César Chávez Department of Chicana and Chicano Studies

REVIEW DATE: AY 2007-08
PROGRESS REVIEW MEETING: waived

PARTICIPANTS: N/A

[The department/program response and the academic dean’s response constitute the Progress Review Report, which includes descriptions of actions planned and already taken in response to the review. Please refer to the Program’s and Dean’s comments for a detailed description of the actions taken by the faculty and the administration in response to the recommendations of the review report.]

DATE: January 21, 2010

REVIEW TEAM CHAIR: Professor Kathy Komar, Department of Comparative Literature

The Review Team Chair has reviewed the program’s response and the dean’s response and recommends to the Council(s) the following:

a) The progress review meeting should be waived and closure is recommended.

b) The next review takes place in AY 2015-16.

If so approved, the Review team Chair’s summary will serve as the closure report.

Approved by the Graduate Council: February 5, 2010
Approved by the Undergraduate Council: January 29, 2010
January 20, 2010

To: The Chairs of the Undergraduate and Graduate Councils  
From: Kathleen L. Komar, Chair of the Review Team

Progress Report for the César E. Chávez Department of Chicana and Chicano Studies

This department is one of those that makes you retain your faith in the review process. It was a strong department to begin with and the review process has made it even stronger. Both the department and the administration have embraced the recommendations the review team made and have accomplished as many of them as possible in a short time.

They have developed a new Mission statement that seems to me to reflect their future trajectory and the research interests of their faculty.

They have developed a mentoring plan for junior faculty and have tapped into the universitywide mentoring systems more effectively.

They have formalized their affiliated faculty system and invited more participation by those faculty.

They have begun to create stronger relationships with the centers and to encourage their students to make use of the centers' rich resources.

They have created more coherent streams of studies for their undergraduates and streamlined their requirements a good deal.

They are in the process of making sure the TA mentoring is more consistently accomplished. This is an ongoing process, but they seem committed to it. When they have their own graduate students, this might become an easier task.

They have sent forward their proposals for the MA/PhD (approved by the Graduate Council at UCLA last year). Yea team! I don't know if they have been approved by systemwide yet, but the department has done its part.

In this budget crisis, they have found creative ways to secure additional resources for the graduate program. They'll have to see if this is sufficient for what I believe will be a thriving graduate program. The dean will need to continue to help them.

They will work on the graduate transition team and on securing all the necessary courses this year. This will be a big project, but it is underway.

The request to the dean for support of all these undertakings was promised. Since most of them are underway or completed, I assume it came. There was a transition to a
new dean during this process. The new dean has agreed with the outgoing dean in terms of wanting to support the program as fully as he can in this budget crisis.

Space remains a problem. Again the deanly transition makes it important to keep track of this request. It might be wise to inquire about any progress on this front.

In summary, this is an exemplary set of accomplishments by the department.

Recommendation of the Review Team Chair:

The progress review meeting should be waived and closure is recommended. The next full review should be scheduled on a regular 8-year cycle in AY2015-16.
December 1, 2009

Academic Senate Executive Office
Los Angeles Campus


Dear Colleagues:

I have reviewed and concur with the response given by Interim Dean Reynaldo Macías regarding the primary and secondary recommendations made in the report.

Sincerely,

[Signature]

Alessandro Duranti
Dean, Division of Social Sciences
June 17, 2009

Academic Senate Executive Office
Los Angeles Division
Campus

Dear colleagues,

Thank you for the opportunity to respond to the final reports on the 8 year program review for the César E. Chávez Department of Chicana and Chicano Studies. The report describes a department that is doing very well, stable, well-regarded nationally for its undergraduate program and positively awaiting approval of its graduate program proposals. There were very few concerns re what were identified as too many requirements in the under-graduate program, junior faculty mentoring, and communication with students. Let me address those two recommendations directed at the Dean’s office regarding support for a speakers series to help focus the mission statement of the department, and space for a student lounge.

The primary recommendations addressed to the dean reflected support for the department to carry out its program more effectively. The department faculty is encouraged by the report to refocus energies on its mission statement in order to “define its future direction.” The report suggests that “If the Dean could provide some funds for such a [colloquium] series, it would be very helpful.” This is not a difficult recommendation to achieve, and should the department pursue this objective in this way, and request such support, I recommend its support. Since I will be completing my tenure as acting Dean at the end of June, the new Dean will be making this final funding decision.

The second recommendation was a more serious one–to provide space for a graduate student lounge, especially in light of the imminent approval of the graduate programs. I fully support this, and have recommended that possible appropriate space be identified and the exploration of its assignment to Chicana/o Studies be done as soon as possible. Space is, in addition to the budgetary constraints on faculty hiring, resource allocation for TAs, additional staff, and computing infrastructure, also currently limited by the budgetary deficits and the cuts in state support. However, as there is a contraction in the faculty and student size of the campus, my expectation is that some space will be released for reassignment. The need for this type of space for graduate students and its supportive effect on graduate research training is recognized and so becomes a high priority in support of the core instructional and research training mission of the university.

Reynaldo F. Macías
Acting Dean, Division of Social Sciences
The UCLA College
May 13, 2009

Dottie Wiley, Chair, Undergraduate Council
Jan Reiff, Chair, Graduate Council
Academic Senate, Los Angeles Division
3125 Murphy Hall
Campus

Dear Professors Wiley and Reiff:

On June 16, 2008, the Academic Senate completed its review of the César Chávez Department of Chicana and Chicano Studies. The departmental discussion of the report took place at the first faculty meeting of the Fall 2008 quarter, and over the course of the academic year, the department has moved steadily forward in the implementation of the review team’s recommendations. Attached is a Progress Report explaining the progress we are making in each recommendation to the Department.

Faculty and staff reviewed the attached Progress Report by email and provided feedback and editing to help strengthen and/or clarify the report. Since one of the most crucial recommendations called for the Department’s submittal of a Graduate Program Proposal, I am attaching the proposal that was submitted to Murphy Hall in Fall 2008, and which has now gone through all the channels of review and approval on campus. I am also attaching the letters of approval we received from the FEC, CPB, Graduate Council, and EVC Scott Waugh.

I trust that you will find our progress satisfactory and that the next review of the César E. Chávez Department can be scheduled for AY2015-2016, as recommended by the review team.

Sincerely yours,

Alicia Gaspar de Alba, Chair
agdealba@ucla.edu
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.

In the course of revising our graduate program proposal and our undergraduate curriculum this year, we discussed the departmental mission statement at length. In response to (1), we crafted a more succinct and explicit Mission Statement that overtly articulates the new directions of research and scholarship that Chicana and Chicano Studies at UCLA is taking, while remaining cognizant of our history, which is grounded in social justice struggles. Our new mission statement reads as follows:

The mission of the UCLA César E. Chávez Department of Chicana/o Studies is to train a new generation of scholars to research and analyze the life, history, and culture of Mexican-origin people within the United States, as well as of other Latino/a and indigenous populations in the Americas. Addressing local, national, and transnational contexts, the Chicana/o Studies curriculum at UCLA explores race, class, gender, and sexuality paradigms as they have shaped the history of the field, as well as new directions in the study of Chicana/os and Latina/os, including 1) Labor, Law, Education, and Policy Studies; 2) History, Language, and Culture of the Americas; 3) Transnational and Border Studies; and, 4) Arts and Community Cultural Development. The faculty of the César Chávez Department, situated in one of the most diverse cities in the world, utilizes Los Angeles as a laboratory for studying the social transformations taking place in California, the Southwest, and the United States. We aim to provide our students with the interdisciplinary research tools necessary to advance knowledge in the field, provide academic leadership, and serve community needs with academic resources.

Catalog copy will reflect the new mission statement by Fall 2009. Moreover, we have developed a more user-friendly and visually compelling department webpage. It features a different course each quarter, provides news updates, links to faculty publications and courses, a picture gallery of the year’s events, and links to departmental documents such as the Self-Review and the Graduate Program Proposal. The new webpage is in part a response to the reviewers’ request that the hard work of the Chávez Department be given a more public face. Our online representation strives to shows how Chicana and Chicano Studies at UCLA transcends Movement rhetoric and
ideology, and implements a 21st century vision of an interdisciplinary field committed to exploring the broadest possible applications of Chicana and Chicano Studies from the local to the global levels.

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.

Our Vice Chair is working closely with our junior faculty to create a better mentorship plan for the department. Senior faculty will continue to mentor our junior faculty on a one-on-one basis, and the Chair and Vice Chair will regularly meet junior faculty to advise them about fourth-year reviews, tenure reviews, contract negotiations, and acceptance of fellowships. Initial discussions of the new mentorship plan include a dialogue among the core faculty about standards of tenure in a multi-disciplinary department, as well as strategies for facilitating and encouraging more productivity for the junior faculty in a time of severe budget cuts that demands more teaching and yet expects a high level of research output and visibility. At the campus level, the Vice Provost of Faculty Diversity and Development and the Vice Chancellor for Academic Personnel have implemented a campus-wide mentoring program called the Council of Advisors, composed of 75 senior faculty who will mentor junior faculty on campus.

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.

We follow the guidelines of the Call (appendix 15), which permits joint faculty appointments. These are courtesy appointments for faculty who seek a more formal association with the Chávez Department. No portion of their FTE is in Chicana and Chicano Studies. With their department's agreement they may opt for voting rights and responsibilities. Currently, the Chávez Department has 6 joint faculty members. Two of our 6 joint faculty opted for voting rights. All 6 may teach cross-listed courses with us, serve on personnel review committees, and serve on departmental undergraduate thesis and honors thesis committees. We have 12 affiliated faculty. The teaching of these 12 fits easily within Chicana and Chicano Studies, but they have chosen not to formalize courtesy appointments with the Chávez Department; however, they perform many of the same functions as the joint faculty. Eight faculty, both joint and affiliated, have formally agreed to cross-list their graduate courses with our graduate curriculum once we open the doors to our first cohort of graduate students.

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.

The Chávez Department fully intends to make much better use of these centers' resources to strengthen our curricular and programming opportunities. The department has co-sponsored public events with the Research Center. Our students are encouraged to make use of the Chicano Studies Research Center Library holdings and archives for their coursework. This year, SPARC has been the site of our departmental retreats. SPARC also hosted a Winter 2009 visit by Chancellor Block and EVC Waugh to introduce the Chancellor to the work of our students in the Chávez Digital Mural Lab. The Digital Mural Lab work fits within both the Chancellor’s diversity mission and the UCLA in LA initiative. Next year, we will share with the Center for the Study of Urban Poverty funding responsibility for our 15th anniversary celebration of the department. Regarding our upcoming PhD program, the Chair has already been in contact with the Director of the Chicano Studies Research Center and the Director of the Center for the Study of Urban Poverty, and will be scheduling a meeting over the summer to discuss possibilities for graduate support utilizing the research resources controlled by the two centers.

**Undergraduate Program**

5. The undergraduate curriculum could be streamlined and its requirements reduced. While we appreciate the rigor, the requirements seem too expansive. This 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.

In Winter 2009, the core faculty met for a curriculum retreat at SPARC to discuss our streamlining of the undergraduate curriculum, and our establishment of a more coherent curriculum structure, as per this recommendation. We discussed how to reduce requirements for the major and how to implement the Caminos framework, which the faculty unanimously had approved as the curriculum structure for Chicana/o Studies in 1997, but never integrated. The Caminos structure creates specific pathways or intellectual directions by which to navigate the undergraduate program. It also clearly distinguishes between (3) required courses, (4) foundation or breadth courses, and (3) Camino or depth courses. Two related study courses outside the department, 1 service-learning course, and 1 Capstone course complete the program requirements for the major. Spanish V or its equivalent is required to graduate. The Caminos framework is a more coherent undergraduate program that still allows disciplinary diversity. It balances social sciences, humanities, and arts courses, builds on the faculty's disciplinary expertise, and provides a more transparent understanding of interdisciplinary scholarship and methodology. The Caminos framework also reduces the program requirements to a total of 14 courses, as opposed to the 18-course requirement of our current curriculum.

The Caminos that now characterize our UCLA Chicana and Chicano Studies curriculum fall into four interdisciplinary areas: 1) Labor, Law, Education, and Policy Studies; 2) History, Language, and Culture of the Americas; 3) Transnational and Border Studies; and 4) Arts and Community

---

1 The Caminos Curriculum also coincides with Undergraduate Council's "Challenge 45" plan, which aims to reduce the upper-division units of all majors to as close to 45 as possible. Our Caminos curriculum will reduce our upper-division units to 48, down from 64.
Cultural Development. At the Winter 2009 retreat, the faculty voted anew, and unanimously, to use this Caminos structure for our undergraduate program. The Chair with another faculty member will apply for an OID grant to finalize this curricular revision and write a proposal to submit to the Undergraduate Council next year.

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.

Mentoring of Teaching Assistants is the responsibility of faculty members who teach our large GE courses and our required upper-division theory course. The Department sponsors and the Chair runs a TA orientation at the start of each academic year to introduce the TAs to the faculty they will be working with, and to explain the department’s instruction logistics. All TA’s must attend the orientation session. The Chair mentors all new TA’s in CCS 495, Learner-Centered Teaching in Chicana/o Studies. It meets regularly to address issues that TAs face in discussion sections, to exchange strategies for improving class discussions, and to discuss heuristics for grading. Once a week, all instructors meet with their TAs regarding their course. In recent years our GE courses have grown to twice the enrollment of our theory course. We consequently have fewer TAs to whom we can assign discussion sections across the whole academic year. These TAs are now reassigned to professors teaching large upper-division courses. For those courses, professors were asked to craft TA job descriptions, both to comply with Union regulations but also to provide TA guidelines. These courses vary substantially (one course might be an arts course with community involvement, while another may be a lecture course with a research paper assignment), so no single TA job description suffices. One of our goals for next year is to develop more formal departmental mentoring for all TA’s through CCS 375, Teaching Assistant Practicum.

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.

At the time of the site visit of April 2007, our faculty had already discussed a newl proposal for a Chicana and Chicano Studies graduate degree. We had already met in a retreat to refine its parameters. Drafted by the Chair with faculty input, the proposal was submitted to Acting Dean Reynaldo Macías in June 2008 for his review and approval. The Chair also met with Graduate Council Chair Jan Reiff to integrate suggestions from the Committee on Degree Programs and fine-tune the program requirements of the proposal. The revised final draft of the proposal for a combined M.A./Ph.D. program in Chicana and Chicano Studies was submitted at the beginning of Fall 2008. The Faculty Executive Committee approved it unanimously in October, the Council on Planning and Budget approved it unanimously in November, and the Graduate Council approved it 10-1-0 in January 2009. EVC Scott Waugh endorsed it in April, and it has now been
sent to Systemwide for the last round of reviews. If all goes according to plan, we should be able to start advertising the program by Fall 2009 and accepting our first graduate student cohort in Fall 2010. A copy of the proposal proper (sans appendices) is included with this Progress Report. The full text of the proposal with appendices may be accessed through our departmental webpage. Also included are the approval letters from the FEC, the CPB, Graduate Council, and EVC Scott Waugh.

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.

As already mentioned, we have written commitments from 8 outside faculty members who have agreed to cross-list one of their graduate courses with our PhD program and to reserve slots in those courses for our graduate students. These commitments were sought with the university budget cuts in mind. We also pruned our undergraduate curriculum by 4 courses, which provides more flexibility in which to incorporate the graduate program. Other ways in which the department faculty are planning for the additional resources required by a graduate program include integrating resources for research assistants into our faculty grants that we can offer as part of our graduate packages to incoming students; forming a new standing committee to oversee Graduate Admissions; consolidating the role of the Vice Chair to manage both Academic Personnel and the Graduate Studies program until campus resources grant us an additional FTE or another faculty member from the President’s Postdoc pool; and limiting course release requests to meet the course scheduling challenges that will arise in our new annual teaching schedule once the graduate program becomes operative.

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.

The Chair has already begun the work to enlist graduate course offerings from faculty in other departments and to expand the group of new and continuing faculty willing to cross-list their classes in our proposed PhD program. Still on the Chair’s agenda is the formation of this recommended Graduate Transition Committee to help review the proposed curriculum and brainstorm on ideas for raising graduate support beyond the dwindling resources available from Graduate Division. Once we receive word of Systemwide’s approval of the Chicana/o Studies PhD program, the Chair will host a summer retreat involving all interested parties and stakeholders.

**Recommendation to the Dean**
We agree with this recommendation. In the event of an office opening up on our floor, we would hope to be granted a communal lounge space or reading room for our graduate students.
Dear Larry:

I am writing to request your approval of the attached proposal to establish a graduate degree program in Chicana/Chicano Studies. This program has been proposed by the César E. Chávez Department of Chicana & Chicano Studies, and it will be effective after official notice of approval is received. If approved, this new graduate program will offer M.A. and Ph.D. degrees. The program’s goals are to offer a multidisciplinary approach to the study of ethnicity and to provide a substantial breadth of opportunities for advanced training in Chicana and Chicano Studies. Furthermore, the proposed program will contribute to the diversity initiatives of Chancellor Block and Vice Chancellor Mitchell-Kernan. The department and UCLA are poised both geographically and culturally to provide top-quality education in this area of scholarship, and, if approved, will become the second of its kind in the nation. This program promises to enhance UCLA’s reputation nationally and internationally, and to create a strong collaborative community and to make major contributions to Chicana and Chicano studies research.

The enclosed letter from Academic Senate Graduate Council Chair Jan Reiff, dated January 20, 2009, documents UCLA’s support; the campus administration endorses it as well. With the establishment of a Chicana/Chicano Studies doctoral program, I am confident that UCLA will continue to enhance our national prominence in this important field.

If you have any questions or require additional information, please contact Sonia Johnson at (310) 825-0974 or sjohnson@ponet.ucla.edu.

Sincerely,

[Signature]

Scott L. Waugh
Executive Vice Chancellor and Provost

Enclosure
cc: Gene Block, Chancellor
    Sam J. Morabito, Administrative Vice Chancellor
    Rhea Turteltaub, Vice Chancellor, External Affairs
    Steven A. Olsen, Vice Chancellor, Finance, Budget, and Capital Programs
    Roberto Peccei, Vice Chancellor, Research
    Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean, Graduate Division
    Dan Bennett, Assistant Dean, Graduate Division
    Thomas Rice, Vice Chancellor, Academic Personnel
    Glyn Davies, Associate Vice Chancellor, Academic Planning and Budget
    Maryann J. Gray, Assistant Provost
    Reynaldo Macías, Acting Dean of Social Sciences
    Alicia Gaspar de Alba, Chair, Chicana & Chicano Studies
    Robert Fovell, Chair, College Faculty Executive Committee
    Michael Goldstein, Chair, Academic Senate
    Robin Garrell, Vice Chair, Academic Senate
    Jaime Balboa, Chief Administrative Officer, Academic Senate
    Linda Mohr, Assistant Chief Administrative Officer, Academic Senate
    Janice Reiff, Chair, Graduate Council, Academic Senate
    Kyle Cunningham, Senior Policy Analyst, Graduate Council, Academic Senate
    Farid Chehab, Chair, Coordinating Committee on Graduate Affairs
    Eric Zarate, Analyst, Coordinating Committee on Graduate Affairs
    Suzanne Klausner, Principal Analyst, Academic Initiatives, Office of the President
    Kathleen Copenhaver, UCLA Associate Registrar
    Leann Hennig, Senior Editor, Registrar’s Office
    Valerie Romero, Computing Resource Manager, Registrar’s Office
    Caroline West, Director, Office of Analysis and Information Management
    Sonia Johnson, Administrative Specialist, Office of Analysis and Information Management
In Re: Approval of the Chicana & Chicano Studies MA/PhD Proposal

Dear Scott,

At its meeting on January 16, 2009, the Graduate Council voted to approve the proposal from the César E. Chávez Department of Chicana & Chicano Studies for a new graduate degree (MA/PhD) program (10 in favor; 1 opposed; 0 abstained).

The proposal is the culmination of several years of careful and dedicated effort to create a graduate program that will become the second of its kind in the nation. It offers a multidisciplinary approach to the study of ethnicity, provides a rich variety of opportunities for an advanced education in Chicana & Chicano Studies, and contributes to the diversity initiatives of Chancellor Block and Vice Chancellor Mitchell-Kernan. The department and UCLA are poised both geographically and culturally to provide a second-to-none education in this area of study. The department is to be commended for its innovative and boundary-crossing spirit in creating this graduate program that promises to enhance UCLA’s reputation nationally and internationally.

The Council seeks your endorsement for the proposal’s approval by the Office of the President. It also requests your expeditious review in order to achieve the target implementation of this program in the Fall of 2010. Please do not hesitate to contact me with any questions or concerns.

Sincerely,

Jan Reiff, Chair
Graduate Council

cc: Michael Goldstein, Chair, Academic Senate
    Maryann Gray, Assistant Provost
    Alicia Gaspar de Alba, Chair, Chicana & Chicano Studies
    Jaime Balboa, CAO, Academic Senate
    Kyle Cunningham, Analyst, Graduate Council
    Kathleen Copenhaver, Associate Registrar
    Caroline West, AIM Director
    Sonia Johnson, AIM Specialist
    Farid Chehab, Chair, Coordinating Committee on Graduate Affairs
    Eric Zarate, Analyst, Coordinating Committee on Graduate Affairs
November 10, 2008
EC8555

TO: Alicia Gaspar de Alba, Chair
    Cesar E. Chavez Department of Chicana/o Studies

FROM: Robert Fovell, Chair
      College Faculty Executive Committee

RE: Proposal to establish a Graduate Program in Chicana/o Studies –
    Effective Date: Fall 2010 – Terminates at Graduate Council

I am pleased to inform you that at its November 7, 2008 meeting, the College Faculty Executive Committee (FEC) unanimously approved the request from the Cesar E. Chavez Department of Chicana/o Studies to establish a Doctorate of Philosophy degree in Chicana/o Studies. Members were enthusiastic in their support for the program and confident that it will be successful and bring credit to both your Department and UCLA. Several members expressed the hope that a conscious effort is made to reach out to other Latino/a populations, and other ethnic groups in the United States.

This request as described in your proposal dated October 1, 2008 was an action item on our agenda. The effective date approved is Fall 2010. Your proposal will be forwarded to the Graduate Council for final approval. The Graduate Council will inform you of their decision and the conclusion of the approval procedures.

The FEC thanks you, Professor Abel Valenzuela Jr., Vice Chair, and Ms. Olivia Diaz, Management Services Officer, for your informative presentation and well-developed proposal. The FEC appreciates your efforts to invigorate the UCLA College curriculum with this innovative and interdisciplinary opportunity for graduate students.

Attachment: Cesar E. Chavez Department of Chicana/o Studies Ph.D. proposal – (Delivered to Graduate Council)

cc: Kim Alexander
    Lucy Blackmar
    Randy Cirilo
    Kathleen Copenhaver
    Kyle Cunningham
    Penny Hein-Unruh
    Leann Hennig
    Corey Hollis
    Sonia Johnson
    Robert Kilgore
    Janice Reiff
    Vivian Salazar-Nava
    Roxanne Neal
January 12, 2009

Jan Reiff
Chair, Graduate Council

RE: Report on Proposal for a New Degree Program, MA and PhD in Chicana/o Studies

Dear Professor Reiff,

CPB was impressed by the thoroughness of the highly detailed proposal to establish a new graduate program in Chicana/o Studies at UCLA. Moreover, the Council was grateful to have the opportunity to discuss aspects of the proposal, especially questions relating to resources, with representatives from César E. Chavez Department of Chicana/o Studies. In this report, we give our unanimous support to the establishment of this program. Even at a time of considerable fiscal constraint, it is evident that the proposed graduate program is (1) meeting a nationwide need for highly qualified graduates in a rapidly developing interdisciplinary field of study and (2) does not put undue strain on the resources of a department that has given the most rigorous consideration to making this program a success.

As the report points out, Chicana/o Studies have been established at UCLA for forty years. By the 1990s the program had developed into a major, and more recently the CII (Center for Interdisciplinary Instruction) in this developing field transformed into the current department, which has 11 FTE (whose specialties cover a broad spectrum of disciplines), and draws on at least six other faculty members based in other departments who have expertise in Chicana/o Studies. At present, the Department of Chicana/o Studies has over 200 majors and minors, as well as 2,000 students enrolled in its offerings of seventy-five courses. There is no question about the appeal of both the major and minor to UCLA’s undergraduate population. In particular, Chicana/o Studies is providing an important service to the university’s substantial population of students who are of Mexican, Central American, and Latin American descent. Over the past four decades, UCLA has built up a very substantial body of resources to support the study of Chicana/o Studies. In particular, the library resources are exceptionally strong for advanced research in the field.

The report makes a strong case for establishing an integrated masters and doctoral program at this point in time. At present, the UC system offers graduate provision in Chicana/o Studies at UCSB; the UCSB program, established in 2005, has currently has an enrollment of 17 students. Several other ethnic studies programs—at UCSD, UCR, and UCB—offer provision in Chicana/o Studies, though this specialization forms part of a field of study that examines a broad range of minority cultures and communities in America. Since many scholars would agree that UCLA’s Department of Chicana/o Studies contains some of the most prominent researchers in the field of Chicana/o Studies, and since the undergraduate program is a proven success, the time is ripe for the department to develop further by offering what promises to be the foremost graduate program of its kind in the country. The fact that the graduate program takes as its focus Los Angeles (a city that has the largest Chicana/o community in the country) points to the academic distinctiveness of this course of graduate study.
In the report, the Department of Chicana/o Studies points out that there is an unquestionable demand for candidates who have advanced research experience in Chicana/o Studies. During our meeting with representatives from the Department, Professor Alicia Gaspar de Alba stressed that increasing numbers of departments across a range of social science and humanities disciplines are trying to hire suitably qualified candidates in a field that affects the largest minority group in the United States. Nationally, the changing demographic indicates there will be growing pressure on both smaller and larger colleges and universities to appoint faculty in Chicana/o Studies. This is, without question, an area of considerable academic growth.

CPB was impressed by the fact that in these economically straitened times the establishment of the MA/PhD program will not make unreasonable demands on the Department of Chicana/o Studies’ resources. The graduate program will be limited to an enrollment of five students each year, with the prospect of students completing the doctorate in a period of six to seven years. While some of the fellowship funding for these students will come from Graduate Division, it needs to be borne in mind that doctoral candidates in Chicana/o Studies are well placed to apply for support for programs (such as those offered by the Ford Foundation) aimed at advancing the scholarly needs of minorities. In the projected departmental budget, the additional operational costs of running the graduate program during the next five years are modest. The report points out that there is no need for additional library resources. In its five-year budgetary projection, the Department of Chicana/o Studies assumes that with increases in salaries, cost of living increases, and other increases related to enrollment formulae, the department will need approximately an additional $180,000. From the Council’s standpoint, these are reasonable projections, given that the budget of Chicana/o Studies would grow at almost the same rate if it did not proceed with the MA/PhD program.

In conclusion, the Council is in agreement that this carefully considered proposal for a new program is one that deserves support. In our discussions with representatives from the Department of Chicana/o Studies, the Council wanted to know more about the plans that faculty members in Chicana/o Studies had for external fundraising, particularly in light of the economic cutbacks that are severely affecting the UC system. We were pleased to hear that the Department of Chicana/o Studies, which has a full commitment to the Chancellor’s initiatives to support diversity and civic engagement, plans to take steps to work with UCLA’s development staff in order to strengthen links with Chicana/o Studies alumni, as well as leaders and donors in the Chicana/o community.

Please feel free to contact me if you have any questions.

Joseph Bristow  
Chair, Council on Planning and Budget

cc: CPB Members  
Kyle Cunningham, Graduate Council Analyst  
Alicia Gaspar de Alba, Chair, Department of Chicana/o Studies  
Linda Mohr, Assistant Chief Administrative Officer, Academic Senate