

Proposal for the
César E. Chávez Department of Chicana & Chicano Studies

Submitted to:

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Submitted by:

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Chicana & Chicano Studies

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Chicana & Chicano Studies Departmentalization Proposal

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Executive Summary

Chicana & Chicano Studies Departmentalization Proposal

Introduction

The mission of the Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies is to create, develop, and grow a nationally recognized, academically rigorous, and multi-disciplinary university program in Chicana/o studies. The vision of the Chicana/o Studies faculty is to provide the next generation of intellectual leadership in the field.

This proposal seeks the conversion from an academic Center for Interdisciplinary Instruction (CII) to an academic Department.

The field of Chicana and Chicano Studies centers around the study, analysis and understanding of the varied experiences, cultural production, and social locations of the Mexican origin population in the United States and in the Americas. It places this study within the context of the United States, and increasingly, within the context of globalization (increasing economic and related integration and interdependence in the world). Its scope is broad, its approaches multi- and inter-disciplinary, and its frameworks inherently comparative to other groups similarly situated.

Current Program

This request for departmentalization is made with the understanding that the Chávez Center for Inter-disciplinary Instruction is already functioning, for all intents and purposes, as a department, is being successful at it, and that the conversion from a CII to an academic department is relatively resource neutral and merely a status or name change.

The undergraduate program has experienced tremendous growth in several areas since the establishment of the César E. Chávez Center for Inter-disciplinary Instruction in Chicana/o Studies 10 years ago: (1) the number of courses in the catalog owned by or multiple-listed with Chicana/o Studies; (2) the number of courses offered/scheduled during the year; (3) the number of students enrolled in these courses; (4) the number of majors (single and double) in Chicana/o Studies; (5) the number of minors declared in Chicana/o Studies; and (6) the number of graduates in Chicana/o Studies per year.

Proposed Department

Gaining departmental status will serve several functions. It will address the continuing and growing interests and needs of students in the program. It will also bring clarity to the status and function of the program as an academic/instructional unit, rather than a research unit. It will do this without a change in resource allocation.

No changes are expected in mission, curriculum, faculty, staff, governance, space or other resources, or in relationships with other units on campus.

Conclusion

The faculty of the Center for Interdisciplinary Instruction believe it is time to change status and is requesting to become a department. This will provide a clearer status to the unit, and become more like the field. This change in status requires no change in resource allocation, and is not dependent on any personnel changes. The change will signal a greater institutional support for the programs.

1.0 Introduction

The mission of the Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies is to create, develop, and grow a nationally recognized, academically rigorous, and multi-disciplinary university program in Chicana/o studies. The vision of the Chicana/o Studies faculty is to provide the next generation of intellectual leadership in the field of Chicana/o Studies.

Chicana/o Studies students critically analyze the Chicana/o experience and its cultural production within an increasingly complex global society. Students are provided with disciplinary tools from a wide range of social inquiry to address critical topics in new ways, bridging the social sciences and humanities, emphasizing cultural production, expression and criticism, as well as gender and sexuality, as major organizing principles. The course work also enables students to become experts in historical and structural formations of inequality and power as they pertain to racism, sexism, inter-ethnic and race relations, gender, class, and dominant social theories. A significant focus of the curriculum is grounded in the Los Angeles region, home to the largest Chicano/Latino population in the country and the second largest in the world, as a living, changing, dynamic educational laboratory. Chicana/o Studies provides academic, career, and other professional opportunities for students while maintaining the intellectual richness and vitality of a UCLA education.

1.1 Proposal Objectives

This proposal seeks the conversion from an academic Center for Interdisciplinary Instruction (CII) to an academic Department. The converted unit would be known as the César E. Chávez Department of Chicana and Chicano Studies, in keeping with the intent of the original naming of the Center for Interdisciplinary Instruction in spring of 1993 (with a review and approval of the Regents).

Chicana/o Studies at UCLA has undergone several administrative transformations in its 35 year history on this campus. It was initially established in 1969, in the form of an organized research unit (which continues today, as the Chicano Studies Research Center). In 1974, an undergraduate degree major was established as an Inter-Departmental Program (IDP), bringing together faculty from different departments to oversee the major. A Specialization/Minor degree program was established in 1992, as an Inter-Departmental Program. The University established a unique academic unit called a Center for Inter-disciplinary Instruction (CII) in Chicana and Chicano Studies in the spring of 1993, and named it in honor of the work and memory of César E. Chávez (who had just died two months prior to the establishment of the CII). This Center for Interdisciplinary Instruction was given the independent responsibility for the undergraduate major and minor in Chicana/o Studies, and populated with six full-time faculty with different

disciplinary backgrounds reflecting the multi-disciplinarity of the field.

In recent years, the Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies has experienced tremendous productivity and growth in faculty, curriculum, program, and a very stable administration. After much discussion, and consultation with faculty, students, staff and many others, the faculty of the César E. Chávez Center is submitting this proposal for departmentalization. We feel that the need for a department structure is evident, that the timing is appropriate, the inter-disciplinary character of the degree programs will be secured and promoted, and that growth of these degree programs will be better served through a departmental status.

The objective of this proposal, then, is to provide a description of the present health of the academic programs in Chicana and Chicano Studies, the quality of the faculty involved in the programs, and a rationale for the status conversion from a Center for Inter-disciplinary Instruction to a Department, and the correspondent data needed to make this decision.

1.2 The Discipline: What is Chicana and Chicano Studies?

The field of Chicana and Chicano Studies centers around the study, analysis and understanding of the varied experiences, cultural production, and social locations of the Mexican origin population in the United States and in the Americas. It places this study within the context of the United States, and increasingly, within the context of globalization (increasing economic and related integration and interdependence in the world). Its scope is broad, its approaches multi- and inter-disciplinary, and its frameworks inherently comparative to other groups similarly situated. While the organizing principles of the field include those of the humanities (e.g., the language, history, literature, and culture of a group), it also includes those more often found in the social sciences (e.g., exploring structural relations, inequality, and power relations). The field began in the 1960s both as a reaction to the extant work on Chicanos, and as a pro-action to develop new, more accurate, and powerful ways of understanding this heterogeneous population.

In the late 1960s, scholarship on the Chicano community was fairly limited—Chicanos were an invisible group to many of the researchers writing in the academy, despite its historical significance to the United States and its uniqueness in colonial world histories. What little research there was on the Chicano community seemed to be plagued by distortion, stereotypes, fragmentation, unrealistic portrayals of events, one-sidedness, and often, linguistic bias and prejudice. In the cauldron of social activism of the time—the Chicano Movement, the Farm worker’s unionizing Causa, the civil rights movement, anti-war sentiment, and counter cultural challenges—a new area of studies was created and developed to right these intellectual and scholarly absences and errors—Chicano Studies. The five goals this new area of study adopted were:

1. Create new knowledge about the diverse Chicano community
2. Reformulate old knowledge
3. Apply research knowledge to the improvement of the material conditions of the Chicano community
4. Support the cultural renaissance within the community; and
5. Support social changes through a critical awareness and commitment to equity, and social justice.

The development of the Chicano Studies research and scholarly literature during the 1960s and 1970s concentrated on critical reviews of the extant work and its assumptions, exploring systematic, often disciplinary, biases and distortions and stereotypes. In addition, established scholars and many a graduate student embarked on a search for adequate and applicable theories, perspectives, and data sources to the study and analysis of the Chicano condition. Dominant theories that were explored included internal colonialism, and various other race- and class-based theories, each debated vigorously within the developing Chicano Studies literature and even in the single-discipline literature. For example, a significant debate occurred in the historical journal literature during the mid 1970s, about whether Chicano history was a subset of U.S. western history, Mexican history, or was a field itself. New and alternative paradigms were established by Chicano Studies, used and examined during this period of time.

In the 1980s, the rise of Chicana Studies added to these efforts to create space within institutions of higher education for the study of Chicano communities. Several other goals focused around gender and sexuality were added to the field:

6. Place gender as a central construct in the study of this community;
7. Study the diversity of sexuality in the community;
8. Challenge patriarchy within and outside the Chicano community; and
9. Support the pursuit of Chicana dreams and aspirations.

The 1980s also saw a renaissance of writing and publications on Chicana/os, some of it influenced by, and influencing, feminist theories, and critical cultural studies. Academic publishers and journals, which heretofore had resisted publication of Chicana/o subjects and authors began series on Chicana/os and reflected the influences of the growing fields of Chicana and Chicano Studies. Academic journals accepted many more articles on the topic. The “traditional” single-disciplines also were affected by this multi-cultural intellectual renaissance. Many of these disciplines reconceptualized their notions of race and ethnicity and the centrality of these constructs to their work; many embraced the study of immigration and immigrants; and identity and social processes of change became more prominent within their areas of study. The influence of post-modern studies could be felt within and outside of Chicana/o Studies in approaches to scholarship, terminology and the topics of studies. The focus of study within Chicana/o Studies research began to shift noticeably from the center to the periphery, from the

object to the interstitial spaces of borderlands and the “in-betweens” of previous constructs around which the field was organized.

In the 1990s, research and publications in Chicana/o Studies reflected influences from cultural studies and research on sexuality. Indigenous studies grew in number and influence within the field as well during this period. There was also a renewed interest in transnational, and to some extent, diasporic studies. Notions of “cultural citizenship” and questions about the viability of the nation-state, helped redefine physical and social geographies and promoted new “regional” approaches to the study of Chicana/os. These studies often placed the individual and identity processes under the research lenses rather than the group. Studies of cultural performance and production, criticisms of public exhibition of self and others, the roles of individuals in this production, the debates around a “Chicana/o aesthetic” also became prominent within the field and broadened its scope, even while scholars continued to deepen their understanding of the Chicana/o conditions.

The 1990s saw a consolidation of much of the research and literature into more than a half-dozen compendia, encyclopedias on Chicana/os, Latina/os, and research handbooks providing a different, foundational basis to the field, training and literature. The fields of Chicana and Chicano Studies are strongly grounded in various disciplinary roots, and yet offer a wide set of issues and approaches that demand not only inter-disciplinarity but a knowledge of the growth of the field, its unique set of theories, and approaches to the production of scholarship.

From the point of its infrastructure, institutions which established academic programs in the field of Chicana/o Studies did so primarily in the late 1960s and early 1970s, primarily at the undergraduate level. A resurgent growth appears to have begun in the 1990s and continues into the 21st century. In 2002, there were 37 undergraduate programs in Chicana/o Studies, 23 in Latino Studies (including the specific areas of Puerto Rican/Boricua Studies, Cuban American Studies), 45 in Ethnic Studies (only some of these had a specialization on Chicana/os or Latina/os), and, for comparison, 186 in American Studies (apparently with very few having a focus or specific courses on Chicana/os or Latina/os beyond inclusion as a topic in courses on race/ethnicity, multi-cultural literature, or immigration) throughout the nation (see Table 1 below).¹

¹ We should keep in mind that these approaches are not equivalent. Ethnic Studies does not equate, nor does it perforce encompass the field of Chicana and Chicano Studies. These are very often administrative conveniences, sometimes substituted intellectual frames of reference. In general, one can say that Ethnic Studies and American Studies are broader in scope than Chicana/o Studies. One would have to add in the same breadth that this comes at the sacrifice of the depth of study of the Mexican-origin population—and thus Chicana/o Studies. It also means a reduction or constriction of the frames, paradigms, and theories used to study this population and their positions within society giving primacy to race/ethnicity or to the “American” state or understandings of its “peoples.” This administrative organization of placing Chicana/o Studies within Ethnic or American Studies also often reduces a focus on the field per se—as an area of study, qua “discipline.” This is not unlike placing sociology and/or anthropology within a department of social

Table 1—Academic Units With Implicit Focus on Chicana/os by Field and Type, U.S., 2002

Field Type	Departments	Instructional Programs	Instructional Centers	Total
Chicana/o Studies	19	13	5	37
Latina/o Studies	2	17	4	23
Ethnic Studies	16	25	4	45
American Studies	26	159	1	186
TOTAL	63	214	14	291

There are currently 10 graduate programs in the field of Chicana/o Studies, almost all of them at the Masters level. There is one doctoral program (at UC Santa Barbara) in Chicana and Chicano Studies, and several doctoral minors (e.g., University of Texas, Austin, provides for an inter-departmental doctoral minor administered by a committee of Chicana/o Studies faculty). There are at least six institutions that are currently contemplating the possibility of doctoral programs in Chicana/o Studies (including here at UCLA), and three institutions proposing masters programs.

Several disciplinary doctoral programs provide for specializations or concentrations that may include the study of Chicana/os (e.g., race and ethnicity specializations within Sociology). Chicano History can be studied as a specialization within History departments at several universities. Almost all of these current single-disciplinary arrangements at the graduate level lack a strong foundational and theoretical base and introduction to the *field* of Chicana/o Studies. Many of these programs are also not strongly inter-disciplinary—a requirement of the field, and one of the distinctions from an approach that we might call “just the study of Chicanos.”

Several doctoral programs in Ethnic or American Studies advertise a specialization in Chicano Studies (USC established their doctoral program in American Studies AND Ethnicity in 2001, with an apparent specialization in Chicana/o Studies). Even some of the multi-disciplinary programs, however, do not focus strongly on the field of Chicana/o Studies, instead placing the study of the Chicana/o community in comparative frameworks with other similarly situated groups defined primarily by one parameter, like race and ethnicity, rather than the breadth of scope provided for by the field of Chicana/o Studies.

The growth of the field in the last 10 of its almost 40 year history has been rapid, if not explosive. The expansion of graduate, especially doctoral, programs will provide for a new intellectual leadership within the field. It has become ever more difficult to hire faculty trained in single-discipline departments, or with no training in Chicana/o Studies, and have them succeed in Chicana/o Studies units. The integrative and broad nature of the research literature, its theoretical constructs, and multiple-methods approach to research are becoming too high a

sciences—the disciplinary richness gives way to few resources and the individual disciplinary scope and depth is sacrificed in favor of pale representations in commonalities between the included fields.

hurdle without graduate training in Chicana/o Studies. As in most fields, scholars in Chicana and Chicano Studies now share many assumptions, concepts and methodologies, but, as in traditional fields, there are different tendencies and emphases within Chicana and Chicano Studies as a whole.

Some of the commonalities involve the history of the field, its inter-disciplinarity, the applied nature of its research, and its social justice orientation. The tendencies or concentrations within the field can be seen as “organizing principles,” even while we understand they are dynamic and in flux and their labeling can be elusive. These include: race/ethnicity (mixtures and roots, its social constructions and ideological functions, its roots and expression in indigenismo, latinidad, africana and other-world immigration to Mexico and its realizations in the U.S.); gender and sexuality; political economy (the politics of economic relations over time; class and structural relations of power and inequality); cultural expression, criticism and production (language and literature; visual, expressive and performing arts; popular and daily life); border, transnational, and globalization studies; identity and community formations.

These areas are not exhaustive, they sometimes appeal to different theoretical frames of reference, but, with them we can outline the shapes of the field. While departmentalization would not have much affect on the nature of, or the directions of change in the field, it would provide a more solid foundation for UCLA’s participation in Chicana/o Studies.

2.0 The Current Program as a Center for Interdisciplinary Instruction

What is the past and current status of Chicana/o Studies at UCLA? This request for departmentalization is made with the understanding that the Chávez Center for Inter-disciplinary Instruction is already functioning, for all intents and purposes, as a department, is being successful at it, and that the conversion from a CII to an academic department is relatively resource neutral and merely a status or name change. In order to understand what the Chávez Center for Interdisciplinary Instruction is doing, we outline its history, academic programs, faculty, and governance below.

2.1 History of the UCLA Program in Chicana/o Studies

At UCLA the development of Chicana/o Studies took the form of a research center established in 1969 and an Inter-Departmental Program (IDP) established in 1973-74, drawing on the few available faculty and courses from different departments and disciplines to constitute an undergraduate major in Chicano Studies. UCLA is also noted for being one of the first institutions to provide a doctoral specialization focused on Chicanos within a traditional discipline—Chicano History within the United States field of the department of History. The UCLA Chicano Studies Research Center was also the base for one of the two significant national Chicano Studies journals—*Aztlán*—that helped establish the field and, for a period (1974-78), administratively supported the organization of the fledgling National Association of Chicano Social Scientists (now known as the National Association for Chicana and Chicano Studies).

The retrenchments in social and budget policies during the 1980s, and the recession of the early 1990s, left California higher education in a tight financial situation. Chicano Studies reflected this in lowered enrollments, majors and graduates. Despite the establishment of a specialization/minor in 1992, and several attempts at re-organization of the curriculum, at UCLA, in 1992, the Inter-Departmental Program at UCLA, like those at many other institutions of higher education, was in danger of being closed. Student activism has been an important component to the growth of Chicana/o Studies. In spring of 1993, students and faculty undertook civil disobedience, and a non-violent hunger strike to underscore their demands for greater support of the program and the establishment of a department of Chicana and Chicano Studies. The result of the subsequent compromise at UCLA was the development of a new academic unit—a Center for Interdisciplinary Instruction (CII)—and six new full-time faculty positions within this unit. After campus and Regental approval, it was named in honor of César E. Chávez—in memory of his leadership for social change, fair treatment of farm workers, his support of nonviolence, and his use of the hunger strike as a tool to challenge the moral conscience of the nation and the world. This proceeded along with a revival of programmatic and

intellectual growth within Chicana and Chicano Studies in the late 1990s.

2.2 Undergraduate Program

There is currently only an undergraduate academic program in Chicana/o Studies at UCLA—a major and a minor. The faculty of the Chávez Center seek to teach students to critically analyze Chicana/o history and culture in the context of an increasingly complex global society. The program provides students with the disciplinary tools from the widest range of social inquiry to address critical topics in new ways. The goal is to enable students to become conversant in historical and structural formations of power pertaining to processes such as racism, sexism, historicity, gender and race relations, inter-ethnic connections, and dominant social theories as they are reflected in Chicana/o experiences.

The undergraduate program has experienced tremendous growth in several areas since the establishment of the César E. Chávez Center for Inter-disciplinary Instruction in Chicana/o Studies 10 years ago: (1) the number of courses in the catalog owned by or multiple-listed with Chicana/o Studies; (2) the number of courses offered/scheduled during the year; (3) the number of students enrolled in these courses; (4) the number of majors (single and double) in Chicana/o Studies; (5) the number of minors declared in Chicana/o Studies; and (6) the number of graduates in Chicana/o Studies per year.

In 1993-94, eight courses were offered through the center, and six were cross listed with other departments, totaling 14 courses with a combined enrollment of 491 students. In 2002-03, the Chávez Center for Interdisciplinary Instruction in Chicana/o Studies had grown to offer 66 courses during the academic year, with a combined enrollment of over 2,100 (see Table 2 below). This increase in scheduling and enrollments was possible because of new courses developed by the faculty hired in the Center for Interdisciplinary Instruction.

There were 71 Chicana/o Studies courses in the catalog as of Spring 2003. Of these, 50 were “owned” by the Chávez Center for Interdisciplinary Instruction and the other 21 were distributed about amongst 13 or so departments and inter-disciplinary programs.

Over the last four years we have managed to schedule 60 to 65 course offerings a year (including about ten special topics courses), with about one-third being taught by Chávez Center core faculty, one-third affiliated faculty, and one-third temporary faculty, adjuncts, and lecturers.² We have been developing new upper division courses with the intention of offering

² Prior to 1998-99, there had been problems in not being able to offer the upper division required course (CS 101) often enough, in the large number of special topics courses being offered instead of regularly numbered courses, and in what seemed to be a light teaching load for the core Chicana/o Studies faculty. Those problems were solved by offering CS 101 twice a year for three years, and converting the special topics courses to regular catalog courses. What appeared to be a light teaching load for the core faculty, actually turned out to be a high number of postdoctoral fellowships for the small number of core faculty within a short period of time, and buy-outs for Honors and Cluster courses and research projects. These early problems with courses and scheduling are no longer relevant to the

each one over a two year cycle. Actually, of the 71 courses in the catalogue, 43 have been offered annually for the last 3 years (2001-2003), and 18 on a two year cycle. Three courses were offered twice a year or quarterly. Less than 5 courses had not been taught in two years.³

Table 2–Growth of Chicana and Chicano Studies within UCLA, 1991-2003

Year	# Courses Offered	Total Enrollments	Total Majors/Minors			Graduates
			Single Major	Double Major	Minors	
1990-91			17	1		0
1991-92			30	5	9	13
1992-93			35	15	21	33
1993-94	14	491	67	8	29	42
1994-95	22	550	61	12	39	54
1995-96	40	944	54	26	35	61
1996-97	37	1,088	54	27	36	62
1997-98	41	1,115	52	25	30	56
1998-99	47	1,104	47	30	42	70
1999-00	56	1,294	47	29	52	66
2000-01	61	1,584	65	33	59	66
2001-02	61	1,946	74	49	79	75
2002-03	66	2,135	71	56	108	103

Source: Data provided by UCLA Registrar’s Office. Courses and enrollments represent third week audits. There is no available information for courses and enrollments for the years prior to 1993-94.

The three core courses required for the major and minor are taught once a year, with the two lower division courses enrolling about 250 students each in the 2002-03 academic year, and the upper division course on theory enrolling about 150 students a year. Not including these required introductory courses, the average enrollment for all of the other Chicana/o Studies courses was about 28 students per course in 2001-02, and increasing from previous years.

We should note that we depend on our affiliated faculty for a broader range of courses that are often owned by their home departments. If the affiliated faculty member leaves UCLA, we depend on that department to replace that faculty member with someone who has similar expertise. This has not always been the case. In these cases, we must decide to wait, hire temporary faculty to teach the course, or work with the department to produce an offering of the course in some other way.

We also strategically plan the hiring of temporary faculty to balance the class offerings. The scope and variety of the courses is a key concern in the schedule planning. For example, we

undergraduate program, and were resolved, in part, with the intent of supporting as reasonable and prompt time-to-degree as possible.

³ For a couple of cross-listed courses in other departments where the faculty member is no longer at UCLA, and has not yet been replaced, the course owned by that department and cross-listed with Chicana/o Studies has not been offered, e.g., English has lost Raymund Paredes and Sonia Saldivar-Hull in the last several years and has yet to replace them with another faculty member who is expert in Chicana/o literature, folklore or related areas

do not have core or affiliated faculty who can offer courses in politics or labor studies. We depend on visiting and temporary faculty to offer courses in these areas. Also, we have few courses that specifically focus on creative and expressive arts. So, we decided to emphasize Chicana/o creative and expressive arts in 2002-03 and 2003-04 in our hiring of temporary faculty so we could offer a variety of courses in these areas (e.g., music composition, acting, script writing, mural production, short story writing).

We are also beginning to offer courses around indigenous topics, something students have been requesting for some time. We have been able to develop a couple of courses in the regular curriculum, have augmented these with courses taught by visiting faculty, and are working with other UCLA faculty to develop new, complementary courses in this area that they would teach, be owned by their departments and cross-listed with Chicana/o Studies.

We have recently begun participating in summer session (starting in 2000) and are offering CS 10A (Introduction to Chicana/o Studies) every other summer, in addition to a small number of upper division courses. If these summer courses prove popular, then the offering of the required courses may be more frequent.

It is not surprising to note that after the creation of the Chávez Center for Interdisciplinary Instruction in Chicana/o Studies in 1993 and the hiring of 6 new full-time Chicana/o Studies faculty soon thereafter, that the number of courses increased. What has happened in addition to this increase in courses is the organization and guided development of the undergraduate Chicana/o Studies curriculum so that its breadth and scope attempts to mirror the field in addition to reflecting the interests of faculty on campus.

Inter-disciplinarity, for example, is achieved in several ways. As a program, the courses offered by collaborating departments may tend to be more disciplinary in their content and approach, but collectively they provide students with multiple perspectives of Chicana/o experiences and conditions. In addition, the specific content of the required courses (and many other upper division seminars, whether owned by Chicana/o Studies, collaborating departments or taught as special topics seminars) is designed partly based on looking at topics through different disciplinary lenses and looking at the disciplines themselves as objects of analysis. For example, immigration may be studied through government documents and fiction novels and other literature. Faculty also draw on different disciplines and depend on integrative constructs for their teaching. Mural production as public art, for example, involves collaborative development of the design and artwork between artist and public constituencies or communities. Students are involved in the actual mural making process from conceptualization to installation. The design of the art may include historical study or other academic exploration and analysis to contribute to this consensus definition of the public art (in 2001, this class worked with young students at the UCLA Seeds Elementary School on what is memory/remembering, public memory, in the development of the artwork produced for the school). In doing these historical

analyses, students must understand the notions of public memories, the nature of the communities (composition, age, interests, motivations, etc.) involved in the collaboration of public art, and the regular attempts at forced and official historical amnesia. These approaches to teaching attempt to be integrative and inter-disciplinary in their constructs and organization.

The curriculum thus continues to develop in several ways. As we hire new faculty additional new courses are added to the catalog; other departments are now cross-listing the Chávez Center courses; and new courses are being developed by newly affiliated faculty on campus. In addition, with the development of the graduate programs proposal, graduate courses will be created and added to the catalog by the Chávez Center faculty as well as the joint faculty through their home departments (and cross-listed with Chicana/o Studies). The faculty are developing a departmental honors program that we hope to submit in 2003-04. In conjunction with the Center for Experiential Education and Service Learning (CEESL), we are also expanding our offerings of service learning courses, focusing our requirement for service learning for the undergraduate major, and have included a field studies requirement in our graduate degrees proposal. With CEESL's help we became an "Engaged Dept." in service learning under the Campus Compact in 2002-03—one of the first such designations at a research university in the nation, and the only one in the UC system. Programmatically, the Chicana/o Studies faculty is active. Continuing concerns over scope and depth in the undergraduate Chicana/o Studies curriculum motivate the faculty to be vigilant and nurturing in the development of new courses and the modification of existing ones.

There are no current or proposed changes in requirements for the undergraduate major or minor.⁴ For the major, the prerequisites are two lower division introductory courses (CS 10A: Introduction to Chicana/o Studies—History and Culture; and 10B: Introduction to Chicana/o Studies—Social Structure and Contemporary Conditions) and satisfaction of the language requirement (Spanish language competency equivalent to Spanish 5).⁵ The major requirements are 13 courses, including CS 101 (Theoretical Concepts in Chicana/o Studies), three courses for

⁴ In 1997-98, the faculty submitted the "Caminos" proposal, as an attempt to provide greater structure and specificity to the undergraduate major by allowing for "specializations" or tracks, or caminos (pathways), for students majoring in Chicana/o Studies. This proposal was not accepted by the Undergraduate Council. In 1998-99, the Chávez Center faculty decided to shift its undergraduate program development priorities to concentrate on (1) regularizing courses taught by core faculty as special topics courses (197), (2) deepening the introductory, lower division service courses syllabi, (3) clarifying the service learning requirement, (4) establishing a departmental honors program, and (5) establishing a stable scheduling of classes and instructional loads for faculty. Most of these objectives have been completed. Once all of them are done or substantially in progress, then the restructuring of the undergraduate major could be put back on the table. This may take place in the next couple of years, but is not actively being considered.

⁵ Double majors must complete the requirements for both majors. University policy allows counting up to five courses in common between two majors, subject to departmental policies that can be more conservative than this maximum. We have no such departmental restriction. Up to five courses can be counted towards the Chicana/o Studies major and towards another major.

a breadth requirement, and 4 units of barrio service learning (CS 193).

The minor in Chicana/o Studies requires 7 courses, including the two lower division introductory courses and CS 101. There is no language, no service learning, nor a breadth requirement for minors.

When the Center opened its doors in 1993-94, there were 67 single majors (almost twice as many as the year before), 8 double majors, and 29 students specializing in Chicana/o Studies, totaling 104 students (see Table 2 above). The number of majors and minors continued to increase each year, with a two-year leveling out in 1998 and 1999, and then a more rapid increase since then. In 2002-03, there were 127 majors (71 single, and 56 double) and 108 minors for a total of 235 students in Chicana and Chicano Studies. The growth has been most dramatic in double majors and minors.⁶

Since the advent of the Chávez Center in spring 1993, graduation totals for Chicana/o Studies have tripled for all students—majors and minors—and has quintupled for majors (see Table 2 above and Table 3 below). The Chávez Center for Interdisciplinary Instruction in Chicana/o Studies graduated 103 students in spring 2003. These graduates have gone on to many different occupations. Those that have continued in higher education have been accepted at Stanford, Cornell, MIT, UC San Francisco Medical Center; various law schools, and schools of education. Again, the patterns for number of Chicana/o Studies graduates between 1993 and 2003 is best described as growth.

⁶ These counts are for the spring quarter from Registrar’s Office. They count double majors as a full major. This counting procedure differs from the Management Planning reports of majors, because the MP report averages the number of majors across the three quarters of the academic year, and counts double majors as .5 for each major department (due to a constraint that all majors must equal the number of students at the University). These counts also differ from those used for Academic Program Review reports because these APR reports use the count for the fall quarter (with a full accounting of double majors). Both of these reports produce smaller numbers of majors than those we present here.

The same differences apply to the reported numbers by source for minors and for the number of graduates, albeit these are reported for the year..

Source	Majors	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
MPRpt	3 quarter average	58	55	70	90		
APR	Summary (Fall total UG majors)	64	64	63	91		
AIM	Fall	64	65	64	92	112	99
	Winter	66	65	84	108	125	
	Spring	77	76	98	124	127	
	3 Quarter Average	69.0	68.7	82.0	108.0	121.3	99.0
CCC	Spring totals	72	76	98	123	127	

Source: Mr. Robert Cox, Analysis and Information Management, Academic Planning and Budget, UCLA.

**Table 3 Ten-Year Summary of UCLA Baccalaureate Degrees in Chicana and Chicano Studies:
Number of Degrees by Mode of Access to UCLA, Double Major Status**

Degrees by Access and Double Majors	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Ten Years
Degrees Granted											
Direct Access	8	9	17	15	14	21	28	20	21	31	184
Transfer Access	4	9	10	12	13	6	7	7	18	28	114
All Degrees	12	18	27	27	27	27	35	27	39	59	298
% Transfer Access	33%	50%	37%	44%	48%	22%	20%	26%	46%	47%	38%
Double Majors (Included in Total Above)											
Direct Access	7	5	13	11	9	13	22	13	15	27	135
Transfer Access	0	3	2	3	6	5	3	2	10	19	53
All Degrees	7	8	15	14	15	18	25	15	25	46	188
Double Major % of Total											
Direct Access	88%	56%	76%	73%	64%	62%	79%	65%	71%	87%	73%
Transfer Access	0%	33%	20%	25%	46%	83%	43%	29%	56%	68%	46%
All Degrees	58%	44%	56%	52%	56%	67%	71%	56%	64%	78%	63%
Distribution of companion majors for 188 double majors over ten years: History 29%, Sociology 20%, Political Science 15%, English/American Literature 11%, Psychology 7%, All Others 18%.											
Source: Mr. Robert Cox, Academic Information Management, APB											

The time-to-completion of degrees for Chicana/o Studies students has varied a bit over the last ten years (see Table 4 below). In general, Chicana/o Studies students who graduated in 2003, and entered directly to the university from high school (direct access) completed in 14.1 quarters, while those who transferred graduated in about 7.1 quarters. The ten year average for direct access graduates is 14.7 quarters and for transfer graduates about 8.2 quarters. Both of these averages are about one quarter above that for the College, in part due to the greater number and percentage of double majors in Chicana/o Studies (78% for 2003 graduates and 63% for the ten year average). Double majors tend to take a bit longer to complete their degrees. (See illustrative student academic profiles for direct access and transfer students in Appendix 6.) These numbers should be understood as averages, with the appropriate variations in actual individual student instances (below and above the mean).

**Table 4 Ten-Year Summary of UCLA Baccalaureate Degrees in Chicana and Chicano Studies:
Time-to-Degree Characteristics -- 1993-94 to 2002-03**

Time-to-Degree	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Ten Years
Average Regular-Session Quarters Registered at UCLA											
Direct Access	15.3	14.7	14.6	13.5	15.2	14.7	15.5	14.9	14.5	14.1	14.7
Transfer Access	7.5	8.1	8.0	8.1	8.5	10.0	8.3	7.6	8.4	7.9	8.2
Academic Years Elapsed from Point of Entry to Degree											
Direct Access											
% Four Year Grad	0%	22%	18%	40%	14%	29%	14%	10%	24%	23%	20%
% Fifth Year Grad	62%	56%	65%	47%	64%	43%	50%	65%	48%	74%	58%
% Sixth Year Grad	38%	0%	18%	7%	7%	14%	25%	15%	10%	0%	13%
% Beyond Six Years	0%	22%	0%	7%	14%	14%	11%	10%	19%	3%	10%
Transfer Access											
% Two Year Grad	50%	22%	20%	25%	15%	0%	14%	29%	22%	36%	25%
% Third Year Grad	25%	56%	70%	42%	54%	50%	71%	57%	39%	46%	50%
% Fourth Year Grad	0%	22%	10%	8%	31%	33%	14%	14%	28%	14%	18%
% Beyond Four Years	25%	0%	0%	25%	0%	17%	0%	0%	11%	4%	7%
Source: Mr. Robert Cox, Academic Information Management, APB											

In summary, there is in place a vibrant undergraduate major and minor, that is attracting students. It has been growing over the last decade in the number of courses, majors and minors, and graduates. Students complete their program of studies in a timely fashion.

2.3 Proposed Graduate Programs

The UCLA César Chávez Center for Interdisciplinary Instruction in Chicana & Chicano Studies is currently proposing (in a separate proposal) to establish graduate programs in Chicana & Chicano Studies. These proposed graduate programs consist of a Master of Arts (MA), and a Doctor of Philosophy (PhD) degrees. The program, which we hope to be effective in fall quarter 2005, will be offered by Chicana/o Studies faculty and affiliated faculty in related departments within the UCLA Campus. The graduate programs will be administratively housed in the Chicana/o Studies department. The doctoral program will be one of the first in the nation and will help set the training of the field's academic leadership.

The proposed graduate programs require 10 courses for the masters and 20 courses for the doctorate, not including the language or service learning requirements, the qualifying examination preparation, or thesis/dissertation units.. There are three required foundational/core courses, two required research methods courses for the masters and three for the doctorate, and an outside complement of 4 courses for the doctorate.

The impact of the graduate program on the undergraduate offerings should be minimal (see Appendix 7 for a hueristic schedule of classes for AY 2005-06). Most of the Chávez Center faculty currently teach only undergraduate courses. The opportunity for them to teach graduate

level courses will mean a redistribution from 4 undergraduate courses a year to 3 undergraduate courses and one graduate course a year for their teaching load. That means a loss of 6 undergraduate courses. With the addition of a new faculty member (Maylei Blackwell) in 2003-04, three of these courses will be recaptured by the addition of a new faculty member. The other three will be recaptured by foregoing buy-outs of the Chávez Center faculty for a couple of years, including for the GE Clusters. Some of the upper division courses will also be made available to graduate students, minimizing the redistribution of teaching load on the undergraduate curriculum to teach the graduate courses. The additional graduate courses to be developed by some of the affiliated faculty and our new joint faculty will also help minimize the impact on the undergraduate offerings.

In the recent College analysis of undergraduate teaching, the Chávez Center faculty were above the targeted norm of 2.46 undergraduate courses per FTE. The 2001-02 ratio per Chávez Center FTE was 3.14 undergraduate courses. The requested undergraduate teaching increase for 2003-04 was 0 additional courses per ladder rank faculty member (FTE). However, there are two fiat lux courses additionally being taught by Chávez Center faculty in 2003-04, above load. Even with the new graduate programs, the Chicana/o Studies faculty undergraduate teaching should be above the current College target ratio of 2.46 undergraduate courses per ladder rank faculty member.

2.4 Faculty

From 1974-1994, the Chicano Studies program consisted of an Inter-Departmental Program (IDP). Faculty who taught Chicano Studies classes came from various departments on campus, as well as from other institutions as visiting faculty. In 1993-94, the César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies was formed. In 1994, the university hired three new junior faculty who started work on July 1, 1994. The following year three additional senior faculty were hired, and they started work July 1, 1995. This increased the total number of full-time faculty within the Center to six. In 1997-98, two of the senior faculty left UCLA and were replaced by two junior faculty. In Fall 1998, with the mid-year hire of a new senior faculty member, the total number increased to seven full-time faculty. The Center hired one additional new Assistant Professor who began July 1, 2003, bringing the total of core faculty to 8 FTE.⁷ (See Appendix 2.2 for short curriculum vitae for each of these faculty.)

In addition, we are completing the joint appointment of seven faculty, all at 0%, from 6 different departments. These are not yet complete. All have been voted on by the Chávez Center faculty and half of them have been voted on by their home departments. These joint

⁷ The eighth faculty member was hired through the UC President's initiative to secure UC campus employment for the UC President's Postdoctoral Fellows.

appointments should be completed by end of fall 2003.

Table 6 Chávez Center Faculty, 2003-04

Faculty	Rank	Highest degree, field, institution	% in Chávez	Joint Appointment
Baca, Judith	Professor	MA, Art, CSU, Northridge	100%	World, Arts & Cultures
Macías, Reynaldo	Professor	PhD, Linguistics, Georgetown U.	100%	Education & Applied Linguistics
Gaspar de Alba, Alicia	Associate	PhD, American Studies, U. Of New Mexico	100%	English
Santa Ana, Otto	Associate	PhD, Linguistics, U. PA	100%	
Valenzuela, Abel	Associate	PhD, Urban Planning, MIT	100%	Urban Planning
Pons, Cristina	Assistant	PhD, Spanish, USC	100%	
Avila, Eric	Assistant	PhD, History, UC Berkeley	100%	History
Blackwell, Maylei	Assistant	PhD, History of Consciousness, UC Santa Cruz	100%	
Joint Appointments				Home Department
Solórzano, Daniel	Professor	PhD, Sociology of Education, Claremont Graduate U	0%	Education
López, Steve	Professor	PhD, Psychology, UCLA	0%	Psychology
Noriega, Chon	Professor	PhD, Modern Thought & Literature, Stanford U.	0%	Film, Television & Digital Media
Estrada, Leo	Associate	PhD, Sociology & Demography, Florida State U.	0%	Urban Planning
Valenzuela, José Luis	Professor	BA, U. Tecnológica de México, DF	0%	Theater
Gutiérrez, Kris	Professor	PhD, English & Education, U. Of Colorado, Boulder	0%	Education
Telles, Eddie	Professor	PhD, Sociology, U. Of Texas, Austin	0%	Sociology

The affiliated faculty (operationally defined as as faculty who are teaching in the undergraduate Chicana/o Studies program) come from 13 different departments.

Table 7 Affiliated Chicana and Chicano Studies Faculty

Faculty	Rank	Highest degree, field, institution	Home Dept.
Rafael Pérez-Torres	Associate	PhD, English & American Lit., Stanford U.	English
Steven J. Loza	Professor	PhD, Music, UCLA	Ethno-musicology
Juan Gómez-Quiñones	Professor	PhD, History, UCLA	History
Laura Gómez	Professor	JD & PhD, Sociology, Stanford U.	Law & Sociology
David Hayes-Bautista	Professor	PhD, Medical Sociology, UCSF	Medicine
Fernando Torres-Gil	Professor	PhD, Social Policy, Planning & Research, Brandeis U.	Social Welfare
Rosina M. Becerra	Professor	PhD, Social Policy, Planning & Research, Brandeis U.	Social Welfare
Vilma Ortíz	Associate	PhD, Sociology, NYU	Sociology
Héctor Calderón	Professor	PhD, American & Comparative Lit., Yale U.	Spanish
Guillermo Hernández	Associate	PhD, Comparative Lit., UCSB	Spanish
Susan Plann	Associate	PhD, Romance Linguistics & Lit., UCLA	Spanish
Edit Villarreal	Professor	MFA	Theater
Raúl Hinojosa-Ojeda	Assistant	PhD, Political Economy, U. Chicago	Urban Planning

These 26 teaching faculty (core and affiliated) are joined by 6 to 8 temporary faculty a year, to provide the 60 or so courses fielded by Chicana/o Studies. In general, the Chávez faculty has slightly grown in number, rank and tenure since its establishment. It is stable in membership and includes its 8 core faculty, 7 joint appointments out of 18 affiliated teaching faculty and

about 6 temporary faculty/visiting scholars a year.

The faculty contributions to the Center, the University, scholarship and the community are excellent. Research undertaken by our faculty, for example, has resulted in learning more about day laborers in Los Angeles, community assets in Boyle Heights, Pico Union and Pacoima; the development of new digital art techniques on aluminum metals in public art; the recovery of our community memory through the restoration of public art in the Siqueiros mural at the Placita; a detailed historical intellectual and sexual exposition of Sor Juana Ines de la Cruz, through the form of a historical novel; an analysis of the use of metaphors in public discourse around California propositions 187, 209 and 227, and the stereotypes they promote of the Chicano and Latino communities. With a stable and secure faculty the Center and its programs will continue to grow and contribute to the university, its students, scholarship and society.

Below are summaries of the research interests of the Chicana and Chicano Studies faculty.

Baca, Judith (Professor), is a visual artist and muralist. The core of both her public and personal work is based on the belief that art is a tool for social change and self-transformation; capable of fostering civic dialogue in the most uncivil places. Her proposed graduate teaching involves exploring the Chicana/o visual aesthetic and its relationship to community and civic development, with a focus on Los Angeles.

Macías, Reynaldo (Professor) has research interests in the fields of linguistics, Education, and Chicana/o Studies. His current specific projects include a book on the history of language groups and language policies in the U.S, and one on the language demography of the nation. He has published on language and education, Chicano alternative schools, and language policy in the workplace, in schooling, and on multi-cultural curricular issues. His proposed graduate teaching focuses on research methods and policy analysis as well as language politics and demography.

Gaspar de Alba, Alicia (Associate Professor) is an internationally-known novelist, poet and inter-disciplinary scholar. Her academic research interests include Chicana/o art, popular culture, lesbian literature, and creative writing. She has published a major historical novel on Sor Juana Ines de la Cruz which has already been translated into Spanish and German, and is about to release her second novel, a forensic mystery on the murders and disappearances of women workers in the city of Juárez around the U.S. maquiladoras. Her scholarship includes a major book on exhibiting art and cultures and a forthcoming comparative study of the sexual persecution of women in times of a changing economy, as seen in both the Juarez femicides and the Salem witchcraft trials. Her proposed graduate teaching involves cultural analysis and theory, lesbian studies and literatures and interdisciplinary research methods.

Santa Ana, Otto (Associate Professor) is an empirical sociolinguist and discourse analyst who studies the interface of language and social structure. Santa Ana has written on issues that range from description of Los Angeles ethnic dialect formation (Spanish and English); and the education of children of language minority children, based on research in Los Angeles. His proposed graduate courses, like his undergraduate offerings, have strong empirical underpinnings that have been built on his own Los Angeles investigations.

Valenzuela, Jr., Abel (Associate Professor) focuses on the urban misfortunes of minority groups in labor markets and impoverished communities. He studies the social position and impact of recent immigrants, Latino Americans, African Americans and Asian Americans. His specific research interests include investigation of how different groups of workers compete for low-skill jobs; the local economic impacts of immigrations; the role of children in mediating settlement and assimilation patterns among Latino and other immigrants; urban poverty among different racial and ethnic groups; and issues related to welfare reform.

Avila, Eric (Assistant Professor) is a Los Angeles historian who researches the formation of racial identities within an urban cultural context. Other research interests include race and racialization, spatial segregation, identity formation, and domination and resistance. His proposed graduate teaching includes these research interests and interdisciplinary research methods.

Pons, María Cristina (Assistant Professor) studies the relationship between 20th century Spanish American literary discourses and the socio-historical context in which they are produced. She focuses on three main literary productions: (1) the contemporary historical novel; (2) the particular literary phenomena produced under repressive conditions in South America; and (3) the new conditions of literary productions in the context of neoliberalism (Mexico, Argentina, and Chicana/o Literature). These studies explore the role of intellectuals and/or writers as critical public voices in interpreting Latin American history and reality. This is closely related to her other research interests of the cultural construction and de-construction of myths throughout contemporary literature. Her primary focus at this time is on the poetics of chaos and its relationship to gender and identity construction in Latin America and Chicana/o literature and cultures. She is also working on biographies of prominent Latin American and Chicana writers. Her proposed graduate teaching involves making the linkages between Chicana/o literatures and that of the rest of the Americas, as well as in supporting the development of courses taught in Spanish and bilingually.

Blackwell, Maylei (Assistant Professor) is an interdisciplinary scholar whose research interests include globalization and transnational organizing; Chicana and women of color social movement histories and feminist theories; women's movements in Latin America; gender and sexuality; as well as independent film and visual culture. She has conducted oral histories and archival research on the emergence of feminism within the Chicano Movement. Her current research uses ethnography and cultural studies to examine the role of race and sexuality in transnational women's organizing in the Americas. She works closely with the Continental Indigenous Women's Network as well as the indigenous women's movement in Mexico.

Solórzano, Daniel (Professor) is interested in the sociology of education, social mobility, critical race and gender theory, marginality, and race/ethnicity, gender and class relations with a special emphasis on the educational access, persistence and graduation of under-represented minority undergraduate and graduate students in the United States.

López, Steve (Professor) is particularly interested in cultural influences in psychopathology, assessment, and intervention.

Noriega, Chon (Professor) is a leading cultural critic and has research interests in Chicano film and television, art and museum presentation.

Estrada, Leo (Associate Professor) is one of the nation's leading demographers, and focuses his research in demography and urbanization, statistics and research methods, Hispanic population of the U.S., inner city urban planning, and Hispanic market research.

Valenzuela, José Luis (Professor), director of theater and film, has professional interests in Chicana/o theater, and film and the Chicana/o aesthetic.

Gutiérrez, Kris (Professor) has been interested in the relationship of language/literacy, culture, and human development; cognitive and social consequences of school literacy and biliteracy practices; the social organization of learning; educational and language policy.

Telles, Eddie (Professor) has graduate research and teaching interests in theories of ethnicity, demographic methods, race and class in Latin America, Latin American societies, sociology of Brazil, sociology of U.S. Latinos, quantitative approaches to race and ethnicity.

The Chicana/o Studies faculty within the Chávez Center has strong inter-disciplinary strengths and talents built on the individual strengths each of us brings to the table. Each of the core faculty brings their disciplinary training and additional skills and expertise they stretched to acquire. The collective strength of the faculty exists beyond the degree training received. At the same time, there are few of us within the Chávez Center, and we depend, for a broader curriculum scope on our affiliated faculty and visiting faculty at the undergraduate level. We have courses on film, theater, literature, transnational relations, and political economy that we might not otherwise have if not for the affiliated faculty.

It would be wonderful to have additional core faculty in politics, political economy,

indigenous studies, labor studies, community studies, family and psychological studies. However, we currently do not have the FTE to hire faculty in these areas, albeit these would be the areas of hire as FTE become available. We are still growing the undergraduate program, proposing the graduate programs, and continuing to develop resources through varied strategies to offer the best, broadest and deepest Chicana/o Studies degrees possible. While it is not the broadest curriculum in scope, it does cohere, it is broad, and does provide for some depth in selected areas.

The Dean has planned for a new FTE for 2004-05, or 2005-06, as the undergraduate program continues to grow and the graduate programs are established. This is a planned FTE. There is also the possibility of needing as many as five new FTE, for possible resource adjustments that may be needed for split or transferred faculty appointments to the renamed department of Chicana/o Studies by affiliated faculty. This was an estimate derived in discussions with the Dean about the possible “costs” over five years of a possible redistribution of existing faculty as the CII became a department and gained graduate programs. It may be less, or nothing at all depending on the wishes and decisions about splitting or transferring appointments to Chicana/o Studies on the part of faculty who currently have other home departments. There is currently one such pending request for an FTE resource before the Executive Vice Chancellor. These resources are not “fixed” at this time. the proposal for a status change of the CII to a department is also not dependent on these resources. They represent a part of the “full disclosure” of possibilities of faculty resources and needs.

We should mention that we have as part of our development plans, a long-range goal of endowed chairs in Chicana/o Studies. The first is being planned in labor studies and political economy, and the second in cultural studies.

2.5 Governance

The Center is governed by bylaws adopted by the faculty in 1996 and reaffirmed in 1999. They establish standing committees (Executive, Curriculum and Admissions, and Community Relations and Development), student participation in Center governance and other procedural aspects of the Center’s operation. The Center is led by an academic Chair appointed by the Executive Vice Chancellor in consultation with the Dean of the Social Sciences Division of the College.

2.6 Academic Senate Representation

Since the establishment of the César E. Chávez Center, the Academic Senate has granted the Center and its faculty, rights and privileges equivalent to those of a department. The Hunger Strike Agreement of 1993, allowed for a core group of 100% permanent faculty appointments to be made within a Center for Interdisciplinary Instruction. From this agreement, the Academic

Senate moved to amend its bylaws in accordance to the needs of the new academic unit and its faculty. The Academic Senate approved the following by-law changes:

(C) For the purposes of sections 45(c) (right of hearing), 55(A)(2) (representation in the Legislative Assembly), 65.2(a) (membership on the Graduate Council), 85(B) (membership on the Committee on Committees) 105 (definition of the Senate Electoral Committee), 150(C)(4) (conduct of elections for the Legislative Assembly), and 184 (membership in the faculty of the College of Letters and Science) of the Manual of the Academic Senate, a Center for Interdisciplinary Instruction shall be treated the same as a department.

These changes ensured that 100% faculty appointments would not be disenfranchised and would receive university rights, benefits and privileges available to all other ladder faculty. The Academic Senate representation has allowed for the Chávez Center to have a considerable degree of self-determination, which has helped facilitate its growth and stability. The proposal to convert to department status would therefore incur no changes in Academic Senate representation.

3.0 The Proposed César E. Chávez Department of Chicana and Chicano Studies

The proposed department would be little different from the current Center for Interdisciplinary Instruction. It would change its name and stationery, but otherwise function much as it is now. However, there are other reasons for seeking such a status change. These reasons are outlined below.

3.1 Rationale for Departmentalization

Throughout the history of the Chicana/o Studies program at UCLA, departmental status has been an important goal for various faculty, staff, students and community members. The student and faculty hunger strike of 1993 which led to the formation of the César E. Chávez Center, ended with an agreement that left open the subsequent review of departmental status for the Center. The agreement, in part, reads:

“It is understood that should the evolution and the experience of the Center for Interdisciplinary Instruction warrant it, departmentalization will once again be on the table for reconsideration, and if presented by the new entity will be reviewed in good faith by the agencies of the administration and Academic Senate.”

At the time of the hunger strike, there appeared to be three major reasons for denying a department to Chicana/o Studies—(1) lack of resources; and (2) lack of student interest in the program; and (3) an institutional strategy that favored an inter-departmental distribution of Chicana/o Studies faculty, rather than concentrating them within a single academic unit. The establishment of the Center for Interdisciplinary Instruction and six faculty members addressed the first of these concerns. Over the first ten years of the Center the budget and operational resources have been provided to support the growth of the program. This issue is no longer a concern with regards to the status of the unit. No resource changes are required to approve this proposal for departmentalization, except for growth.

The second main reason posed for refusing a department in 1993, was that student interest in the major and minor were low, which was reflected in the enrollments and number of major and minors at the time. For the 2002-03 year there were 235 majors and minors, 66 courses offered, with a total enrollment of 2,135. The student interest in the program has dramatically increased within the last decade, for many reasons, but not the least of which was the added resources. On a trend analysis of this growth, one could predict a continued growth in enrollments and majors as well as graduates. With the addition of graduate programs, the full array of academic degrees and student diversity will be evident in a vital and growing academic field.

The third reason for denying the initial proposals for departmentalization seems also to be moot. While it was initially proposed as an “either-or” proposition, UCLA now has both characteristics in Chicana/o Studies. In the Chávez Center there is a concentration of the 8 core

faculty that anchors the academic programs. At the same time there are 18 faculty in 12 other departments who are affiliated with the instructional program, and several more faculty throughout the campus interested and pursuing research in Chicana/o Studies, but not teaching with this in mind. A change in status from a Center for Inter-DISCIPLINARY Instruction to a Department, will have little effect on the current distribution of the faculty, or the inter-disciplinarity of the field. The concern over this old “either-or” question of whether or not to concentrate this faculty is moot.⁸

We have witnessed a continued intellectual and administrative maturity of the discipline throughout the country, since the initial establishment of a Chicano Studies program at UCLA in 1969. There are many *departments* of Chicana and Chicano Studies today (see Table 1 above). One of the earliest departments is at our sister campus in Santa Barbara (the department and research center were established in 1969). The conversion of the Chávez Center to a department will normalize this academic unit within the university and higher education in general. In addition, the current name of the unit as a *Center* for Interdisciplinary Instruction has often produced confusion as to its purpose and function— research or instructional—since a “center” is generally associated with an organized research unit. A change to departmental status would also eliminate this confusion.

The Hunger Strike Agreement indicated that when “the evolution and the experience of the center for interdisciplinary instruction warranted it, departmentalization will once again be on the table....” We propose that the “evolution” of the center’s academic programs as indicated by the growth and absolute numbers in majors, minors, courses, enrollments, and graduates, meets and exceeds the threshold here. In addition, we argue that the “experience” of the Center for Interdisciplinary Instruction as reflected in its stable operation, faculty growth and productivity and satisfaction, meets and exceeds this standard as well.

The initial concerns with the state of Chicano Studies that prevented the establishment of a department in 1993, no longer apply to the current program and situation. Gaining departmental status will serve several functions. It will address the continuing and growing interests and needs of students in the program. It will also bring clarity to the status and function of the program as an academic/instructional unit, rather than a research unit. It will do this without a change in resource allocation.

⁸ A somewhat associated question about the character and scope of a new department is also not germane here. Some faculty have suggested an Ethnic Studies department might be more appropriate than a Chicana/o Studies department. This would argue for a different kind of scholarship and program than Chicana/o Studies *per se*. Chicana/o Studies is inherently comparative, but has an intellectual and scholarly integrity that should be reflected in an intact unit. The current Center for Interdisciplinary Instruction is such a unit and its success as a foundation for strengthening the scholarship and instructional program in Chicana/o Studies at UCLA is hard to dispute.

3.2 Mission

The mission of the César E. Chávez Department of Chicana and Chicano Studies will remain the same as now—to examine the historical and contemporary experiences of the populations of Chicano origin within the United States and the Americas. Its students will continue to be able to think critically, write well, be bilingual and biliterate, and seek social justice in their analysis and evaluation of the social experience of the Mexican-origin populations of the U.S. Chicana and Chicano studies embrace the systematic and interdisciplinary analysis and exploration of Mexican-origin communities in the U.S. It also examines other Latina/Latino and indigenous populations in the Americas and the ways they influence Chicana/o communities.

The strength of the undergraduate major in Chicana and Chicano Studies is the cross-disciplinary approach to teaching and the critical skills approach to learning. Interdisciplinarity is the mainstay of the Chávez Center's academic objectives, achieved through the strengths and expertise of a core faculty that represents the fields of art, cultural studies, history, Latin American literature, socio-linguistics, and urban planning, and an associated faculty from a variety of disciplines. The center's location in Los Angeles, home to the largest community of Mexican origin in the nation as well as to several other Latino groups, places it in a unique position to draw from this large and diverse population—social experiences, historical realities, cultural practices, linguistic attributes, and literary and artistic productions.

The interdisciplinary program is an effective environment for teaching fundamental academic skills such as critical thinking and writing, as well as for exposing students to the wide range of theories, methodologies, technologies, and pedagogies that intersect the discipline. The curriculum is bilingual, learner-centered, writing-intensive, and academically rigorous.

3.3 Programs

The department will be responsible for the same academic programs currently administered by the Chávez Center for Interdisciplinary Instruction—the undergraduate major and minor in Chicana and Chicano Studies. When the proposed graduate programs are approved, the department will also be responsible for these programs.

3.4 Faculty

All 8 core faculty will be housed within the department at 100% time. The core faculty who have joint appointments in other departments will maintain those appointments as well. In addition to these eight core faculty, one affiliated faculty member proposes to move either 50% or full-time to the new department from Urban Planning—Raúl Hinojosa-Ojeda (currently in Urban Planning). This would bring the total of core faculty to nine (or 8.5) FTE. In addition, there are seven affiliated faculty who are in the process of completing 0% joint appointments to the Chávez Center (and new department). Several of these have expressed an interest in a

possible split appointment in the future. Each of these faculty has been voted on by the faculty of the Chávez Center, and half have been approved by their home departments. In addition, we are currently attempting to hire another new Assistant Professor from the UC President's Postdoctoral Fellows pool for July 1, 2004. However, the request for departmentalization does not depend on these additional faculty resources.

3.5. Staff

The staffing positions and personnel will remain the same in the new department as in the current Center for Interdisciplinary Instruction. Each staff person is in a 100% dedicated position (FTE) to the Center.

Olivia Díaz, Management Services Officer II—Ms. Díaz is responsible for all administrative, budgetary, and personnel actions within the Center. She will continue her responsibilities under the new status of a department.

Eleuteria Hernández, Student Affairs Officer II—Ms. Hernández is responsible for the student advisement and student services for the unit. She also assists with class scheduling, curriculum development, and related activities.

Elena Mohseni, Administrative Specialist—Ms. Mohseni oversees the main office, work-study student support, calendar, purchasing and general public services.

3.6 Leadership and Governance

This will remain the same as in the César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies—the academic chair would be appointed by the Executive Vice Chancellor, in consultation with the Dean of the Social Sciences Division of the College, and the department would be governed by the bylaws adopted by the faculty of the department.

3.7 Space and Other Resources

No change is anticipated or requested from the current allocation to the César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies. As new faculty appointments are made, we expect appropriate additional space allocations will follow. In addition, as the growth of the program continues, we expect appropriate additional space accommodations for instructional staff, especially teaching assistants and fellows, will be forthcoming.

The Chávez Center currently occupies 15 offices on the 7th floor of Bunche Hall. Eight of these offices are assigned to core faculty, 2 to visiting faculty (shared amongst the 6-7 persons), 1 to teaching assistants (10 hired during 2002-03), and 4 to staff (including the main office). In addition there is a small space used for copying and mail distribution, a small converted telephone booth for storage, and a conference room (shared with other departments).

3.8 Relationships to Other Units on Campus

No change is anticipated in the new department's relationship to other departments and centers on campus. All courses that are currently cross-listed will continue to be so. Most relational changes between units took place when the Center for Interdisciplinary Instruction was created in 1993. Those changes from an interdepartmental program were substantial, but are completed. There are no expected additional relational changes with other departments.

There also has been interest in the implications of having a department and an organized research unit in Chicana & Chicano Studies on the same campus. Our sister campus at Santa Barbara has had this arrangement for 33 years with very good results in both units. For the last 10 years we have enjoyed a similar, mutually supportive relationship at UCLA. Each unit has a different purpose, according to university policy⁹, and so is responsible for different things. The Chicano Studies Research Center has a much broader reach of faculty related to research than does the Chávez Center. It reaches campus-wide to include all faculty interested in doing, or actually doing research on Chicana/os—whether or not these scholars are working within a Chicana/o Studies framework. They may be working from a single-discipline framework for the their work. The CSRC also has a mandate to assist in the diversification of the faculty, whether or not their research work is on Chicana/os.

In order to function and complete its work, each unit should maintain its identity and administrative integrity. We don't expect there to be a change in our relationship to the Chicano Studies Research Center upon departmentalization. The CSRC has assisted in the funding of courses (on music composition, for example), and requires its Post Doctoral Fellows to teach in Chicana/o Studies in the spring of their fellowship year, on their research project. The current Director of the CSRC is an affiliated faculty in Chicana/o Studies, soon to be a joint faculty, Professor Chon Noriega (Film, TV). The current Associate Director of the CSRC is a core Chicana/o Studies faculty member—Associate Professor Alicia Gaspar de Alba.

One area of confusion, it seems, is that the Chicano Studies Research Center (like the Asian American Studies, American Indian Studies and Afro-American Studies Centers), “controls” six faculty FTE, known as “institutional FTE.” These positions, however, can only be filled in collaboration with a department or IDP and department. All but one of these FTE are occupied and distributed to five different departments, most of them in professional schools and not in the College. The currently unoccupied CSRC FTE will be filled in a search in 2003-04, in

⁹ This issue was also addressed at the FEC meeting on May 27, 2003. Former Chair Rowe even had copies of the university policies on Organized Research Units at the meeting. The two units are designed for different purposes and by university policies are defined as such. Only departments and Centers for Interdisciplinary Instruction can have full-time ladder rank appointments (IDPs may have up to 50% FTE appointments since 1995), and control degree programs (IDPs may also do this through an inter-departmental faculty committee charged with this responsibility—acting as the program's faculty).

collaboration with two professional schools (Public Health and Information Science) who will match a half of the FTE, thus leveraging one FTE into two faculty positions.

The Chávez Center does not have any of these institutional FTEs controlled by the Chicano Studies Research Center. Also, none of the eight Chávez Center FTE are considered institutional FTE. They are permanently allocated to the CII on the same basis as they are to any academic department—with Dean's support, a department may replace an unoccupied FTE with someone else through a search.

The proposal for Departmentalization does not depend on institutional FTEs, nor does it depend on the Chicano Studies Research Center or the other units with which the Chávez Center collaborates.

4.0 Conclusion

The development of Chicana/o Studies at UCLA began over 35 years ago with the establishment of a research unit and various courses. In 1974 a major was created as an Inter-Departmental Program. In 1992, a specialization was added. In 1993, the César Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies was created and was bequeathed the major and specialization in the field. As of spring 2003, the program can boast 235 majors and minors, over 70 courses taught a year, over 2,000 student-enrollments in those classes, 103 graduates and increasing. The faculty of the unit are developing a graduate program. It is a stable, vibrant, dynamic, growing program.

The faculty of the Center for Interdisciplinary Instruction believe it is time to change status and is requesting to become a department. This will provide a clearer status to the unit, and become more like the field. This change in status requires no change in resource allocation, and is not dependent on any personnel changes. The change will signal a greater institutional support for the programs.

Appendix 1.0: Budget Allocations, 2000-03

The budget for the Chávez Center was initially pieced together in the fall of 1994. Since then, the amounts and categories for allocation have shifted and increased to “regularize” at the support level indicated below for the last 4 years. As examples of categories which were not funded or for which we needed to establish an adequate funding base, we need only look at the earlier amounts for Teaching Assistants, which were extremely small to begin with. Also the “Distinguished Community Scholar” program (included in the temporary faculty allocation), which was a part of the Hunger Strike Agreement of 1993, was not funded until 2000.

EXPENDITURES	2000	2001	2002	2003
Faculty	\$ 479,450	\$ 496,150	\$ 543,150	\$ 569,150
Temporary Faculty	\$ 110,766	\$ 112,781	\$ 93,398	\$ 93,503
Permanent Staff	\$ 113,666	\$ 115,452	\$ 121,059	\$ 133,644
Teaching Assistants	\$ 19,931	\$ 78,870	\$ 78,548	\$ 78,940
Readers	\$ 500	\$ 500	\$ 500	\$ 1,190
Casual Staff*	\$ 4,711	\$ 5,236	\$ 6,442	\$ 11,399
Supplies & Expenses	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500
Equipment**	\$ 10,000	\$ 0	\$ 0	\$ 3,500
Travel	\$ 0	\$ 0	\$ 0	\$ 0
Chávez Digital Mural Laboratory Support	\$ 28,125	\$ 20,456	\$ 42,025	\$ 58,232
Total	\$ 789,649	\$ 851,945	\$ 865,597	\$ 972,058

All allocations based on July 1st date of each fiscal

* IEI Webtech Allocations

** One-Time Equipment Allocations for instructional purposes

Appendix 2.0: Letters from Core and Affiliated Faculty in Support of Departmentalization

There are 7 core faculty and 18 affiliated faculty in 13 departments. Almost all of these have included a letter of support for departmentalization. Those that haven't yet submitted a letter, are hampered by logistical reasons in securing the letter.

Core faculty

Judith Baca, M.A., Professor
Reynaldo F. Macías, Ph.D., Professor
Alicia Gaspar de Alba, Ph.D., Associate Professor
Otto Santa Ana, Ph.D., Associate Professor
Abel Valenzuela, Jr., Ph.D., Associate Professor
Eric Avila, Ph.D., Assistant Professor
María Cristina Pons, Ph.D., Assistant Professor
Maylei Blackwell, PhD, Assistant Professor

Affiliated Faculty

Rosina Becerra, Ph.D. (Professor, Social Welfare)
Hector Calderón, Ph.D. (Associate Professor, Spanish)
Leobardo Estrada, Ph.D. (Associate Professor, Urban Planning)
Laura Gómez, J.D. & Ph.D. (Professor, Law & Sociology)
Juan Gómez-Quiñones, Ph.D. (Professor, History)
Kris Gutiérrez, Ph.D. (Professor, Education)
David Hayes-Bautista, Ph.D. (Professor, Medicine & Public Health)
Guillermo Hernández, Ph.D. (Professor, Spanish)
Raúl Hinojosa-Ojeda, Ph.D. (Assistant Professor, Urban Planning)
Steve López, Ph.D. (Professor, Psychology & Psychiatry)
Steve Loza, Ph.D. (Professor, Ethnomusicology)
Chon Noriega, Ph.D. (Professor, Film & Television)
Vilma Ortíz, Ph.D. (Associate Professor, Sociology)
Rafael Pérez-Torres, Ph.D. (Associate Professor, English)
Susan Plann, Ph.D. (Professor, Spanish)
Daniel Solórzano, Ph.D. (Professor, Education)
Edward Telles, Ph.D. (Professor, Sociology)
Fernando Torres-Gil, Ph.D. (Professor, Social Welfare)
José Luis Valenzuela, B.A. (Professor, Theater)

Appendix 2.1: Letters from Faculty Interested in Joint Appointments

Joint Faculty

Leobardo Estrada, Ph.D. (Associate Professor, Urban Planning)

Kris Gutiérrez, Ph.D. (Professor, Education)

Steve López, Ph.D. (Professor, Psychology & Psychiatry)

Chon Noriega, Ph.D. (Professor, Film & Television)

Daniel Solórzano, Ph.D. (Professor, Education)

Edward E. Telles, Ph.D. (Professor, Sociology)

José Luis Valenzuela, B.A. (Professor, Theater)

Appendix 2.2: Core Faculty Short Curriculum Vitae

Core faculty

Judith Baca, M.A., Professor

Reynaldo F. Macías, Ph.D., Professor

Alicia Gaspar de Alba, Ph.D., Associate Professor

Otto Santa Ana, Ph.D., Associate Professor

Abel Valenzuela, Jr., Ph.D., Associate Professor

Eric Avila, Ph.D., Assistant Professor

María Cristina Pons, Ph.D., Assistant Professor

Maylei Blackwell, PhD., Assistant Professor

ERIC AVILA

PROFESSIONAL EMPLOYMENT/EXPERIENCE

2000 to present Joint appointment as Assistant Professor, History Department, UCLA
1997 to present Assistant Professor, Chicana/o Studies, UCLA

ACADEMIC DATA

1. Education

Ph.D. University of California, Berkeley, History, 1997. First field: 20th century US history. Second field: comparative urban/intellectual history, Europe and America. Outside field: urban geography.

M.A. University of California, Berkeley, History, 1992. Major field: 20th century US history.

B.A. University of California, Berkeley, History, 1990.

RESEARCH INTERESTS

History: 20th century, United States, urban, cultural; History of Los Angeles and California; historiography
Ethnic Studies: Chicano Studies, race and racialization, spatial segregation, identity formation, domination and resistance
Cultural Studies: Western Marxism, cultural materialism, critical theory

SELECTED PUBLICATIONS AND EDITORIAL EXPERIENCE

1. Books

Avila, Eric, in press, *Popular Culture in the Age of White Flight: Los Angeles 1940-1970* University of California Press.
Noriega, Chon, Avila, Eric, Sandoval, Chela, Pérez Torres, and Dávalos, Mary Karen. Eds. 2001. *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2000*. Los Angeles: UCLA Chicano Studies Research Center.

2. Articles and Book chapters

Avila, Eric. 2002. "Revisiting the Chavez Ravine: Baseball, Urban Renewal and the Gendered Civic Culture of Postwar Los Angeles." in Alicia Gaspar de Alba. Ed. *Velvet Barrios: Popular Culture and Chicana/o Sexualities*. Palgrave Macmillan.
Avila, Eric. 2001. "Dark City: White Flight and the Urban Science Fiction Film in Postwar America." In Daniel Bernardi, Ed. *Classic Whiteness: Race and the Hollywood Studio System*. University of Minnesota Press.
Avila, Eric. 1998. "The Folklore of the Freeway: Space, Identity and Culture in Postwar Los Angeles." *Aztlán: A Journal of Chicano Studies*, Vol. 23, No. 1 (Spring).

TEACHING INTERESTS AND EXPERIENCE

1. Interests

History: 20th century United States, California and Los Angeles, urban, cultural.
Chicano Studies: introductory and survey courses, race and ethnic relations in space and time.

2. Courses Taught

1. UCLA, Cesar E. Chavez Center for Chicana/o Studies
Chicano Studies 180, "City and Community: A History of Chicana/o Los Angeles, Contact-1900," Fall 2000.
Chicano Studies 101, Theoretical Approaches to Chicana/o Studies, Spring 1999.
Chicano Studies 182, "The Politics and Culture of Whiteness in US History," Spring 1999.
Chicano Studies 180, "City and Community: A History of Mexican-American Los Angeles" Winter 1998.
Chicano Studies 10A, "Introduction to Chicano Life and Cultures," Fall 1998.
Chicano Studies 199, independent directed study, Fall 1998.
A History of Mexican-American Los Angeles, pre-conquest to 1900." Fall 1997.

2. UCLA Department of History

History 164, History of Los Angeles, Winter 2002
History 141, History of Los Angeles, Summer 1999.

3. Courses Developed

Chicano Studies 180, "City and Community: A History of Chicano Los Angeles, contact-1900," UCLA
Chicano Studies 181, "City and Community: A History of Chicano Los Angeles, the 20th Century," UCLA
Chicano Studies 182, "The Politics and Culture of Whiteness in US History," UCLA

JUDITH FRANCISCA BACA

EMPLOYMENT

1996 - present Full Professor, César E. Chávez Center for Chicana/o Studies
1996 - 1998 Vice-Chair, César E. Chávez Center for Chicana/o Studies

Social and Public Art Resource Center (SPARC)

1981-present Artistic Director
1988 – present Artistic Director/Initiator of *Neighborhood Pride Great Walls Unlimited Mural Program*
[Model citywide program for integrating artists and the community; responsible for the production of over 90 murals citywide.]

AWARDS AND ACHIEVEMENTS

Hispanic Heritage Awards, 2001. Education Award recipient at the John F. Kennedy Center for the Performing Arts
Liberty Hill Foundation, 2001. Creative Vision Award recipient at annual Upton Sinclair Dinner
California Community Foundation, 2001. One of 85 Unsung Heroes of Nonprofit Community
Women's Museum, 2000. In "Unforgettable Women" exhibition in museum in association with the Smithsonian Institute
National Museum of American Art, Smithsonian Institute, Washington D.C., 1998. Major artwork acquisition by museum
Harvard University, 1998. Master Artist & Senior Scholar, "Institute on the Role of the Arts & Civic Dialogue"

AWARDED COMMISSIONS (Works in Progress)

2002 Cesar Chavez Beautification Project. Located in the heart of East Los Angeles, this public art plan will creatively integrate with the revitalization project providing maximum visual beautification along the corridor on Cesar Chavez Avenue between Ford Boulevard and Mednik Avenue in the unincorporated area of East Los Angeles County. When completed, this project will result in an improved streetscape plan.
1986 ongoing "World Wall: A Vision of the Future Without Fear" Seven 10 ft.x 30 ft. portable mural panels on canvas exhibited at the Smithsonian and other locations in the United States, in Joensuu, Finland and Gorky Park, Moscow, in Russia. The theme of the piece explores the material and spiritual transformation of a society toward peace. A new panel is added by a native artist from each country to which the Wall travels. A new 10 ft. x 30 ft. panel as unveiled by an Israeli-Palestinian team at California State University Monterey Bay in April of 1998, and a panel by the Mexican team has recently been completed

SELECTED AWARDED COMMISSIONS (Completed Works)

2002 Durango Mural Project: "La Memoria De Nuestra Tierra." Commissioned by the Latin Education Project for the City of Durango Fine Arts Center and currently being built over the Internet, this work with Southern Ute and Chicano Youth of Durango Colorado will be a new mural for the exterior of the city's art center. This work will be produced on enamel tiles for the exterior of the building.
2001 15 Digital Tile murals on the Venice Boardwalk. Sponsored by the City of Los Angeles – Lead artist for 15 podiums commissioned by the Venice Beach Ocean Front Walk Renovation Project. Designed and installed fence treatments along the 750 ft. expanse of Venice Boardwalk including 15 tile murals on the history of the region's murals. The public artwork is intended as a self-guided walking tour of existing and disappearing murals in Venice. Completed January, 2001.
2000 "La Memoria De Nuestra Tierra: Colorado" (*The Memory of Our Land*). 10ft.x 55ft. digital mural on aluminum substrate. Situated in Denver International Airport's central terminal. "The Memory of Our Land" explores Chicano/Mexicano history of the southwest, in particular the passage through El Paso, the "Ellis Island" of the Southwest, in the 1919-23 migration north to Colorado.
1998 "Local 11." 31 ft. x 29 ft. digital mural on vinyl on the exterior of the Local 11 Chapter Building, represents and celebrates the union's members who have Dedicated their lives to making the Los Angeles hotel industry successful. The Mural showcases workers, from the chefs to bellmen to washers and waiters, in Their working environment, while simultaneously relating their work to the Los Angeles landscape.
1996 "La Memoria de Nuestra Tierra: California" (*The Land Has Memory*). This is a 9ft x 21 ft mural, located at the University of Southern California for the Norman Topping Student Center depicting the history of Chicanos in California.

ALICIA GASPAR DE ALBA

PROFESSIONAL EXPERIENCE

July 1999 - present Associate Professor of Chicana/o Studies, César Chávez Center, UCLA
July 2000 – June 2001 Interim Director, Lesbian, Gay, Bisexual, Transgender Studies Program, UCLA
July 1994-June 1999 Assistant Professor in the César Chávez Center for Chicana/Chicano Studies, UCLA.

ACADEMIC DATA

1. Education

1994 Ph.D., American Studies, University of New Mexico, Albuquerque (with distinction)
1983 M.A., English/Creative Writing, University of Texas at El Paso
1980 B.A., English, University of Texas at El Paso (magna cum laude)

PUBLICATIONS (selected)

1. Books

Gaspar de Alba, Alicia. 1999. *Sor Juana's Second Dream: A Novel*. Albuquerque: University of New Mexico Press. (Translated and published into Spanish by Grijalbo Mondadori Publishers, 2001; and into German by XXX, 2002).
Gaspar de Alba, Alicia. 1998. *Chicano Art Inside/Outside the Master's House: Cultural Politics and the CARA Exhibition*. Austin, TX: University of Texas Press.
Gaspar de Alba, Alicia. *The Mystery of Survival and Other Stories*. Tempe: Bilingual Review/Press, 1993.

2. Articles & Chapters

Gaspar de Alba, Alicia. "From CARA to CACA: The Multiple Anatomies of Chicano/a Art at the Turn of the New Century," in *Aztlán: A Journal of Chicano Studies* (Spring 2001): 205-231.
Gaspar de Alba, Alicia. "Literary Wetback (una reflexion)," in *Literatura chicana: reflexiones y ensayos críticos*. (Granada, Spain: Editorial Comares, 2000).
Gaspar de Alba, Alicia. "An Alter-Native Grain: Theorizing Chicano/a Popular Culture," in *Culture and Difference: Critical Perspectives on the Bicultural Experience*, ed. Antonia Darder (Westport, CT: Belgin & Garvey, 1995).
Gaspar de Alba, Alicia. "Tortillerismo": A Review of Work by Chicana Lesbians" (956-963), in *Signs: Journal of Women in Culture and Society*, vol 18, no. 4, Summer 1993, review essay.

3. Short Fiction and Poetry

Gaspar de Alba, Alicia. "Blackjack" and "Neighbors" (18-21) in *The Colorado Review* (XXVII) Summer 2000.
Gaspar de Alba, Alicia. "Descarada/No Shame," (150-159) reprinted in *The Rio Grande Review* (vol 19:1) Spring 2000
Gaspar de Alba, Alicia. "Sor Juana's Litany in the Subjunctive" and "The Waters of Grief" in *The Americas Review* (vol 25), 1999.
Gaspar de Alba, Alicia. "Bamba Basilica" and "After 21 Years, A Postcard from My Father," in *The Floating Borderlands. Twenty-Five Years Of U.S. Hispanic Literature*, ed. Lauro Flores, University of Washington Press, 1998
Gaspar de Alba, Alicia. "La Frontera," "Domingo Means Scrubbing," and "Beggar on the Córdoba Bridge," reprinted in *Floriscanto Sí! A Collection of Latina Poetry*, ed. Bryce Milligan et al, Penguin Books, 1998.

LECTURES, READINGS, AND PRESENTATIONS (selected)

2002 III International Conference on Chicano Literature. Malaga, Spain Presented: "Making Tortillas, Teorías, and Other Discursive Movidas: Sor Juana's Tres Lenguas" and read from my short story, "Lorca's Widow"
2001 PEN USA/West/Writer's Café October meeting. Los Angeles Contemporary Exhibits Presented: "Imagination and History: Fictional Approaches to Historical Figures"
2001 NEH Visiting Scholar. University of Texas at San Antonio. "Derrumbando Fronteras" Conference Paper: "The Veiled Subjectivity of Sor Juana Inés de la Cruz"
2000 II Congreso Internacional de Literatura Chicana. Universidad del País Vasco in Vitoria-Gasteiz, Spain. Invited to read from *Sor Juana's Second Dream*.
2000 Los Angeles Times Festival of Books. UCLA. Panelist on the "Out and About: Gay and Lesbian Writing" Panel. Reader: Poetry Stage
1999 Sor Juana Festival. Mexican Fine Arts Center Museum. Chicago, IL. Invited to read from *Sor Juana's Second Dream*, Q & A Session, Book Signing.
1999 National Gallery of Art. Washington, D.C. "The Beat Generation and Beyond: American Art of the 1950s and 1960s," Teacher Institute Invited Lecturer, presented: "The Cultural Politics of Chicano/Chicana Art".

REYNALDO F. MACÍAS

PROFESSIONAL EMPLOYMENT/EXPERIENCE

1998 to present Chair, César E. Chávez Ctr for Interdisciplinary Instruction in Chicana/o Studies, UCLA
1998 to present Professor of Chicana/o Studies, Education & Applied Linguistics, UCLA
1992 to December 1997 Director, University of CA Linguistic Minority Research Institute
1979 to 1981 Assistant Director for Reading and Language Studies, National Institute of Education, U.S. Education Dept.

ACADEMIC DATA

1. Education

Ph.D. Georgetown University, Linguistics. Major Program: Socio-linguistics. Minors: Theoretical Linguistics and Language Policy and Planning, 1979.
M.S. Georgetown University, Linguistics. Major Program: Socio-linguistics. Minor: General Linguistics, 1977.
M.A. University of California, Los Angeles, Education. Major Program: Early Childhood Curriculum and Instruction, 1973.
B.A. University of California, Los Angeles, Sociology, 1969.

RESEARCH INTERESTS

Education—bilingual instruction and methods; U.S. educational history and policy analysis; social context of curriculum design and implementation; multicultural curricular issues.
Chicano Studies—education and language of Chicanos and other Latinos within the U.S.
Linguistics—bilingualism (language demography, language maintenance and shift); language policy & planning with focus on the U.S. (especially language policy as a mechanism of social control).

PUBLICATIONS AND EDITORIAL EXPERIENCE (selected)

1. Books

Greenberg, E., Macías, R. F., Rhodes, D. & Chan, T. 2001. *English Literacy and Language Minorities in the United States*. [NCES 2001-464] Washington, DC: National Center for Educational Statistics.
Macías, R. F. & García-Ramos, R. eds. 1995. *Changing schools for changing students: An Anthology of research on language minorities, schools & society*. Santa Barbara, CA: UC Linguistic Minority Research Institute.

2. Journal Articles

Macías, R. F. 1997. Bilingual workers and language use rules in the workplace: A Case study of a non-discriminatory language policy. *International Journal of the Sociology of Language*. No. 127. (Special issue on linguistic human rights from a sociolinguistic perspective). pp 53-70.
Macías, R. F. 1995. Trabajadores bilingües y reglas de uso de las lenguas en el lugar de trabajo: Un estudio de caso de una política lingüística no discriminatoria en California. *Alteridades*. [México, DF] (Número especial sobre derechos humanos lingüísticos en sociedades multiculturales) 5:10, 43-53.
Macías, R. F. 1993. Language and ethnic classification of language minorities: Chicano and Latino students in the 1990s. *Hispanic J. of Behavioral Sciences*. 15:2 (May). pp. 230-257.

3. Chapters in Books

Macías, R. F. 2001. Minority Languages in the United States, with a focus on Spanish in California. In Dürk Gorter, & Guus Extra, Eds. *The Other Languages of Europe*. Clevedon, ENG: Multilingual Matters Press. Pp. 331-354.
Macías, R. F. 2000. The Flowering of America: Linguistic diversity in the United States. In S. McKay & S. Wong, eds. *New Immigrants in the United States: Readings for second language educators*. Cambridge, ENG: Cambridge University Press. Pp. 11-57
Macías, R. F. 2000. Language Politics and the sociolinguistic historiography of Spanish in the United States. In P. Griffin, J. Peyton, W. Wolfram, R. Fasold, eds. *Language in action: New studies of language in society*. Cresskill, NJ: Hampton Press. Pp. 52-83.

TEACHING INTERESTS AND EXPERIENCE

1. Teaching Interests

Education—Bilingual education, biliteracy instruction, bilingual/ESL methodology, multicultural education, educational policy, language assessment & use in the classroom, alternative schooling, language instruction & learning.
Sociolinguistics—Applied sociolinguistics, multilingualism, language policy and planning, language demography, - language change, methodology.
Chicana/o Studies—Chicano language and speech, Chicana/o Studies introduction, survey and theory courses, education and the Chicano.

MARÍA CRISTINA PONS

PROFESSIONAL EMPLOYMENT/EXPERIENCE

- 1998 Assistant Professor. UCLA. César Chávez Center for Interdisciplinary Instruction in Chicana/o Studies.
- 1997-98 Visiting Assistant Professor. UCLA. César Chávez Center; Department of Comparative Literature.

ACADEMIC DATA

1. Education

- Ph.D. University of Southern California (USC), Los Angeles, California. Major field of concentration Spanish American Literature. 1995.
- M.A. University of Alberta, Edmonton, Alberta, Canada. Major field of concentration Spanish American Literature (1990). Ph.D. University of Southern California (USC), Los Angeles, California. Major field of concentration Spanish American Literature. 1990.

2. Fellowships and Honors

- President's Postdoctoral Fellowship. Office of the President, University of California, 1995-97.

RESEARCH INTERESTS

- Twentieth-century Spanish America literary discourses as cultural products in response to a given historical moment: a) the contemporary historical novel in the context of modern and post modern times; b) literature as form of cultural resistance under repressive conditions in Argentina; c) literature in the context of globalization and neoliberalism (Mexico, Argentina, and Chicana/o literature).
- Myths construction and deconstruction in Latin American and Chicana/o literature and cultures. Special focus on the representation of chaos and the relationship between contemporary literature and neoliberalism, globalization, and issues related to gender and identity construction.
- The role of intellectuals and/or writers as critical public voices in interpreting Latin American history and reality. Biographies of prominent Latin American writers.

SELECTED PUBLICATIONS AND EDITORIAL EXPERIENCE

1. Books

- Pons, María Cristina. 1998. *Más allá de las fronteras del lenguaje. Un análisis crítico de Respiración artificial de Ricardo Piglia*. Mexico: Universidad Nacional Autónoma de México.
- Pons, María Cristina. 1996. *Memorias del olvido. Del Paso, García Márquez, Saer y la novela histórica de fines del siglo XX*. México, Siglo XXI.

2. Journal Articles

- Pons, María Cristina. "Monstros-caos: la política, la poética o la caótica de las crónicas de Carlos Monsiváis." *Revista de Crítica Literaria Latinoamericana* 51 (January 2000): 125-139.
- Pons, María Cristina. "La novela histórico-social en América Latina." *Perfiles Latinoamericanos*. Facultad Latinoamericana de Ciencias Sociales (FLACSO, Mexico), N° 15, 1999: 139-170.

3. Chapters in Books

- Pons, María Cristina. "El secreto de la historia y el regreso de la novela histórica." Article prepared for Volumen 11, "La narrativa gana la partida," of *Historia de la literatura argentina*, directed by Noé Jitrik. Buenos Aires: Emecé, 2000: 97-116.
- Pons, María Cristina. "The Cannibalism of History: The Historical Representation of an Absent Other in *El entenado* by Juan José Saer," in R. Young (ed.) *Latin American Postmodernism*, Studies in Postmodernism. Amsterdam: Rodopi, 1997. 155-174.

TEACHING EXPERIENCE

1. Teaching interests

- Latin American literature within a framework of its intellectual and literary tradition. -Create a dialogue between literary studies, Chicana/o studies, and Latin American studies, particularly through the examination of key questions in close readings of literary and other public narratives and cultural products (i.e. subjectivity, positionality, formation of the "national" subjects, otherness, and gender issues).

OTTO SANTA ANA A.

PROFESSIONAL EXPERIENCE/EMPLOYMENT

Presently Associate Professor, Chicana & Chicano Studies, César Chávez Center, University of California, Los Angeles.
1994-2000 Assistant Professor, Chicana & Chicano Studies, César Chávez Center, University of California, Los Angeles.

ACADEMIC DATA

1. Education

Ph.D., University of Pennsylvania, Linguistics, 1991. Specializations: sociolinguistics, language minorities, educational linguistics.

M.A., University of Arizona, Linguistics, 1981. Major: formal linguistics.

B.A., University of Arizona, Anthropology, 1977.

2. Credentials and Certificates

Lifetime California Community College Credential, 1988.

3. Fellowships and Awards

Rockefeller Foundation Post-Doctoral Fellowship 2002-2003

National Research Council, Ford Foundation Post-Doctoral Fellowship 1997-1998

RESEARCH INTERESTS

Chicana & Chicano Studies: Social issues pertaining to language-minority populations, verbal expressions of identity, and social representations of minority populations.

Linguistics: Sociolinguistics: empirical linguistics, Sociology of language. Languages in contact: e.g. bilingualism, codeswitching. Southwest Native American languages, Spanish (particularly Mexican dialects).

Education: Linguistic minority education: e.g. literacy, language assessment, bilingual educational curriculum, linguistic development and language skills development.

Anthropology: Ethnography of speaking. Ethnic community formation, maintenance and change. Borderlands communities.

Communication: Mass media representations of minority populations.

SELECTED PUBLICATIONS

1. Books

Santa Ana, O. Ed. (in press) *Tongue-Tied: The lives of multilingual children in US public education*. Lanham, Maryland: Rowman & Littlefield. (A compilation of 72 literary excerpts and synopses of research on the multilingual experience in U.S. public schools.)

Santa Ana, O. 2002. *Brown Tide Rising: Metaphoric Representations of Latinos in Contemporary Public Discourse*. Austin: University of Texas Press.

2. Journal Articles

Santa Ana, O. (under review). "What you say is what you get: Metaphor analysis of U.S. public discourse about education." *Harvard Educational Review*.

Santa Ana, O. 1999. Like an animal I was treated: Anti-immigrant metaphor in US public discourse. *Discourse & Society* 10.2, pp. 191-224.

Santa Ana, O., with J. Morán & C. Sánchez. 1998. Awash under a brown tide: Metaphor and immigration in California public and print media discourse. *Aztlán: A Journal of Chicano Studies*, 23.2, pp. 137-176.

Santa Ana, O. & C. Parodi. 1998. Modeling the speech community: Configurations and variable types in the Mexican Spanish setting. *Language in Society* 27.1, pp. 23-51.

3. Chapters in Books

Santa Ana, O. & R. Bayley. (in preparation). Chicano English Phonology. In Edgar Schneider. Ed. *A Handbook of World Varieties of English* (V. 1: Phonology), accompanied by a complementary CD-ROM. Mouton de Gruyter.

Bayley, R. & O. Santa Ana. (in preparation). Chicano English Syntax. In Edgar Schneider. Ed. *A Handbook of World Varieties of English* (V. 2: Morphology & Syntax), accompanied by a complementary CD-ROM. Mouton de Gruyter.

ABEL VALENZUELA JR.

PROFESSIONAL EMPLOYMENT/EXPERIENCE

2001 to Present Associate Professor, César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies & Dept. of Urban Planning, School of Public Policy and Social Research.

1994 to 2000 Assistant Professor of Chicano Studies and Urban Planning, César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies, UCLA.

2001 to Present Director, Center for the Study of Urban Poverty, UCLA.

2000 to 2001 Interim Director, Center for the Study of Urban Poverty, UCLA.

1997 to 2000 Associate Director, Center for the Study of Urban Poverty, UCLA.

ACADEMIC DATA

1. Education

Ph.D. Massachusetts Institute of Technology, Urban and Regional Studies. Major: Labor Studies, Minor: Public Policy, 1993.

M.C.P. Massachusetts Institute of Technology, Masters in City Planning. Specialization: Community and Economic Development, 1988.

B.A. University of California, Berkeley, Social Science Major, 1986.

RESEARCH INTERESTS

Immigration - settlement, first and second-generation children, labor market incorporation, low skill workers, research methodology, and urban planning & public policy.

Urban Poverty and Inequality – welfare reform, race and ethnicity, labor markets, research methodology, and urban planning & public policy.

Labor Studies – low skill workers, day laborers and other fringe workers, incorporation, urban planning, public policy, race and ethnicity, and gender.

Chicana/o Studies – community and economic development, immigration, labor markets, poverty, urban planning and public policy.

GRANTSMANSHIP (funded Projects)

Principal Investigator. The Justice for Janitors Campaign: Innovations in Grassroots and Community Leadership. (\$20,000). Leadership for a Changing World, New York University. May 2002 – February 2003.

Principal Investigator. Summer Dissertation Workshop on International Immigration. (\$60,000). Social Science Research Council. Summer 2001.

Principal Investigator. Planes, Trains, or Camionetas (little Buses)?: Informal Travel Among Latina/o Immigrants. (\$15,000). UC MEXUS. July 1 2001 – June 30, 2002.

Co-Principal Investigator (with Randall Crane). Transportation Trend Analysis and Demographic Projection Study: Phases 2 & 3 (\$300,000) California Department of Transportation. July 1, 2000 – June 30, 2001.

SELECTED PUBLICATIONS

1. Books

Valenzuela Jr., Abel. (In progress). *Labor for Sale: Social and Labor Market Processes of Day Work*. (Under contract with Russell Sage Foundation Press.)

Bobo, Lawrence, James Johnson, Jr., Melvin Oliver, and Abel Valenzuela, Jr. Eds. 2000. *Prismatic Metropolis: Inequality in Los Angeles*. NY: Russell Sage Foundation.

2. Journal Articles

Valenzuela, Jr. Abel. 2002. "Working on the Margins in Metropolitan Los Angeles: Immigrants in Day Labor Work." *Migraciones Internacionales*. Forthcoming. Vol. 1(2).

Valenzuela Jr., Abel. 2001. "Day Laborers as Entrepreneurs?" *Journal of Ethnic and Migration Studies*. 27(2): 335-352.

Valenzuela Jr., Abel. 1999. "Gender Roles and Settlement Among Children and Their Immigrant Families." *American Behavioral Scientist*. 42(4):720-742.

3. Book Chapters

Valenzuela Jr., Abel. and Paul Ong. 2001. "Immigrant Labor in California." In Paul Ong and James Lincoln Eds. *State of California Labor*. Berkeley: Institute of Industrial Relations.

Valenzuela Jr., Abel. 2000. "Controlling Day Labor: Government, Community and Worker Responses." In Daniel Mitchell and Patricia Nomura. Eds., *California Policy Options 2001*. Los Angeles: UCLA Anderson Business Forecast and School of Public Policy and Social Research.

Appendix 3.0: Chicana/o Studies Faculty By-Laws

**Bylaws of Faculty
César Chávez Center for Interdisciplinary Instruction
in
Chicana/o Studies**

Part I. Functions

1. The Faculty of the Cesar Chavez Center for Interdisciplinary Instruction in Chicana/o Studies (CCC) shall conduct the governance of the CCC in accordance with all applicable rules of the Academic Senate of the University of California.

Part II. Membership

2. Membership in the Faculty of the CCC is defined by Divisional Bylaws 50(A) and 184 and include ladder rank (UCLA Academic Senate members), 100% core appointments and faculty who hold joint appointments (0- 100%) with the CCC.

Part III. Officers

3. The officers of the Faculty shall consist of a Chair which will be elected every two years, according to procedures prescribed in Divisional Bylaw 150 and Senate Bylaws 180-184. The Chair shall serve a two-year term beginning July 1. In the event of an early leave (e.g., resignation, leave, sabbatical, and the like), a new chair will be elected to finish the term under which the old Chair occupied. In instances when the Chair is unavailable to perform departmental activities (out of town, sick, etc.) the Chair will appoint an Acting Chair.

4. Administrative officers, lecturers, visiting professors, or non-UCLA Academic Senate members of the CCC cannot serve as officers of the Faculty and cannot vote on matters of academic personnel.

Part IV. Meetings

5. The Faculty of the CCC shall meet at least once quarterly and when necessary after a call by the Chair of the Faculty with a minimum of one day notice prior to the meeting. The agenda shall include all matters delivered to the Chair not less than five days prior to the meeting. Matters of business not included on said written agenda will not be considered at the meeting over the objection of two members present. The agenda of regular meetings shall include the following:

- (A) Consideration of the Minutes of the preceding Faculty meeting;
- (B) Announcements by the Chair, individual faculty members, Administrative officers, and Students;
- (C) Reports of committees;
- (D) Petitions of students;
- (E) New business
- (F) Old business.

6. Special meetings of the Faculty may be held at other times with at least three instructional days notice:

- (A) After a call to meeting by the Chair of the Faculty, or
- (B) A written request for a meeting signed by at least three voting members of the Faculty, and the meeting must be scheduled to take place within five instructional days of receipt of the request. Meetings scheduled in response to such a written request shall be limited to consideration of the matters of business specified in the request.

7. Other instructional officers, including Lecturers, Visiting Professors, and other non-UCLA Academic Senate Faculty may be invited to attend Faculty meetings and receive the courtesy of the floor.

8. The Chair shall preside at all meetings of the Faculty or may assign a member of the Faculty to preside over the meeting .

9. *Merriam Webster's Rules of Order* (current edition) shall govern Faculty meetings in all instances not covered by the Bylaws.

Part V. Quorum

10. One half of those entitled to vote and present at faculty meetings shall constitute a quorum.

Part VI. Voting

11. Voting is limited to members of the Academic Senate. Faculty who are A) members of the Academic Senate, B) have permanent appointments, and C) have not waived their right to review in the Chavez Center may vote on all matters before the CCC. Except as provided in this Part, all Faculty eligible to vote may vote on academic personnel matters, including promotion and tenure. Voting is by secret ballot only when requested by a voting member.

Part VII. Committees

12. The Chair of the CCC faculty is an *ex officio* member of all committees with the right to vote.

13. Executive Committee

(A) The Chair of the Faculty shall serve as Chair of the Executive Committee.

(B) The Executive Committee shall consist of four members of the Faculty and a Student Representative.

(C) Faculty Members shall be elected by the CCC Faculty. All Faculty who are members of the UCLA Academic Senate are eligible for membership on the Executive Committee. The term of elected members shall be one year, beginning July 1.

(D) The Student representative of The Faculty Executive Committee shall be elected by the student members of the CCC (declared Majors and Specializations).

(E) The Faculty Executive Committee shall meet at the call of the Chair, or at the written request of a majority of its membership.

(F) Quorum. A quorum of the Faculty Executive Committee shall consist of three members or three-fourths of the Committee.

(G) All substantive matters considered by the Executive Committee shall be submitted to the Faculty for vote.

(H) The Faculty Executive Committee has exclusive authority to recommend to the Chancellor or the appropriate personnel salaries for academic personnel with respect to initial appointment and subsequent advancement.

(I) The Faculty Executive Committee has general jurisdiction over the curricula and conduct of instruction and requirements for degrees as provided in Divisional Bylaw 50(D)(5).

(J) In addition, the Faculty Executive Committee will provide advice, counsel, and recommendations to the Faculty and/or the Chair as appropriate on all matters of significance including, but not limited to:

1 . Budgetary matters, including but not limited to, the distribution and allocation of space and resources necessary to achieve academic goals.

2. The allocation of FTEs, authorization to recruit, and the appointment of search

committees.

3. The adoption, modification, or elimination of degree programs.
4. The appointment of Chairs, academic and research unit chairs, and other administrative appointments involving faculty activities.
5. Receive reports from the Standing Committees of the Faculty.
6. Implement rules and regulations prescribed by the Faculty and Student Representatives.
7. Create a Standing Committee or other Committees as deemed necessary to undertake CCC business.
8. Other matters deemed appropriate for discussion by the Committee.

14. Standing Committees of the CCC

- (A) The Chairs and the members of the Standing Committees established herein shall be appointed by the members of the Executive Committee.
- (B) In addition to Faculty, each Standing Committee will include one Student Representative.
- (C) All Standing Committees of the Faculty will be appointed each year prior to July 1 to serve a term of one year from July 1.
- (D) Each Standing Committee may appoint such subcommittee as it deems necessary to conduct its business.
- (E) Standing Committees shall submit written reports to the Executive Committee at least once quarterly.
- (F) The Chair of the Faculty or by vote of the Faculty has authority to create additional Standing Committees. Members in such committees shall be appointed by the Executive Committee

15. Curriculum and Admissions Committee

- (A) This Committee shall consist of at least two faculty members in addition to one Student Representative.
- (B) The primary responsibility of this Committee is to evaluate programs and educational objectives, and to recommend to the Faculty Executive Committee changes in the curriculum. In addition, matters of student admission to the undergraduate program will be administered in this committee. Issues of confidentiality (i.e., student records) may prevent Student representation.

16. Community Relations and Development Committee

- (A) This Committee shall consist of two faculty members and a Student Representative.
- (B) The responsibility of this Committee is to develop and coordinate outreach programs, address public relation matters, and formulate plans for the expansion of the CCC.

Part VIII. Students

17. Students will be represented in all standing committees and will be allowed to vote on all matters in accordance with all applicable rules of the Academic Senate of the University of California. Student voice will be encouraged and their vote will be taken seriously, discussed, and recorded alongside other voting members of the Faculty and Standing Committees. In personnel cases (promotion and tenure), students will not be allowed to vote. In instances of hiring, students will be allowed to review, discuss, and vote on faculty hiring. However, in accordance with Academic Senate Bylaws, their vote will be advisory.

18. Student representatives to all Standing Committees of the CCC shall be elected on an annual basis in a duly constituted election by the student members of the CCC (declared Majors and Specializations). In the absence of such an election, Student Representatives shall be selected by the Faculty of the Center. Student members shall be excluded from meetings, or portions

of meetings, when personnel actions are considered. At present, there are three Standing Committees requiring 3 Student Representatives. As the CCC grows and additional Standing Committees are formed, student representation will also grow.

Part IX. Amendment of Bylaws

19. The Bylaws may be amended to at any regular or special meeting by a two-thirds vote of all voting members present, provided that written notice of amendment shall have been sent to each member of the Faculty at least five days previous to the meeting at which the amendment is to be proposed
20. No amendment inconsistent or in contradiction with legislation of the Academic Senate shall be made.
21. Not less than five days prior to any regular or special meeting at which addition to, amendment of, or deletion of any portion of the Bylaws is considered, the Chair shall post to the Faculty a written notice of any such proposed addition, amendment, or deletion.

Approved and signed on

Camille Guerin-Gonzales

Judith F. Baca

Abel Valenzuela, Jr.

Alicia Gaspar de Alba

Otto Santa Ana

Appendix 4.0: Letters from Cross-Listing Departments & Programs

The guidelines for submitting a proposal for a new department ask that letters be solicited from “relevant” units on campus. We have interpreted this to mean those academic units with which we share faculty and/or courses. The following list, then reflects these “relevant” units.

African-American Studies (joint letter with the Center for African-American Studies)

American Indian Studies Inter-Departmental Program

Anthropology

Art

Asian American Studies

Chicano Studies Research Center

Education

English

Ethnomusicology

Film and Television

History

Honors Programs Collegium

Information Studies

Latin American Studies Center

Lesbian, Gay, Bisexual, and Transgender Studies

Sociology

Spanish

Theater

Urban Planning

Women's Studies

World Arts and Culture

Movimiento Estudiantil Chicana y Chicano de Aztlan (MEChA), UCLA

Chicana and Chicano Studies Student Departmental Senate

Appendix 5.0: Chicana & Chicano Studies Curriculum as of Spring 2003

Appendix 6.0: Student Academic Profiles

Single Major:	Chicana/o Studies Major and Minor in Women's Studies
Double Major:	Sociology and Chicana/o Studies (4 years completion) Political Science and Chicana/o Studies (5 years completion, w/ Education Abroad
Transfer Single Major:	Chicana/o Studies and Public Policy
Transfer Double Major:	Chicana/o Studies and Spanish

Direct Access Student Academic Profile: Single Major in Chicana/o Studies & Women's Studies minor

SUMMER 2000	units	FALL 2000	units	WINTER 2001	units	SPRING 2001	units
ENGCOMP 2: University Writing	5	CS10A: Chicano Life & Culture	4	ENGCOMP 3: Engl Comp-Rhet & Lang	5	ENGL 4W: Crtcl Read & Wrting	5
ENGL 95C: Intro to Fiction	4	OBEE 11: Biomed Rsrch-Minrty	4	STATS M11: Intro- Statis Mthds	5	CS101: Theoretical Concepts	4
				ECON 1: Prin of Economics	4	CS126:Migrtn & Ident & Relign	4
				CS10B: Soc Struc&Cont Cond	5		
Total # units	9		8		19		13

SUMMER 2001	units	FALL 2001	units	WINTER 2002	units	SPRING 2002	units
		CS131: Barrio Popular Ctr	4	CS132: Border Consciousness	4	MCD BIO 40: Aids & Sexual Transmt	4
		E & S SCI 15: Intro-Oceanograp hy	4	CSM124: Imgrtn-Latino Ident	4	CS129: Labor & Workplce Stds	5
				CSM188: Public Art	4	CS182: Whiteness-Hist &	4
				CSM102: Mex-Am & the Schools	4	WOM STD M132A: Chicana Feminism	4
Total # units	0		8		16		17

SUMMER 2002	units	FALL 2002	units	WINTER 2003	units	SPRING 2003	units
WOM STD M174: Soc of the Family	4	ANTHRO 12: Hmn Evltn-Comp Anly	5	ATMOSCI 2: Air Pollution	4	HIST 13C: US & Colonl Orgns-20C	5
CS150: Affirmative Action	4	E & S SCI 1: Intro to Earth Sci	4	CS197E: Topics-Chicano Stds	4	ETHNOMU M108A: Music-Latin America	4
WON STD 10: Fmnst-Women & Society	4	WON STD M118: Queering Amer Hist	4	WON STD M133:Chicana Lesbian Lit	4	HIST 8C: Lat Amrcn Socl Hist	5
		WON STD M192: Phil Anly-Fem Thery	4	CS197F: Rsrch-Gender & Border	4	WOM STD 199: Special Studies	4
		CS199: Ind. Studies	4				
total # units	12		21		16		18

Preparation for the major	UD Requirements	Nine Chicana/o Studies Courses		Three Related Studies Courses
CS10 A CS10B Span 5 (AP Examination)	CS101 CS 199 CS Seminar: CS197F	CS M102 CS M124 CS 126 CS 129 CS 131	CS 132 CS 150 CS 182 CS M188	WOM STD M132A WOM STD M133 WOM STD M174 (Substitution applied)

Total UC units completed: 152.0
 Total non-UC transferred: 35.5
 Total Number of Units: 187.5
 GPA: 3.148

**Direct Access Student Academic Profile: Double Major in Sociology & Chicana/o Studies
(4 year graduate)**

SUMMER 1999	units	FALL 1999	units	WINTER 2000	units	SPRING 2000	units
		MATH1: Precalculus	4	CHICANO 10A: Chicano Life & Culture	4	ANTHRO 7: Calc & Analytic Geom	4
		CHICANO 10B: Chicanos-US-Society	4	CHICANO M116: Chicano Music in US	4	CHICANO M 108A: Music-Latin America	4
		ENGCOMP 2: University Writing	5	E&S SCI 1: Intro to Earth Science	4	PSYCH 15: Intro.Psyc hobiology	4
total # units			13		12		12

SUMMER 2000	units	FALL 2000	units	WINTER 2001	units	SPRING 2001	units
		MATH 31A: Calc & Analytic Geom	4	MCD BIO 40: Aids & Sexual Transmt	4	CHICANO 101: Theoret. Concepts	4
		ENGCOMP 3: Engl Comp-Rhet & Lang	5	SOC 1: Introductory Sociology	4	STATS 10: Statistical Reasoning	4
		E & S SCI 15: Introd-Oceanography	4	HIST 13B: Us & Colonial Orgns-19c	4	HIST 4: Intr- Hist Relig	4
				ART HIS 57: Renssnc & Baroque Art	4		
total # units	0		13		16		12

SUMMER 2001	units	FALL 2001	units	WINTER 2002	units	SPRING 2002	units
		SOC 101: Develmt Soc Theory	4	ENGL 4W: Crticl Read & Writing Intensive	5	SOC 154: Race & Ethnc-Intrntnl	4
		SPAN 60A: Spanish Lit-Trnsltn	4	SOC 104: Intro Soc Rsch Mthd	4	SOC 102: Contmp Soc Theory	4
		CHICANO M155: Latinos in the U.S.	4	SOC 172: Entre-preneurship	4	CHICANO 106: Health-Latino Pop	4
		HIST M159A: Hist-Chicano People	4			ANTHRO 173Q: Lat Am Comm.	4
total # units			16		13		16

SUMMER 2002	units	FALL 2002	units	WINTER 2003	units	SPRING 2003	units
		ENGCOMP 100W: Academic Writing	5	SOC 151: Comprtv Immigration	4	CS 193: Barrio Serv. Lrng	4
		SOC 143: Humn Health & Society	4	SOC 186: Lat Amer Societies	4	CS M103H: Cnt Ch Thtr	4
		CHICANO 120: Immig. & Chicano	4	CHICANO M103C: Origin-Chicano Thtr	4	SOC 197E: Sem	5
				CHICANO 197C: Pol Philos-C Chavez	4		
total # units	0		13		16		13

Prep. for the major	UD Requirements	9 Chicana/o Studies Courses		3 Related Studies Courses
CS10 A CS10B Span 6 (AP Exam)	CS101 CS 193 (substitution 199) CS Seminar: CS197C	CS M103C CS M103H CS 106 CS M118A CS M116	CS 120 CS M155 CS M159A SOC 154	SOC 186 Lat Amer Soc. ANTHRO 173Q Lat Amer Comm. SOC 151Comprtv Immigrtn

Total UC units completed: 165
 Total non-UC transferred: 20
 Total Number of Units: 185
 GPA: 3.132

**Direct Access Student Academic Profile: Double Major in Political Science & Chicana/o Studies
(5 year grad w/ Educ Abroad)**

SUMMER 1998	units	FALL 1998	units	WINTER 1999	units	SPRING 1999	units
POL SCI 40: Intro-American Pltcs	4	POL SCI 10:Intr-Politcl Theory	4	SPAN 60B: Span-Am Lit-Trnsltn	4	ENGCOMP 3: Engl Comp-Rhet & Lang	4
ENGCOMP 2: Univeristy Writing	4	ATMOSCI 2: Air Pollution	4	MCD BIO 40: Aids & Secual Trnsmitt	4	ETHNOMU M108A: Music-Lat Am	4
		ANTHRO 7: Human Evolution	4	ATMOSCI 3: Intro-Atmos Envrmtnt	4	STATS 10: Elementry Statistics	4
total # units	8		12		12		12

SUMMER 1999	units	FALL 1999	units	WINTER 2000	units	SPRING 2000	units
		POL SCI 50: Intro-Comprtv Pltcs	4	POL SCI 20: World Politics	4	POL SCI 154B: Gov & Pol-So Am	4
		PHY SCI 5: Hmn Phys-Diet	4	CS10A: Chicano Life & Culture	4	CS 197W: US Natrlztn & Ctnshp	4
		CS 120: Immigration & Chicano	4	E & SCI 8: Earthquakes	4	CSM114: Chic.-- Film/Video	6
		ED 190: Comn Svc Lrng	2	ED 193B: CBOP	4	CS199: Ind. St.	4
total # units	0		14		16		18

SUMMER 2000	units	FALL 2000	units	WINTER 2001	units	SPRING 2001	units
		POL SCI 122A: World Order	4	EAP-MEXICO CITY		EAP-MEXICO CITY	
		HIST 8A: Colonial Lat Am	4				
		POL SCI 144A: Chicano & Latino Pol	4				
Total # units			12				

SUMMER 2001	units	FALL 2001	units	WINTER 2002	units	SPRING 2002	units
		POL SCI 120: Foreign Relation-US	4	POL SCI M144B: African-Amer Poltcs	4	CS 101: Theoretical Concepts	4
		HIST 165C: Indians-Colnl Mexico	4	CSM 103C: Origin-Chicano Thtr	4	CS 125: US-Mex Rel	4
		CS179: Lang & Policies-U.S	4	CSM 159B: Hist-Chicano People	4		
				CS 10B: Soc Struc&Cont Cond	5		
total # units	0		12		17		8

SUMMER 2002	units	FALL 2002	units	WINTER 2003	units	SPRING 2003	units
		POL SCI 116: Marxism	4	POL SCI 143C: Global LA-21st. C.	4	CS 193: Barrio Serv Lrng	4
		POL SCI 125: Readings in Pol Sci	4	POL SCI 169: Mexican Politics	4	CSM 103H: Cont Chic Thtr	4
		POL SCI 199: Readings	4	CS 119: Comm Frmtn	4		
total # units			12		12		8

Prep. for the major	UD Requirements	9 Chicana/o Studies Courses		3 Related Studies Courses
CS10 A CS10B Span 6(AP Examination)	CS101 CS 193 CS Seminar: CS197W	CS M103C CS 103H CS M114 CS 119 CS 120	CS 125 CS M159B CS 179 CS 199	HIST 165C: Indians-Colnl Mexico POL SCI M144B: African-Amer Politcs UC EAP Hist Sp Study: Research (Substitution applied)

Total UC units completed: 206
 Total non-UC transferred: 20.5
 Total Number of Units: 226.5
 GPA: 3.600

Transfer Student Academic Profile: Single Major in Chicana/o Studies & Public Policy

SUMMER2001	units	FALL2001	units	WINTER 2002	units	SPRING 2002	units
CS124: Imgrtn-Latino Ident	4	CS197A: Affirmative Action	4	CS197B: Latin Comnty Formtn	4	CS149: Gendered Politics	4
Eng Comp 100W: Academic Writing	5	CS10A: Chicano Hist & Culture	5	PLCY ST10A: Intro-Public Policy	4	CS101: Theoretical Concepts	4
		CS179: Lang & Policies US	4	CS10B: Soc Struc & Cont Conditions	5	CSM103H: Contemp Chicano Thtr	4
total # units	9		13		13		12

SUMMER 2002	units	FALL 2002	units	WINTER 2003	units	SPRING 2003	units
CS159B: Hist-Chicano People	4	URB PLN 187: Plang-Minority Comn	4	CS197B: Topics-Chicano Studies	4	CS197M: Paulo Freire	4
		CS182: Whiteness-Hist & Culture	4	CS148: Politics-Diversity	4	PLCY ST C125: Affirmative Action	4
		SOC WEL 100A: Intro-Social Welfare	4	PLCY ST 197: Sem-Policy Studies	4	ETHNOMU M108A: Music-Latin America	4
		CS199: Independent Studies	4			CS199: Independent Studies	4
total # units	4		16		12		16

Preparation for the major	UD Requirements	Nine Chicana/o Studies Courses		Three Related Studies Courses
CS10 A CS10B Span 5(Placement Examination)	CS101 CS 199 CS Seminar: CS197M	CS M103H CS 148 CS 149 CS M159B CS 179	CS 182 CS 197A CS 197B CS 199	ETHNOMU M108A URB PLN 187 PLCY ST C125 (Substitution applied)

Total UC units completed: 95
 Total non-UC transferred: 85.5
 Total Number of Units: 180.5
 GPA: 3.742

Transfer Student Academic Profile: Double Major in Chicana/o Studies & Spanish

SUMMER 2001	units	FALL 2001	units	WINTER 2002	units	SPRING 2002	units
		CS179: Lang & Policies U.S.	4	Span 27: Comp-Spanish Spkers	4	Span M44 Civ Span Am& Brazil	4
		CS197B: topics-Chicano Stds	4	Span M42: Civ-Spain & Portugal	4	Span 107: Adv Comp-Span Spkrs	4
		CSM145A:Chicano Lit to 1960	4	CS10B: Soc Struc& Cont Cond.	5	Span 197: Mexican Cinema	4
		CS160: Chicano Spch-U.S Society	4	CS109: Chicano Folklore	4	CSM146: Chicano Narrative	4
	0		16		17		16

SUMMER 2002	units	FALL 2002	units	WINTER 2003	units	SPRING 2003	units
CS150: Affirmative Action	4	Span 120A: Hispnc Lit to 1700	5	Span 127: Don Quijote	4	CSM110: Chicana Feminism	4
CS197A: Topics-Chicano Stds	4	CS 169: Indigns Ppls-Americas	4	Span 120B: Hspnc Lit-1700-1898	5	CS 163: Chicano & Lat Am Cltrs	5
		CS10A: Chicano Hist & Cult	5	CS 101: Theoreticl Concepts	4	CS193: Barrio Service Learnng	4
		Span 144: Mexican Literature	4	CSM133: Chicano Lesbian Lit.	4	Span 120C: Hspnc Lit Since 1898	5
						Span 124: Gold Age-Poet & Drama	4
	8		18		17		22

Preparation for the major	UD Requirements	Nine Chicana/o Studies Courses		Three Related Studies Courses
CS10 A CS10B Span 6 (Santa Barbara Community College)	CS101 CS 199 (Substitution applied 193) CS Seminar: CS197A	CS109 CS M110 CS M133 CS 150 CS 160	CS 163 CS 169 CS 179 CS 197B	SPAN 144 SPAN 107 SPAN 197

Total UC units completed: 114
 Total non-UC transferred: 97
 Total Number of Units: 211
 GPA: 3.813

Appendix 7.0: Heuristic Schedule of Classes, AY 2005-06

HEURISTIC SCHEDULE OF CLASSES FOR AY2005-06

UG	FALL	WINTER	SPRING	SUMMER
1.	10A Chicano Hist&Culture (Avila)	10B Soc. Struc. & Cont. Cond. (Santa Ana)	101 Theoretical Concepts (Gaspar de Alba)	
2.	CS19 Fiat Lux: Affirm Action (Santa Ana)	M103D Origin-Chicano Theater (Valenzuela, JL)	M102 Mex/Am & The Schools (Solorzano)	
3.	CS19 Fiat Lux: Death (Gaspar de Alba)	119 Comm. Form. (Hinojosa-Ojeda)	M103H Contmp. Chicano Theater (Valenzuela)	
4.	M105A Early Chicano Lit (Pérez-Torres)	M124 Immig. & Latino Iden. (Bermeo)	M105B Recent Chicano Lit. (Pérez-Torres)	
5.	M108A Music of L. A.: Mex. (Robles Cahero)	132 Border Consciousness (Gaspar de Alba)	M106 Hlth. Among Latinos (Hayes-Bautista)	
6.	120 Imm. & Ch Comm. (Valenzuela)	M146 Chicano Narrative (Calderón)	M110 Chicana Feminism (Blackwell)	
7.	131 Barrio Pop. Cult. (Gaspar de Alba)	148 Politics Conflicts& Coalitions (Takash)	M121 Planning Issues in Comm. (Valenzuela)	
8.		M159B Hist. -Chicano People (Gómez-Quiñones)	125 US-Mexico Relations (Hinojosa-Ojeda)	
9.	M145B Chicano Lit. fr.1960 to (Calderón)	163 Bilingual Advantage (Pons)	M126 Migrtn & Ident & Relign (Bermeo)	
10.	150 Affirmative Action (Takash)	179 Language Politics (Macías)	141 Chicana & Latina Narr. (Pons)	
11.	M159A Hist-Chicanos (Gómez-Quiñones)	182 Understanding Whiteness (Avila)	M145A Chicano Lit. Prior to 1960 (Hernández)	
12.	183 Chicana Art & Artists (Baca)	M187 Beyond the Public Monument (Baca)	168 Repr. Print Media (Santa Ana)	
13.	165 Language in Education (Santa Ana)	193 Barrio Srv. Learning (Pescador)	181 Hist. of Chicana/o L.A 20 th Cent. (Avila)	
14.	169 Repres. of Indig. Americas (Pons)	197A Telling our Stories (Sahagun)	193 Barrio Service Learning (Pescador)	
15.	178 Latinas/os & Law (Sarabia)	197B Chicanas/os in the City (Estrada)	197A From Mito to Acto (Sahagun)	
16.	M183 History of Los Angeles (Gantner)	197C Trans. Organizing L. America (Blackwell)	197B Paulo Freire & Chicana/o Studies (Pescador)	
17.	193 Barrio Service Learning (Pescador)	197D Poetry (Ley)	197C Chicano & Black Music, LA (Macías, A)	
18.	197A Mask & Mvmt Theater (Sahagun)	197F Narratives Lit. Of Chicanas (Limón)	197D Exhibiting Cultures (Davalos)	
19.	197B Nahuatl Philosophy (Ramírez)	197G Visual Cult Chicanas (Cuevas)	197F Human Rights & Chicanos (Verches)	
20.	197E Women's Mov. In Latin A. (Blackwell)	M197R Student Initiated Retention (White)	197G Mex City/Los Angeles Region (Vázquez)	
	(Baca)	(Valenzuela)	197H Bilingualism & Bilteracy (Macías)	
GRAD				
1.	200A (Macías)	200B (Blackwell)	200C (Pons)	
2.	220C (Valenzuela)	182C (Avila)	210C (Blackwell)	
3.	260C (Santa Ana)	MHist200Z (Gómez-Quiñones)	241C (Pons)	
4.	269C (Pons)	MSP247 (Calderón)	268C (Santa Ana)	
5.	M253HC (Solórzano)	Queering Chicana/o Studies (Blackwell)	MHS206 (Hayes-Bautista)	
6.	M261C (Pérez-Torres)	Urban Social Inequality (Valenzuela)	Critical Race Theory (Avila)	
7.	Language, Expression & Power (Santa Ana)			
8.				

Appendix 8: Academic Program Review of the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies, 1997-2002

- (1) 2001-02 Academic Senate Internal Review of the Chávez Center (June 7, 2002)
 - o Appendix 1–Site Visit Schedule (April 30, 2002)
 - o Appendix 2–Self Review Report (March 14, 2002)
- (2) Follow up/Closure Meeting: Chávez Center (May 21, 1998)
- (3) Letter from Interim Chair Raymund Paredes responding to recommendation (April 22, 1998)
- (4) Letter from Dean Scott L. Waugh commenting on 1997-98 Academic Senate Review Report of the Chávez Center (March 25, 1998)
- (5) 1997-98 Academic Senate Review of the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies (February 18, 1998)
 - o Appendix 1: Joint Report by External Reviewers (November 6, 1997)
 - o Appendix 2: Site Visit Schedule (October 20-22, 1997)
 - o Appendix 3: Departmental Self-Review (September 1997)