was called the "Camino" proposal to establish 4 specializations within the undergraduate major), and the heavy load for curriculum development borne by the junior faculty.

The “Caminos” proposal of undergraduate specializations within the major was not accepted by the CUCC in spring of 1998. The Chávez Center faculty decided to complete the undergraduate course development being proposed before re-submitting such a proposal. The conversion of the large number of special topics courses to regularly numbered courses as part of the undergraduate curriculum has been mostly completed. Some of this conversion, and the development of new courses, was done with the framework of the specializations in mind. Most of the individual course development has taken place, and a review of the language requirement, field studies requirement, and the breadth requirements under the major were addressed next. A new course addressing the field studies requirement has been developed and is being reviewed for adoption. Alternative ways of meeting or preparing for the language requirement are also being developed—e.g., new courses taught bilingually or in Spanish (but focused on other than language content); summer abroad courses and programs (in a Spanish speaking environment). Clarification of the breadth requirement has also been addressed in the catalogue copy addressing “Related Course Study.” In all, the work on developing new courses and in clarifying and developing the major has strengthened the coherence and the organization of the program in Chicana/o Studies.

The scheduling and availability of the courses has also improved substantially. At the beginning of 1997-98, there were 41 courses offered that year with approximately 1,115 students enrolled in the courses. In 1999-2000, 56 courses were offered during the academic year, and about 1,294 students enrolled in those classes. There are 59 courses scheduled to be offered this academic year. In fall 2000, there were 420 students enrolled in all of the Chávez Center courses, as compared to 395 in fall 1999 and 360 in fall 1998. The expectation is that we will exceed last year’s total enrollment by 5%. In addition, summer 2001 will be the first time that Chicana/o Studies participates in summer session. These courses have been offered throughout the week and in different sites and formats, addressing another concern raised during the review process regarding scheduling.

In 1999-2000, the specialization was converted to a Minor. The Chávez Center faculty continues to review the degree programs for improvement. New cross-listed courses have been reviewed and are being considered for adoption. The faculty is also currently considering the development of graduate curricula and programs.

Also, in fall 1999, the first Distinguished Community Scholar in Chicana/o Studies, the Hon. Esteban Torres (former member of Congress representing the 34th District in California), was appointed to co-teach a course on community formations and development with Assistant Professor Raúl Hinojosa-Ojeda (Urban Planning).

In general, the curriculum is healthy, growing, and attractive to an increasing number of students and other departments.

(4) effectiveness of the recruitment and participation of 0% appointments to the Center

The Center for Interdisciplinary Instruction currently has seven full-time core faculty, and one 0% joint appointment who’s home department is Anthropology (James Diego Vigil), 20 teaching faculty who have home departments outside of the Center, and about 5 temporary or visiting faculty a year. I understand from the program review reports that there were ten faculty who were invited, or had accepted, to become joint appointments to the Center in 1997-98. Unfortunately, the paper trail on these invitations and any effort to consummate them is very thin. Professor Vigil’s was one which was completed in 1999-2000, because we could find the documentation needed to complete it. I am working with the faculty involved, and their department chairs, to find the documentation necessary to complete other such appointments. However, these will take time. Collaboration and cooperation from the Chávez Center’s affiliated teaching faculty has not been in short supply. Many of the teaching faculty outside the

Center are involved in personnel, program and other activities of the Center.

The core faculty appointments have also sought joint appointments in other departments on campus successfully. The Chair (Macías) is currently jointly appointed in Applied Linguistics and Education; Professor Baca is jointly appointed with World Arts and Cultures; Associate Professor Gaspar de Alba is seeking a joint appointment in English; Assistant Professor Valenzuela has a voting joint appointment in Urban Planning; and Assistant Professor Avila has a joint appointment in History. All of these are 0%, non-voting appointments, with the exception of Valenzuela's.

A list serv was created in spring of 1999, to communicate regularly with all of the teaching faculty (the core and affiliated faculty) on matters of the Center programming, course development, scheduling and on Chicana/o Studies activities in general (Chavez-AllFaculty@lists.sscnet.ucla.edu). All of the teaching faculty have been invited to Center faculty meetings this year. They are consulted by the chair on an ongoing basis.

Summary

In general, the Chávez Center has become a stable academic unit with all participants and stakeholders pursuing consensually developed goals. There is a lot of work underway and still a lot more to be accomplished. I trust we have addressed all the concerns raised in the last program review of the Chávez Center. We fully look forward to our next program review to be able to present the accomplishments and the progress of the Center.