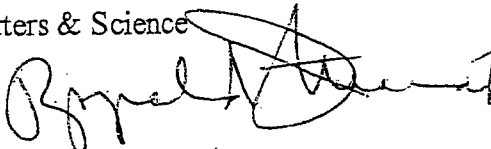


April 18, 2003

TO: ✓ Duncan Lindsey, Chair, Academic Senate
Karen Rowe, Chair, College FEC
Brian Copenhaver, Provost, College of Letters & Science

FROM: Reynaldo F. Macías, Chair, Chávez Center 

cc: Scott Waugh, Dean, Social Sciences

re: Departmentalization of the Chávez Center for Interdisciplinary Instruction

Enclosed you will find a proposal penned by the faculty of the UCLA César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies to convert the Center to a Department. The faculty has discussed this over the last several years, worked on various drafts of this proposal, and are unanimous in support of this endeavor. We have discussed this proposal with affiliated faculty, the Student Departmental Senate and other interested student groups as well, and have their support. I have sent copies of this proposal to collaborating departments on campus for review as well.

I understand that Dean Scott Waugh is the initial point of submission and review for this proposal. He received the formal submission last week. I am forwarding a copy of this proposal to you, in part, at his suggestion, and to ensure that the significant points in the review process are included as quickly as possible. Please let me know if you would like more copies, additional information, or otherwise would like to meet on this issue. As always, thank you for your continuing guidance and support.

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

Submitted to:

Duncan Lindsey, Chair of Academic Senate

Submitted by:

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

[April 15, 2003 (12:33pm)]

Chicana & Chicano Studies Departmentalization Proposal
Table of Contents

1.0 Introduction	Page 3
1.1 Proposal Objectives	Page 3
1.2 The Discipline: What is Chicana and Chicano Studies?	Page 3
2.0 The Current Program as a Center for Interdisciplinary Instruction	Page 6
2.1 History of the UCLA Program in Chicana/o Studies	Page 6
2.2 Undergraduate Program	Page 6
2.3 Proposed Graduate Programs	Page 8
2.4 Faculty	Page 8
2.5 Governance	Page 9
2.6 Academic Senate Representation	Page 10
3.0 The Proposed César E. Chávez Department of Chicana and Chicano Studies	Page 10
3.1 Rationale for Departmentalization	Page 10
3.2 Mission	Page 12
3.3 Programs	Page 12
3.4 Faculty	Page 12
3.5 Staff	Page 14
3.6 Leadership and Governance	Page 14
3.7 Space and Other Resources	Page 14
3.8 Relationships to Other Units on Campus	Page 14
4.0 Conclusion	Page 15
5.0 Budget	Page 16
6.0 Letters from Affiliated Faculty in Support of Departmentalization	Page 17
7.0 Letters from Faculty Interested in Joint Appointments	Page 18
8.0 Letters from Cross-Listing Departments	Page 19

1.0 Introduction

1.1 Proposal Objectives

Chicana/o Studies at UCLA was established in 1969, in the form of an organized research unit, and in 1974, as an undergraduate Inter-Departmental Program. The question of what organizational forms the instructional program should take has led to various proposals. This question became most salient in the events preceding and during the establishment of the César E. Chávez Center for Interdisciplinary Instruction in Chicana & Chicano Studies in spring of 1993. Faculty, staff, students and community members discussed the viability and need for a Department in Chicana and Chicano Studies. Instead of a department, the university established a unique academic unit called a Center for Inter-disciplinary Instruction (CII). 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 administration. After much discussion, and a set of goals developed through a consensus process involving faculty, students, staff and many others, the faculty of the César E. Chávez Center is submitting this proposal for departmentalization to the Academic Senate. We feel that the need for a department structure is still evident, and that the timing is appropriate.

1.2 The Discipline: What is Chicana and Chicano Studies?

In the late 1960s, the nature of scholarship on the Chicano community was fairly limited—Chicanos were an invisible group to many of the researchers writing in the academy. 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

Research centers and academic degree programs were established throughout the country around Chicano Studies. At UCLA this took the form of a research center established in 1969 and

an Inter-Departmental Program (IDP) established in 1974, drawing on the few faculty and courses from different departments and disciplines to constitute an undergraduate major and a specialization 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. It was also the base for one of the two significant Chicano Studies journals—*Aztlán*—and, for a period, administratively supported the organization of the fledgling National Association for Chicano Social Scientists (now known as the National Association for Chicana and Chicano Studies).

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. Challenge patriarchy within and outside the Chicano community
8. Support the pursuit of Chicana dreams and aspirations and
9. Recognize the diversity of sexuality in the community.

The 1980s also saw a renaissance of writing and publications on Chicana/os, some of it influenced by 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, accepted many more articles in professional journals on the topic and reflected the influences of the growing fields of Chicana and Chicano Studies as well as those of Ethnic Studies, American Studies and others. The “traditional” disciplines also were affected by this renaissance of literature. Many of these disciplines reconceptualized their notions or the centrality of race and ethnicity to their work; they embraced the study of immigration and immigrants and social processes of change within their areas of study.

Chicana & Chicano Studies is interdisciplinary in nature and inherently comparative. The central focus of the program of studies is the diversities of the Chicana/o communities throughout the United States and their historical and contemporary relationships to Mexican peoples within the republic of México and elsewhere. These communities are studied using the lenses of race, ethnicity, class, gender, sexualities, and cultures. At the same time, these constructs are also studied, dissembled and reconstructed through the lenses of these various Chicana/o and Mexican communities. These studies are inherently comparative within the Chicana/o populations, across other Latino groups in the nation, as well as across ethnic studies and other disciplinary boundaries.

The field of Chicana/o Studies has experienced tremendous growth within the last thirty years. As of 2002, there were approximately 19 Departments in Chicana/o Studies in four-year Universities nationwide. There were also 13 Chicana/o Studies independent programs, and 5

instructional centers. The state of California houses the majority of instructional units in Chicana/o Studies (13 Departments, 2 Programs, 1 Center). In the University of California system, there is only one Chicana/o Studies Department (UC Santa Barbara), which has been in existence since 1970. In addition, many Latina/o Studies, Ethnic Studies, and American Studies programs also focus on the study of Chicana/os, often through specialized programs or tracks in Chicana/o Studies housed under these other academic units¹. The following table summarizes the number of Chicana/o Studies, Latina/o Studies, Ethnic Studies, and American Studies instructional units in four-year institutions nationwide as of spring 2002.

Table 1—Chicana/o Studies by Types of Administrative Units in Four Year Institutions, U.S., 2002

FIELD TYPE	DEPARTMENT	PROGRAM	CENTER	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

* The presence and relationship of Chicana/o Studies within these programs has not been explored.

In addition to programs in the country, there are at least 10 research centers within the nation, and 6 academic and research centers with interests in Chicana/o Studies in other countries. Chicana and Chicano Studies is an academic discipline recognized throughout the United States, Europe and some countries in Latin America. Chicana and Chicano Studies faculty members attend national and international conferences in Mexico, Spain, Germany, Austria, Holland, and France. Faculty from Russia, Turkey, and Italy have expressed interest in hosting Chicano literature conferences. UCLA would continue to be at the cutting edge of Chicana and Chicano Studies at the national and international level and, as in the past, will serve as a model for other Chicana and Chicano Studies programs nationwide and worldwide.

There is an official national organization representing the interests of Chicana and Chicano Studies—the National Association of Chicano and Chicana Studies (NACCS). In Europe there are several organizations which include Chicana and Chicano Studies within their purview: Multiethnic Literatures of the United State (MELUS), the European Association of American

¹ We should keep in mind that these approaches are not equivalent. Ethnic Studies does not equate, nor 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. 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 sciences.

Studies, and all the local national affiliate American Studies Associations in Europe include Chicana and Chicano Studies issues and interests within their organizations.

2.0 The Current Program as a Center for Interdisciplinary Instruction

2.1 History of the UCLA Program in Chicana/o Studies

The development of Chicana/o Studies at UCLA is highlighted by both challenges and triumphs since the initial establishment of the Inter-Departmental Program (IDP) in 1973-74. Although UCLA inaugurated one of the first Chicano Studies programs in the country, during the 1980s the program was moribund. In that decade only 8 Chicano Studies students graduated, due in large part to institutional impediments. 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. Though a specialization in Chicana and Chicano Studies was started in 1992, in that same year the Chicana/o Studies Inter-Departmental Program as a whole was in danger of being closed, in part rationalized by the apparent low interest amongst students as reflected in the low numbers of majors and enrollments. Proposals to establish a department of Chicano/a Studies in 1991 and 1992 were denied, even though one of the justifications for these proposals was that the Inter-Departmental Program was not sufficiently supported by the university to be successful.

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. Student activism has been an important component to the growth of the field reflecting a student need for these studies and a critical response to institutional resistance and, at times, repression, of Chicana/o Studies. The result of the subsequent compromise that ended the UCLA hunger strike was the development of a new academic unit—a Center for Interdisciplinary Instruction (CII)—and six new full-time faculty positions within this unit. 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 prick the moral conscience of the nation and the world.

2.2 Undergraduate Program

The undergraduate program has experienced tremendous growth since the establishment of the César E. Chávez Center. 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. When the Center opened its doors, there were 67 single majors, 8 dual majors, and 29 specializations, totaling 104 students. In 2001-02, the Chávez Center for Interdisciplinary

Instruction in Chicana/o Studies had grown to offer 61 courses, with a combined enrollment of nearly 2,000. The number of majors and minors increased each year. In 2001-02, there were 127 majors (74 single, and 53 dual) and 96 minors for a total of 223 students.

Since the advent of the Chávez Center, graduation totals have increased nine-fold. The Chávez Center for Interdisciplinary Instruction in Chicana/o Studies graduated 75 students in 2001-02. Our graduates have gone on to become leaders in 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. In spite of the 1995 UC Regent mandates of SP1 and SP2, and California proposition 209, which reduced overall Chicano/Latino freshman enrollments by over 33 percent, the Chávez Center for Interdisciplinary Instruction in Chicana/o Studies undergraduate program has flourished. Table 2 provides a summary of the growth in Chicana/o Studies majors/minors, courses, enrollments, and graduates over the past two decades:

Table 2—Growth of Chicana and Chicano Studies within UCLA, 1981-2002

Year	Total Majors/Minors		# Courses Offered	Total Enrollments	Graduates
	Majors	Minors			
1981-82					1
1982-83					0
1983-84					0
1984-85					0
1985-86					0
1986-87	6				1
1987-88	7				0
1988-89	11				4
1989-90	18				2
1990-91	18				0
1991-92	35	9			13
1992-93	50	21			33
1993-94	75	29	14	491	42
1994-95	72	39	22	550	54
1995-96	80	35	40	944	61
1996-97	81	36	37	1,088	62
1997-98	77	30	41	1,115	56
1998-99	72	42	47	1,104	70
1999-00	76	52	56	1,294	66
2000-01	98	59	61	1,584	66
2001-02	127	96	61	1,946	75
TOTALS	903	448	379	10,116	606

Source: Data provided by UCLA Registrar's Office.

The faculty of the Chávez Center instruct 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 combine 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 in most fields, scholars in Chicana and Chicano Studies 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.

2.3 Proposed Graduate Programs

The UCLA César Chávez Center for Interdisciplinary Instruction in Chicana & Chicano Studies is proposing (in a separate proposal) to establish graduate programs in Chicana & Chicano Studies. These graduate programs will consist of a Master of Arts (MA), and a Doctor of Philosophy (PhD) degrees. It will also offer a non-degree graduate Certificate in Chicana & Chicano Studies. The program, which we hope to be effective in Fall Quarter 2004, will be offered primarily by faculty in the Chávez Center and affiliated faculty in related departments within the UCLA Campus. The graduate programs will be administratively housed in the Chávez Center. It will be one of the first doctoral programs in the nation and will help set the training of the field's academic leadership.

2.4 Faculty

From 1974-1993, 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.

In general, the Chávez faculty has slightly grown in number, rank and tenure. It is stable in membership and includes its 7 core faculty, 20 affiliated teaching faculty and 6 temporary faculty/-visiting scholars. Their 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.

Core Faculty

Avila, Eric, Assistant Professor (History, UC Berkeley)
Baca, Judith, Professor (Art, CSU Northridge)
Gaspar de Alba, Alicia, Associate Professor (American Studies, U of New Mexico)
Macías, Reynaldo, Professor (Linguistics, Georgetown U.)
Pons, María Cristina, Assistant Professor (Spanish, USC)
Santa Ana, Otto, Associate Professor (Linguistics, U of Pennsylvania)
Valenzuela, Jr., Abel, Associate Professor (Urban & Regional Studies, M.I.T.)

Affiliated Faculty

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

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 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. 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 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

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 strikes of 1993 which led to the formation of the César E. Chávez Center, ended with a hunger strike 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 2001-02 year there were 223 majors and minors, 61 courses offered, with a total enrollment of 1,946. 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 7 core faculty that anchors the academic programs. At the same time there are 21 faculty in 13 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 to concentrate this faculty is moot.²

We have witnessed a continued intellectual and administrative maturity of the discipline since the initial establishment of a Chicano Studies program at UCLA in 1969, throughout the country. There are many *departments* of Chicana and Chicano Studies today. One of the earliest departments is at our sister campus in Santa Barbara (the department was established in 1970 and the research center 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

² 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.

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 a research unit. A change to departmental status would also eliminate this confusion.

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 instructional unit, rather than a research unit. It will do this without a change in resource allocation.

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 study and analysis of the various experiences of populations of Chicano origin within the United States and the Americas. The program will also provide a strong interdisciplinary liberal arts basis to its education. The César E. Chávez Department will academically seek that its students be able to think critically, write well, and seek social justice in their analysis and evaluation of the social experience of the Mexican-origin population of the U.S.

The curriculum is learner centered, writing-intensive, bilingual, and academically rigorous, providing an intellectual foundation and a social consciousness that is necessary for success in a diverse, multilingual, and multi-cultural world.

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 core faculty will be housed within the department at 100% time. Those faculty who have joint appointments in other departments will maintain those appointments as well. In addition to these seven core faculty, one faculty member, occupying an institutional FTE, proposes to move full-time to the new department from Urban Planning—Raúl Hinojosa-Ojeda. This would bring the total of core faculty to eight. In addition, there are plans to increase joint appointments to the new department by nine faculty. Several of these have expressed an interest in split appointments in the future. The plan is to move in this direction with initial individual votes by the

faculty of the Chávez Center, and then pursue the appointment with the appropriate unit and the specific procedures for such appointments of each home department of the proposed joint faculty member. While the number of possible split appointments is not yet firm, we expect that there may be a need for additional FTE to accommodate the changes in resource allocations from their home departments. These and new positions are currently estimated at 5 new faculty FTE over the next five years.

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
 Raúl Hinojosa-Ojeda, Ph.D., Assistant Professor

Joint Faculty

Rosina Becerra, Ph.D. (Social Welfare)
 Leobardo Estrada, Ph.D. (Urban Planning)
 Kris Gutiérrez, Ph.D. (Education)
 Steve López, Ph.D. (Psychology)
 Chon Noriega, Ph.D. (Film & Television)
 Vilma Ortíz, Ph.D. (Sociology)
 Daniel Solórzano, Ph.D. (English)
 Edward E. Telles, Ph.D. (Sociology)
 José Luis Valenzuela, B.A. (Theater)

Table 3 Proposed Joint Faculty Appointments

Name		Rank	Home Dept	CCC Appointment				
				Response	w/ vote	0% Joint	Split	Begin
Becerra	Rosina	Professor	Social Welfare	Yes	without	√		Jul 1, 2003
Estrada	Leo	Assoc Prof	Urban Planning	Yes	with	√		Jul 1, 2003
Gutiérrez	Kris	Professor	Education	Yes	without	√		Jul 1, 2003
López	Steve	Professor	Psychology	Yes	without	√		Jul 1, 2003
Noriega	Chon	Professor	Film, TV & Crit Studies	Yes	with	√		Jul 1, 2003
Ortiz	Vilma	Assoc Prof	Sociology	Yes	without	√		Jul 1, 2003
Solorzano	Danny	Professor	Education	Yes	without	√		Jul 1, 2003
Telles	Edward	Professor	Sociology	Yes	without	√		Jul 1, 2003
Valenzuela	José Luis	Professor	Theater	Yes	without	√		Jul 1, 2003

Affiliated Faculty

Hector Calderón, Ph.D. (Spanish)
Laura Gómez, J.D., Ph.D. (Law & Sociology)
Juan Gómez-Quiñones, Ph.D. (History)
David Hayes-Bautista, Ph.D. (Medicine)
Guillermo Hernández, Ph.D. (Spanish)
Steve Loza, Ph.D. (Ethnomusicology)
Rafael Pérez-Torres, Ph.D. (English)
Susan Plann, Ph.D. (Spanish)
Fernando Torres-Gil, Ph.D. (Social Welfare)

3.5. Staff

The staffing positions and personnel will remain the same in the new department as in the current Center for Interdisciplinary Instruction.

Olivia Díaz, Management Services Officer
Eleuteria Hernández, Student Affairs Officer II
Elena Mohseni, Administrative Specialist II

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 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, if the growth of the program continues, we expect appropriate additional space accommodations for instructional staff, especially teaching assistants and fellows.

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 relational changes expected in becoming a department.

4.0 Conclusion

The development of Chicana/o Studies at UCLA began over 30 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 2002, the program can boast 223 majors and minors, over 60 courses taught a year, nearly 2,000 student-enrollments in those classes, 75 graduates and increasing. The faculty of the unit are developing a graduate program. It is a 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.