

Department of Chicano/Latino Studies  
Five-Year Self-Study Review  
AY 2009-2010

The Department of Chicano/Latino Studies was established in 2006. It built on the strong foundation established by the Chicano/Latino Studies Program (CLSP) which was included as part of the review of School of Social Science programs in the 2002-03 academic program review. In addition to departmentalization, the Department has seized opportunities presented to it in the years since the last review to expand and diversify our faculty, to triple the number of undergraduate majors, to design and implement a graduate concentration, and to revise the undergraduate major to ensure that all majors have hands-on experience with designing and implementing a research project as well as in writing up the results of that research. As the many excellent new junior faculty hired over the past several years begin to publish their research broadly and expand their professional presence, the Department of Chicano/Latino Studies is poised to assume a leadership position among Chicano/Latino/ethnic studies programs nationally and to play a critical role in the development of Chicano/Latino/ethnic studies as a discipline and in identifying strategies for teaching and research in a multidisciplinary unit.

***Section 1: Analysis of Past Reviews***

1. Briefly characterize the last review of the Department's undergraduate program, conducted in 2002-2003.
  - a. What were the key strengths and weaknesses of the program cited by the external review committee?

At the time of the last program review, the Department of Chicano/Latino Studies did not yet exist. The then Chicano/Latino Studies Program was evaluated as part of the broader review of "joint academic programs in the context of the School of Social Sciences and the campus as a whole." The reviewers responsible for this section of the review focused their energies primarily on other units within the School, somewhat to the disadvantage of the CLSP, and dedicated just 200 words exclusively to the Program some of which was a summary of what had been submitted to them. In particular, the Program was reviewed in the context of School's much larger International Studies Program.

In the section of the report dedicated exclusively to CLSP, the reviewers noted what was (and is) unique about the Program relative to other ethnic studies programs, specifically its placement in the School of Social Sciences rather than a School of Humanities. The reviewers commended the "excellent" student faculty ratio in the Department (which then had approximately 25 majors) as well the high level of service teaching done by Chicano/Latino Studies faculty to other units and recommended that the Program increase enrollment of majors. This increase in majors was proposed as a precondition for the allocation of additional resources or departmental status. The reviewers indicated several other concerns, though it was unclear if they identified these as present in CLSP, most notably less reliance on cross-listed courses and the need to better define the rationale for "core courses."

As we will indicate below, the Department of Chicano/Latino Studies has built on the strengths identified in the 2002-2003 review and done its best to remedy weaknesses that are in the Department's control, but we should note that it was our perception at the time of the last review that the review committee did not appear to seek to develop a nuanced understanding of

CLSP. The review committee came late to our meeting and then adjourned the CLSP meeting when the members of the next meeting arrived. CLSP spent no more than 10 minutes with the reviewers. One member of the review committee used a perceptible share of this period articulating his views of ethnic studies programs, views that were not positive. Our perception at the time, articulated in two formal responses by then CLSP Director Leo Chavez to Dean Barbara Doshier, was that the analysis of the Program's strengths and weaknesses was inappropriately conflated with the review committee's more negative assessments of the International Studies Program and biased about the potential contributions of ethnic studies programs.

- b. Describe the specific steps that have been taken to respond to the recommendations from the last review.

In the years since the last Academic Program Review, Chicano/Latino Studies has:

- moved to Departmental status (in 2006);
- expanded the core faculty with appointments in the Department from 1.5 FTE (three faculty members with 0.5 FTE appointments) to 7.5 FTE (four faculty members with 1.0 FTE appointments and five with 0.5 FTE appointments, plus one active professor emeritus);
- tripled the number of majors;
- expanded course offerings at both the undergraduate and graduate levels;
- restructured the major to ensure that *all* majors design and implement projects requiring primary research;
- designed and implemented a graduate emphasis certificate program;
- developed and implemented three undergraduate certificate programs; and
- institutionalized management procedures necessary for the operations of a department and for a unit with a larger number of faculty and students.

The move from Program to Departmental status was attentive to the strengths and weaknesses identified in the 2002-03 Program Review. Specifically, we have been very attentive to the ongoing responsibility to recruit majors (more below). We are pleased with the growth that we have been able to achieve, though we are not resting on our laurels and continue to identify new strategies to build the major (as well as the undergraduate minor and certificate programs and the graduate emphasis).

We have restructured and simplified the major. A major consequence of this process was to better define pedagogical goals and unique mission of each of the five core courses required of majors. We retained three lower division courses (Chicano/Latino Studies 61, 62, 63) that expose majors to the broad contours of the discipline – historical foundations of the Chicano and Latino experiences (61), cultural production in Chicano/Latino communities (62), and contemporary public policy issues facing Chicano/Latino communities (63). We, however, substantially changed the upper-division core courses required of majors. At the time of the last program review, we required three specific upper-division courses of all majors that revisited some of the key themes of the lower-division course work that culminated in a student writing project (allowing Chicano/Latino Studies majors to fulfill the University's upper-division writing requirement).

After reviewing this upper-division core sequence, we reduced the number of courses to two, but made the focus research design and writing, ensuring that each student in the major conducts his/her own research project. This requirement – and our dedication of faculty resources to teach these classes and to mentor students in their research projects – makes the Chicano/Latino major unique on the UCI campus. We believe that our students benefit from this rigorous requirement; equally importantly, there is a collective benefit in that by providing our students with the skills needed to conduct research and the commensurate confidence in their own abilities, we see a high share of our students engaging in honors research projects, earning competitive support through the campuswide Undergraduate Research Opportunity Program (UROP)/Summer Undergraduate Research Program (SURP), and enrolling in graduate and professional programs. This training also ensures that our students are prepared for jobs that require applied research training in the social sciences and the humanities.

Although it was not our perception that there was lack of clarity at the time of the previous review, each of the faculty hired since the review with a joint appointment has been provided with clear expectations as to their teaching and service responsibilities to each of the appointing units. In each case of faculty appointed with 50/50 appointments (at present, five faculty members – DeSipio [Political Science], Feliciano [Sociology], Montoya [Anthropology], Rosas [History], and Ruiz [History]), teaching and service are evenly divided between the two units.<sup>1</sup> The Department monitors teaching to ensure that this requirement is met over each rolling two year period (recognizing that in a single year, it is sometimes necessary to teach non-crosslisted, often core courses in one unit or the other). For junior faculty, the Chairs of the two units confer annually to ensure that faculty are not being burdened by one unit without recognition of the other Department's expectations.

The Department continues to offer a large number of crosslisted classes. Unlike the 2002-03 reviewers, we see this as a strength rather than a weakness. We have multiple, overlapping missions that include a cohesive curriculum for our majors (which mandates some course work that uniquely addresses their training) and preparation of the broader campus community for engagement in a multicultural and globally-linked world (which encourages a range of offerings that serve multiple audiences including majors in other units). As will be evident when we discuss student recruitment below, we see crosslisted courses as a rich opportunity to recruit new Chicano/Latino Studies majors.

2. Briefly characterize the last review of the Department's graduate program, conducted in 2002-2003.

At the time of the last program review, the Department did not offer a graduate degree or enroll graduate students. As a result, this was not a topic addressed in this review.

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<sup>1</sup> As with any such arrangement, some exceptions need to be made in the broader interests of the campus. During her period of service as the Chair of the Department of History and the Dean of the School of Humanities, Dean Ruiz was exempted from teaching and service expectations in the Department of Chicano/Latino Studies. Prior to the recent budget problems, the campus did provide some temporary teaching support to compensate for Dean Ruiz's administrative appointments.

## SECTION 2: ANALYSIS OF CURRENT PROGRAMS

### 1. Overview of Department

- a. Provide a brief history of the Department and a description of its organization (e.g., degree programs, disciplinary specialties, etc.). Include a description of any formal interactions with other Departments and/or other units on campus.

The Department of Chicano/Latino Studies was established in July 2006. It built on the foundation of the Chicano/Latino Studies Program which traces its roots to faculty collaboration and organization in the early 1990s. The Program initiated an undergraduate major in 2001 and a graduate emphasis certificate program in 2006. Departmental governance includes a blend of standing and ad-hoc committees that report to the faculty as a whole at monthly Departmental meetings (during the academic year). Although formal authority for governance issues rests with core faculty – those with partial or full appointments in the Department of Chicano/Latino Studies (nine faculty members, plus one active emeritus professor), we benefit from the contributions of 12 affiliate faculty members (whose affiliation is reviewed annually). As is the case with the core faculty, these affiliate faculty teach courses crosslisted with the Department and, upon request, are available to perform service functions for the Department and/or mentor Departmental students.

Departmental core faculty have joint appointments with the Departments of Anthropology, History, Political Science, and Sociology. Departmental affiliates have appointments in the Departments of Anthropology; Criminology, Law and Society; Education; English; Film and Media Studies; Policy, Planning, and Design; Political Science; and Sociology, as well as in the School of Social Sciences. Core faculty have formal affiliations with the Culture and Theory Ph.D. program, the Women's Studies program, the Demographics and Social Analysis program, the School of Medicine, the Departments of Education and Psychology and Social Behavior, the Public Health program, and several campus research centers. We collaborate on the teaching agenda of one Department of Chicano/Latino Studies faculty member with the Department of Spanish and Portuguese (the FTE rests with Chicano/Latino Studies until the faculty member's departure from university employment).

The Department has partnered with the UCI School of Medicine to provide required coursework for the School of Medicine's Program in Medical Education for the Latino Community (PRIME-LC). This innovative program addresses a critical need for medical doctors with training to serve Latino populations. PRIME-LC medical students add a year to the standard medical training curriculum to learn about the history, culture, and engagement with medical science of Latino communities. PRIME-LC students also earn an MA degree as part of their studies. Departmental faculty and affiliates teach two required seminars for PRIME-LC students and are also actively engaged in admissions and governance of the program. The Chicano/Latino Studies contribution is regularly promoted by the School of Medicine and campus leaders as one of the most unique elements in the training provided to PRIME-LC students.

The Department is affiliated with the Center for Research on Latinos in a Global Society (CRLGS). CRLGS has provided research support for graduate students in the Chicano/Latino Studies graduate certificate program and for the Department's undergraduate paper prize (a responsibility that the Department will assume in 2010).

- b. Provide a list of all current full-time faculty organized alphabetically within rank (include graduate degree institution and a brief set of research interests) (**Table 1**).

- c. Discuss the distribution of the faculty in terms of rank, gender, and ethnicity (*Table 2*). Provide information about faculty recruitment and retention, including efforts to diversify the faculty, since the Department's last review. Referring to data from the Office of Equal Opportunity and Diversity (*Table 3*), evaluate the Department's success in achieving diversity in terms of national availability. Does the Department have a plan, and is the plan being effectively implemented?

The Department has achieved an enviable record in terms of ethnic and gender diversity. With one exception, all core faculty members are Latino or Latina. The core faculty (including the emeritus professor) are evenly divided between men and women. Women are underrepresented among tenured faculty, in part due to a failed retention in 2008, but this pattern is beginning to change and should improve further in the next few years. We are also pleased that our ethnic diversity also reflects the national origin/ancestry diversity of the Latino experience and our unique responsibilities as a Department of Chicano/Latino Studies. This ethnic and gender diversity is also evident among the Department's affiliate faculty.

Departmental recruitment efforts generate a diverse pool of applicants. This diversity is reflected in the pool of candidates invited to campus for visits and in the candidates proposed as new faculty hires. We ensure that advertisements for faculty positions appear in outlets that will generate a diverse pool of applicants. We also ensure that positions are promoted through the racial/ethnic studies listserves of the disciplines in which we are seeking job candidates.

Finally, we seize the opportunities provided by the UC Office of the President through the five-year hiring support offered for U.C. President's Postdoctoral Fellows. We have been very lucky in hiring two Fellows (one jointly with the Department of History). This pool of candidates is also quite diverse.

- d. How many part-time and/or visiting instructors are in the Department and how are they deployed in the instructional program? How many individuals are in the research specialist and professional researcher series and how are they deployed in the program?

The Department has benefited from the teaching contributions of lecturers. We have used lecturers sparingly and for two purposes. Since we became a Department, we have not employed more than two lecturers in any quarter and in some we have not employed any. We have deployed lecturers in two ways. First, when resources have been available, we have tried to offer two sections each quarter of our introductory required core courses (Chicano/Latino Studies 61, 62, or 63). One of these is taught by a faculty member; lecturers have allowed for an extra section to be offered. We use these courses to recruit majors, so the added section can allow for increased exposure of the richness of what we offer to the UCI student body. Second, we have tapped lecturers to fill in for gaps created when faculty are on leave or when specific curricular needs can not be met by departmental faculty, so as to ensure that majors will be able to complete the required coursework to graduate. Decisions about these sorts of needs are made on an ad-hoc basis annually. As should be evident, the vast majority of the courses taken by our majors are taught by Departmental faculty (core faculty and affiliates).

- e. Describe your system of Departmental governance, in particular the procedures for and effectiveness of faculty involvement in curricular development, instructional resource allocation, and service activities to the School and campus.

The Department meets monthly during the academic year and once annually for an off-site retreat. Because of our relatively small size, we are able to address most major issues without an initial review by a committee. The one standing committee that the Department does rely on is the Colloquia Committee which plans and implements the Department's annual speaker series. As new issues have emerged, we have relied on ad-hoc committees on specific issues (departmentalization, hiring, academic personnel review, curriculum review, the design and implementation of the graduate certificate, and budget priorities). These ad-hoc committees included as members a combination of volunteers from the faculty and appointees by the Chair.

Monthly meetings ensure the information about departmental governance is shared across the faculty and provide the opportunity to discuss issues that need a rapid resolution (particularly academic personnel cases and new faculty appointments).

The annual retreat is used to discuss broad questions of the future direction for the Department. The topics to be discussed result from a series of discussions across the year. The retreat has proved critical to the redesign of the undergraduate curriculum, to the design of the theme for each year's colloquium series, to the design of outreach efforts, and to the initial preparation for this review. The retreat is held in the Spring quarter.

Campus and school-level service are not topics that we traditionally address at the Departmental level, instead relying on faculty members to engage themselves in governance and service issues of their interest. A review of the governance and service of Departmental faculty will demonstrate that we are a very engaged group not just on campus, but in the broader community and in the profession. The Chair does review service activities of junior faculty to ensure that they are not engaged at levels that might interfere with their research programs.

- f. Describe the Department policy on teaching workload for formal graduate and undergraduate courses including information about course release policies for research and administrative service, and any changes in policy since the last review.

The School of Social Science norm for teaching load is five quarterly courses annually (with exceptions for certain departments). Under Departmental policy, faculty who teach large courses (over two hundred students) or upper-division writing courses receive double course credit. Faculty teaching courses of between 150 and 199 students receive an additional course credit of 0.5. These expectations remain unchanged from the practices at the time of the last review.

Departmental faculty have committed to teaching one core course annually. At present, there are 7.5 such courses (one is offered every other year; two are related to the Department's partnership in the PRIME-LC program), so there is some flexibility on this requirement in years in which all departmental faculty are teaching.

Under University policy, the chair receives a two-course reduction for his service. No other faculty member receives course release for departmental service. One faculty member directs a UC research center and receives a one-course reduction as part of this appointment. Dean Ruiz is released from teaching during her service (that said, she voluntarily teaches a graduate seminar each year).

- g. What are the strengths of the Department's research program, and how does the overall research program compare with top national research programs in the discipline/field?

As part of the campus strategic review, the Department identified three shared strengths of the faculty research agendas: memory, migration, and access.

- Memory entails the historical and current understanding of the experiences and cultural representations of Latino populations upon their arrival in the United States. Faculty in this area include: Fernández, González, Morales, Rosas, Ruiz, and Vargas. Among the Departmental affiliates, this historical memory is critical to the research agendas of Benamou, Chávez, Lazo, and Torres.
- Migration refers to the current and historical analyses of the causes and repercussions of Latin American migration to the United States. Faculty focusing on this area include: Campos, DeSipio, Feliciano, Fernández, González, Rosas, and Ruiz. Affiliates who contribute to our strengths in migration include Chávez, Lazo, Rumbaut, and Torres.
- Finally, "access" addresses issues of inequality and access to numerous institutions and opportunities within U.S. society, including education, socioeconomic opportunities, civic engagement, and health care. Professors Campos, DeSipio, Feliciano, and Montoya, work in areas related to this question. Affiliates Benamou, Chavez, Conchas, Oseguera, Rumbaut, Torres, Vigil, and Zarate enrich our research strengths in this area.

The Department's interdisciplinary approach allows it to bridge the global with the local. The research agendas of many of our faculty address transnational issues (migration, globalization, etc.) and also examine the impact of these processes at the local level here in the Los Angeles region and in Orange County. Their participation in the work of the Center for the Study of Latinos in a Global Society, the Center for the Study of Democracy, the Center for Research on Immigration, Population, and Public Policy, and the Center on Inequality and Social Justice is focused on making these kinds of direct linkages.

- h. Describe the working relationship between the Department and the Dean's office.

The Department has enjoyed a very positive relationship with the Dean and her staff. Dean Doshier was very supportive of our move to Departmental status and has ensured that we have the resources necessary to meet our departmental teaching and service missions. She has supported the growth of our faculty and has ensured that we were able to make competitive offers to job candidates. As we have indicated, we lost a faculty member in a failed retention effort (the faculty member accepted a position at the University of California, Berkeley), but the series of counter-offers that we made were continually competitive.

- i. Comment on the adequacy of the Department's operating budget, staff support, and space/facilities/equipment (**Table 2**).

Like the rest of UCI, the Department of Chicano/Latino Studies has paid a price for the significant decline in state support for public education. Our operating budget has declined by more than half in recent years. These declines have necessitated a reduction in the number of classes offered, in outreach efforts (both on-campus and off), and in the support we provide for faculty research and professional development. The decline in outreach activities – a Departmental newsletter, reduction in resources for the Department's colloquia series and co-

sponsorship of other units' events, reduction in support for outreach to newly admitted students, reduction in support for the Department's on-campus academic theme house (Casa Cesar Chavez), and support for our students to attend professional and community events – are a core mission that will need to be rebuilt as operating support increases in the future. These activities serve three functions critical to a unit such as ours: they ensure the professional development of our students, they broaden the pool of potential majors, and they inform the wider community of the research conducted on the UCI campus on Chicano and Latino communities.

Departmental staffing has declined somewhat in the past year, though the causes of these changes are unrelated to budgetary issues and resulted from a senior staff member's retirement and the long-term illness of an additional part-time staff member. During these transitions, the School of Social Sciences was supportive in terms of providing temporary staff support and, ultimately, in providing a fulltime replacement for the Department's manager.

The Department sees an important opportunity in the near future to move from its current location in the Social Science Tower into space being vacated in the Social Science Plaza buildings. With the expansion of its space, the School of Social Sciences has committed to centralize departmental faculty in adjoining space. A movement of Departmental faculty and administrative staff into SSPA or SSPB will ensure that we are more centrally connected to School activities and will ensure that all Departmental faculty (with the exception of Dean Ruiz) are able to work from offices relatively near their colleagues. This will also improve the quality of our students' academic experiences in that they will more easily be able to locate departmental faculty and their encounters with departmental faculty and seminars will not be spatially distinct from their engagement with other Social Science faculty.

- j. Provide narrative explanation and a brief table of general budget categories and expenditures (no more than a single page) (**Table 4**)
- k. Comment on Development activities at the Department level and provide data on amount and sources of gift funding for the past 5 years (**Table 5**).

The Department manages a small fund to support undergraduate student research named in honor of a deceased faculty member of the Chicano/Latino Study Program (the Jeff Garcilazo Fund). The primary contributors to the Fund are members of Professor Garcilazo's family and departmental faculty members. An effort to expand the fund in recent years through a mailing to UCI Chicano/Latino alumni did not result in significant additional funding. The Department awards monetary prizes annually to the best undergraduate research papers on Chicano/Latino topics. Beginning in 2010, the funding for these prizes will be provided by the Garcilazo Fund (in prior years, the funding for the prizes was generously provided by the Center for Research on Latinos in a Global Society).

The Department is also providing co-sponsorship for an outreach effort coordinated by the UCI Alumni Relations Office to expand and invigorate the UCI Chicano/Latino Alumni Association. Although most of these alumni – and particularly the ones who are in a position to contribute to UCI – graduated before the establishment of the Chicano/Latino studies major and Department, we anticipate that this association will serve as the core of future Departmental development efforts.

## 2. **Evidence of Faculty Distinction**

- a. Discuss evidence for faculty/departmental distinction in research, teaching, and service (e.g., faculty research productivity in publications and extramural grant support, scholarly



awards and honors, teaching awards, and distinguished service to the school, campus, university, and/or scholarly field).

Departmental faculty have distinguished themselves as scholars, as professional leaders, and as teachers. These accomplishments are particularly notable considering that the majority of our faculty are relatively junior and are only beginning to move into the stages of their careers where external recognition is most likely to be accorded. Space prevents a detailed discussion of each faculty member's many accomplishments, so we offer only a brief summary here (see faculty biosketches for more detail, particularly for listings of extensive faculty publications).

Our senior faculty are routinely recognized for their accomplishments by their peers. Dean Ruiz, for example, has served as the President of the American Studies Association, the Organization of American Historians, and the Berkshire Conference of Women Historians. She currently serves on the Smithsonian Institution's National Museum of American History's Latino Advisory Council and is a Fellow of the Society of American Historians. She has received grant support from the Ford Foundation to create a Latina History in the United States interactive CD. Professor Alejandro Morales was the 2007 recipient of the Luis Leal Award for Distinction in Chicano/Latino Literature. The Leal Award, awarded annually by UC Santa Barbara, recognizes an accomplished writer of the Chicano/Latino experience. Previous recipients of the Leal Award include Oscar Hijuelos, Rudolfo Anaya, Denise Chavez, and Helena Maria Viramontes. Morales currently serves on the California Council for the Humanities. Professor Raul Fernandez served as the Curator of the Smithsonian Institution traveling exhibit "Latin Jazz: La Combinación Perfecta." Professor Fernandez serves as the founding director of the UC-Cuba Multi-Campus Research Program.

More junior faculty in the Department are beginning to manifest research, service, and teaching profiles that will ensure our prominence well into the future. Three faculty members (Feliciano, Rosas, and Vargas) have been awarded competitive post-doctoral fellowships from national foundations in recent years (the Ford Foundation and the National Academy of Education/Spencer Foundation). Professor Campos held two post-doctoral fellowships prior to her UCI appointment. Two faculty members (Montoya and Vargas) have forthcoming books from major national presses in their fields (University of California Press and University of Minnesota Press). Chicano/Latino Studies faculty (DeSipio, Feliciano, and Montoya) have received significant grant support from philanthropic and government funding sources (Russell Sage Foundation, the National Institutes of Health, National Center on Minority Health and Health Disparity, and UC Accord/Gates Foundation). Departmental faculty (DeSipio, Montoya) have been recognized by campus for their teaching and mentoring. Chicano/Latino Studies faculty (DeSipio, Feliciano, Montoya) engage in multiple disciplinary and community service roles that ensure that the public policy needs of Latino communities are both better understood and better served (examples include membership on a National Academies research panel, a term on the Board of Overseers of the General Social Survey, membership on Santa Ana's and Long Beach's Building Healthy Communities coalitions, and board membership on EdBoost).

Almost to a one, Departmental faculty are quoted in local, national, and international media on a regular basis.

In sum, departmental faculty are active and productive scholars, committed teachers and mentors, and engaged faculty members who take seriously the University of California's commitment to public service.

- b. Provide biographical sketches (limit to 3 pages each) for all current full-time Departmental faculty (organized alphabetically).

### 3. Evaluation of Undergraduate Program

- a. Admissions (*refer to data in Table 6*)

- i) Describe efforts the Department makes to recruit and enroll high quality students in its undergraduate programs.

The Department hosts an annual event as part of Celebrate UCI (a festival on the UCI campus held in April after admission offers have been made, but before the deadline for acceptance) that invites newly admitted Chicano/Latino Studies and their families to campus to hear about the resources available at UCI. Although the primary purpose of this event is to encourage Chicano/Latino students in general to attend UCI, we are quite clear in our presentations that we hope (and anticipate) that they will also consider a Chicano/Latino Studies major. This event annually draws between 100 and 200 potential students and their families.

In an effort to increase the yield of students admitted as first year or transfer students with a declared Chicano/Latino Studies major, the Chair contacted all admittees in Spring 2009 (n=10). This did result in an increase in enrollments (to two from zero the previous year), but the outreach effort is too preliminary to fully evaluate. We will certainly repeat this effort in 2010.

The bulk of our majors become Chicano/Latino Studies majors once they arrive on campus. We reach these potential students in a variety of ways. These include our commitment to high quality lower-division classes that expose students to the rich set of scholarly questions addressed in Chicano/Latino Studies classes, departmental participation in events used to showcase majors such as the annual undecided/undeclared mixer, invited presentations by departmental faculty at student organizational meetings, departmental sponsorship of the Casa Cesar Chavez academic theme house, and the designation of a student worker in the Department as our outreach representative. We do not expect that any of these strategies work in isolation. Instead, our goal is to ensure that UCI students are reminded continually and in multiple venues about the rich opportunities available through a Chicano/Latino Studies major. Ultimately, our best ambassadors are our graduates who pursue exciting academic and professional pursuits and, in many cases, remain connected to later generations of UCI students.

- ii) Characterize the demographics of the Department's undergraduate students. Describe efforts the Department makes to recruit and serve members of underrepresented groups. Describe and comment on steps that the Department has taken to promote diversity. Is the Department's plan being effectively implemented?

Although we do not have comparative data, I would imagine that our majors are among the most diverse on campus. They include Latino and Latina, Asian American, and non-Hispanic white students. They include first generation college students as well as first- and second-generation immigrants. Our students represent a range of class and geographic backgrounds, and sexual orientations; some are of non-traditional ages for college students, and some are parents.

We do not take this diversity for granted. Our outreach efforts to recruit new majors are targeted across the campus and we anticipate that we will continue to lead the campus in terms of diversity of the majors in future years.

- iii) Comment on the number of Departmental majors and minors. Is it adequate, too few, or too many? Comment on the role of the department's minors.

The Department has 71 majors. We are proud of the education and mentoring we deliver to these students and would like to serve more. That said, we are pleased that we are able to report this number of majors in that our modal pattern is to see a third or more of our majors graduate each year and to generate few or no majors through new student admissions, so we constantly need to rebuild to return to this number of majors. To reviewers of the School of Social Sciences, this number of majors may seem small, but for purposes of comparison it is illustrative to note that there are more Department of Chicano/Latino Studies majors than the majors in six units in the School of Humanities and, most notably, the Department is home to more majors than African American Studies, Asian American Studies, and Women's Studies (combined).

We see the minor as a recruitment resource for the major. Few students enter UCI as first-year student Chicano/Latino Studies majors. Instead, students discover the interesting course content with considerable relevance to their future professional and academic pursuits and shift their majors or add Chicano/Latino Studies as a second major. Some initially only want to make a tentative commitment and that is the minor. When we become aware of students pursuing the minor, we encourage them to take a few extra classes, most notably the upper-division research design and writing sequence requirement, and complete the major.

- iv) Describe the criteria for admission into the Department major(s). Are there additional criteria for freshman adopting the Department major beyond the campus-wide criteria? What are the criteria for transfer students who wish to adopt the department major? What criteria or restrictions exist for UCI students in other majors who wish to transfer to the department major?

The Department does not impose any additional entrance requirements over those expected by UCI.

The requirement for UCI students seeking to change to or add the Chicano/Latino Studies major who have sixty or more hours completed is a cumulative GPA of 2.00. They also need to have completed five courses in the School of Social Sciences courses, at least two must be in Chicano/Latino Studies. In these five Social Science courses, the student must have an average GPA of 2.00 with no grade less than a C. For students with less than 60 hours, the expectation for a cumulative GPA of 2.00 is the same. These students must also have completed two courses in Social Sciences with an average GPA of 2.30 and no grade less than a C.

b. Training (*refer to data in Table 6*)

- i) Provide an overview of the Department's undergraduate program, curriculum, and degree requirements. Include a sample 4-year course plan.

The major requires that students complete three lower-division undergraduate courses that cover historical foundations of the Chicano/Latino experience, cultural production of Latino communities, and public policy issues facing Latino communities, a two-course upper division sequence on research design and research writing, one course each from four upper-division modules (literature, arts, media, and culture; history; inequalities across gender, sexualities,

race, and class; and health, education, and public policy), a comparative ethnic studies class (offered by the Departments of Asian American Studies, African American Studies, or Education), three electives (two of which must be upper division), and Spanish coursework through Spanish 2A. The minor requires the three lower-division courses required for the major, three upper-division electives, and Spanish through Spanish 2A.

As we have indicated, relatively few students enter UCI as first-year declared Chicano/Latino Studies majors or transfer students declaring a Chicano/Latino Studies major. Instead, most majors transfer internally from the Undecided/Undeclared program, from other majors, or add the Chicano/Latino Studies major to their existing majors. Our experience, then, is that most students are in the major for two to three years after having taken a few of our courses prior to declaring the major.

There is no course plan as such. The major allows students to take the courses necessary to complete the major in the order that fits in their schedules. The one sequencing requirement that does exist is that majors must have completed two of the three required lower-division courses and at least two upper-division electives prior to the start of their senior years. This is a prerequisite to enroll in the research design and writing sequence (101-102W) required of all majors.<sup>2</sup> At present, we only offer these courses once annually beginning in the Fall.

The Department does offer lower- and upper-division core courses and electives over the summer that ensure that students who have not quite completed the requirements for the major at the end of the Spring quarter can do so over the summer.

We are very advantaged in the advising resources available to our students. The advisor assigned to the Department by the School of Social Sciences – Ramon Muñoz – takes the development of the major very seriously and is an integral member of the Department. He identifies potential majors early in their careers, offers encouragement to consider the major, and ensures that those who do declare the major are completing the requirements for the major so that they can be ready for the 101-102W sequence in the Fall of their senior years. He also identifies students who are on a track to do honors work to encourage them to take 101-102W as juniors.

- ii) Comment on the undergraduate class-size statistics and percentage of undergraduate courses taught by regular rank faculty. What is the ratio of teaching assistants to student enrollment? Is teaching assistant support adequate?

Classes vary in size from large through intimate, depending on the level and content. Majors will have several small seminars as part of their undergraduate experience. As we have indicated, few of these courses will be taught by other than regular rank faculty. For the most part, lower-division classes are large, ranging from 150 to 300 depending on room availability. Upper-division classes show a significant range of sizes depending largely on the norms of the disciplines of the courses taught. Courses in the literature, arts, media, and culture module tend to on the small side – 20 to 35 students. Courses in the history module are somewhat larger – 30 to 50. The remaining two modules see the greatest range, from seminar-sized to large lecture. The size of the research design and research writing seminar is shaped by the size of the major in a given year and has varied from 18 to 29. As it grows, we will need to consider offering two sections of the capstone writing seminar.

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<sup>2</sup> We do work with students who need to study abroad or in Washington, D.C. during one of these quarters through the use of independent study courses and independent mentoring.

Teaching assistant support is provided by the School of Social Sciences. The ratio of undergraduate students to TAs has grown in recent years; enrollment must exceed 90 in a lecture class for a TA to be assigned. Upper-division writing intensive courses receive TAs for each twenty students (after the first twenty). This relatively low ratio of TAs is an increasing problem for the School and the Department; over time, it reduces the quality of the education that we can deliver and limits innovation in teaching.

A related problem is the cost of hiring School of Social Science graduate students to teach classes, including those in the Chicano/Latino Studies graduate emphasis. This cost includes both their salary and their UC registration fees, which is considerably more than a lecturer would be paid for offering the same course. It is important for the training of our graduate students that we provide the opportunity to teach classes of their own design – one in which we could more closely mentor them, but the cost structure precludes this in most cases.

- iii) Comment on the time to degree for undergraduate majors. Are required courses accessible and offered with sufficient frequency to ensure timely progress toward degree? What does the Department do to provide academic guidance and support for undergraduate majors?

Our students take between four and five years to complete their degrees (including, in many cases, enrollment at community colleges prior to UCI enrollment). Because so few enter as first-year students, it is difficult to be more specific. The deployment of Departmental courses is not, for the most part, an impediment to graduation. The two courses that might present a problem – the upper-division research design and writing sequence (101-102W) – are offered annually in the Fall and Winter, a pattern that has been maintained for the past five years. We have developed alternative options for the two or three students over this period who have needed to be away from Irvine in the Fall or Winter to study abroad or in Washington, D.C.

Academic support and mentoring is provided by the School of Social Sciences Counseling Office and the Department's Academic Counselor, Ramon Muñoz and by faculty on an ad-hoc basis. Because of our relatively small size, Mr. Muñoz knows and has met with each of the majors individually and can ensure that they are on a path to prompt graduation. He and the Chair can also trouble shoot and identify alternative options when a student is approaching graduation and is missing a necessary course.

The individualized mentoring also ensures that we can identify students who are on a path to conduct honors research, who can seize opportunities for study abroad (particularly in the recently closed UC program in Mexico City that offered course work that directly complimented the major), study in the University of California Washington, DC program, the UC Davis Transnational Health Program, and/or who are preparing for graduate or professional study.

- iv) Referring to the results of the undergraduate student survey (*forthcoming from APRS and the Division of Undergraduate Education*), how would you characterize student satisfaction with the Department's undergraduate programs? What do undergraduate students perceive to be the key strengths and weaknesses of the Department?

The small sample size of the APRS and the Division of Undergraduate Education undergraduate student survey (n=10) limits its utility for analyzing the Department's relationship

with its majors. That said, our students, for the most part, report levels of satisfaction at or above the levels of satisfaction with the School's majors as a whole (which seem to be high). Most gratifyingly, all respondents report satisfaction with academic advising by faculty and staff and with satisfaction with upper- and lower-division courses in the major. All reported that they had conducted a research project as part of their coursework. All Chicano/Latino Studies majors reported that they planned to complete an advanced degree after completing their BA.

The Department has two structural resources to identify the majors' satisfaction with the Department's academic program. The students themselves established a student senate that has formal representation at the Departmental meetings. Student engagement in the Senate varies from year to year, but ensures that there is a formal structure for bringing issues to the attention of the faculty. Issues students have raised have included scheduling of courses, opportunities to meet with faculty in more informal settings, support for student social events, departmental support for the Chicano/Latino graduation event, and concerns about the teaching methods of a departmental lecturer. Second, the first course in the upper-division research design and writing sequence has been taught by the Department's Chair from the course's inception. Consequently, the course offers a forum for discussing the major and ensures that the Chair knows all of the majors personally.

In terms of students' evaluations of the content of the major, two key strengths are identified: the subject matter of Departmental coursework and the opportunity to conduct independent research as undergraduates. Weaknesses focus on a desire for a wider range of upper-division course work and an interest in receiving credit for community-based internships and service projects. The faculty are sympathetic to addressing these weaknesses, though are limited by available teaching resources.

Graduate students affiliated with the Department have recently formed an organization modeled on the undergraduate student Senate. We are pleased to report that one of their missions is to serve as mentors for undergraduate majors. The Department will certainly facilitate these efforts.

- v) Comment on the Department's efforts at professional socialization for undergraduate students. For example, what percentage of students are involved in honors programs, independent study, undergraduate research, small seminars, internships, study abroad, or student chapters of professional societies? List prestigious awards and/or achievements by your undergraduate students.

Each year, between two and five Chicano/Latino Studies students complete honors theses. Considering that our graduating class numbers between 25 and 35 annually, we thus see 10 to 20 percent our students graduate with honors annually. Two to three Chicano/Latino Studies majors are recognized annually as part of the School of Social Sciences' Scholars of Distinction (an award for combining scholarship at the highest levels with a commitment to service). An additional two to five are recognized in the School's Order of Merit recognition (for service to the School and Community).

We believe that our students are able to achieve at such high levels because of the individualized mentoring that the faculty and Mr. Muñoz in the Counseling Office are able to provide. The upper-division research and writing sequence prepares students for honors research, encourages students to pursue independent study opportunities to follow specific interests, and to apply for campus funding through the Undergraduate Research Opportunity Program/Summer Research Opportunity Program.

Chicano/Latino Studies students are active participants in UC opportunities to study off campus, particularly the study abroad opportunities in Mexico, Spain, and Italy and in Washington, D.C.

Chicano/Latino Studies students also actively engage non-UC internship/training opportunities, such as the summer Public Policy and International Affairs Fellowship.

As we have indicated, *all* Chicano/Latino Studies majors take small upper-division seminars as part of their major. One of these is a class where they are joined by most of their “class,” the students graduating that year, which allows for a shared experience among peers within a small seminar.

- vi) Describe how the Department contributes to the education of UCI students not majoring in the Department. What courses are offered as breadth courses for non-majors? What restrictions are placed on non-majors with respect to taking courses offered by the Department?

Almost to a one, the Department’s courses meet UCI General Education Breadth VII (Multicultural Studies) and, in some cases, VIII (International and Global Issues) requirements. We also offer several courses that fulfill the upper-division writing requirements. With the exception of the research design and research writing sequence of courses required of all majors (Chicano/Latino Studies 101 and 102W), our courses are open to students from across the campus. We must limit 101 and 102W to majors in order to ensure that we offer them the richest possible training and mentorship in their research projects.

It is not possible to determine the share of students in our classes who are taking them only to fulfill general education requirements. We are relatively confident from conversations with students that this may well account for more than half of the enrollment in our lower-division survey courses (Chicano/Latino Studies 61, 62, and 63), accounting for 500 to 750 enrollments annually. We are pleased to report, however, that we are able use the opportunity to recruit new majors who become excited about the sorts of issues and methodologies addressed in Chicano/Latino Studies classes.

c. Placement

- i) What can be said about the prospective job and educational opportunities for your Department’s undergraduate majors? Provide any data available regarding placement of undergraduate majors in appropriate jobs or graduate programs. What does the Department do to provide career guidance for undergraduate students?

The Department relies on ad-hoc mentoring by faculty, alumni, and Mr. Muñoz in the School of Social Sciences’ Counseling Office. Chicano/Latino Studies graduates have used their undergraduate degrees as the foundation for careers in public service, social service, education, the corporate world, and the law. Many also go on to earn MA and Ph.D. degrees in Social Science and Humanities disciplines at major universities throughout the nation. What links all of these careers is that the Chicano/Latino Studies major prepares its students for careers that will speak to the needs of Chicano and Latino communities nationwide and globally. The highest number of our majors have pursued advanced degrees and professional degrees, such as law degrees or advanced teaching credentials. Their training at UCI has served them well in that the list of institutions that they are attending include the nation’s best, such as Harvard University, Stanford University, Columbia University, several University of California

campuses, and other major state research universities (e.g. the University of Arizona, the University of Texas at Austin, the University of Illinois at Urbana-Champaign, and the University of Missouri).

Others have moved directly into the workforce. Interestingly, many have selected careers that offer the opportunity to ensure that younger Latinos are able to seize the same opportunities our students did and attend four year colleges and universities. Chicano/Latino Studies majors work as primary and secondary school teachers, work for advocacy organizations focusing on Latino health and children's services, and have taken positions in legislative offices both in California and in Washington, D.C.

#### **4. Evaluation of Graduate Program**

The questions raised here are not directly relevant to the Department of Chicano/Latino Studies Graduate Certificate Program. We do not admit students, instead working with Ph.D. students admitted by other units. We require that students completing the graduate certificate complete a core course on theoretical and methodological foundations of research in Chicano/Latino Studies and three additional courses on the Chicano/Latino experience (two of which have to be outside of the student's department of disciplinary training). Certificate students must include a departmental faculty member on their Ph.D. committee.

The nature of a graduate emphasis is that students complete the certificate at the time of their graduation. The certificate program was established in 2006. As a result, no student has yet been able to complete the requirements (we anticipate the first will graduate this Spring or Summer). Twelve students have completed the required graduate core seminar and at least 6 other students have indicated that they intend to complete the certificate.

As is evident from the attached bio-sketches, Departmental faculty are extensively involved with graduate education and have seen some excellent placements of their students. We are particularly proud of the fact that the last three awardees for the UCI Alumni Associations' Lauds and Laurels Award for Outstanding Graduate Student have been nominated by Departmental faculty. One of these – Roberto Gonzales, now an Assistant Professor at the University of Washington – was instrumental in the design of the Graduate Emphasis.

### **SECTION 3: STRATEGIC PLAN FOR THE FUTURE**

1. Provide an overall evaluation of the current strengths and weaknesses of the Department and suggest a strategic plan for how the research and teaching programs can be improved without additional resources.

Our greatest strength is without question the strength and diversity of our faculty. A multidisciplinary unit such as Chicano/Latino Studies must meet somewhat different standards than those of a disciplinary unit. Quality, of course, is critical for both. Here, we say with confidence that our faculty are engaged in the critical debates of their fields, regular producers of scholarly journal articles and books, skilled classroom teachers, and active contributors to the community, the University, the campus, and the disciplines of their training.

Where Chicano/Latino Studies differs from a disciplinary department, however, is that we need greater breadth. To be able to prepare our students as scholars of the Chicano/Latino experience, we absolutely must be able to prepare them across a range of disciplinary experiences. As UCI is structured, this means across disciplines housed not just in the Schools



of Social Sciences and Humanities, but also in the fields found in the School of Social Ecology and the Department of Education.

At present, we meet that second standard, but need to ensure that we maintain that breadth in the future. We also have to ensure that we train our students to understand that they better understand the Chicano/Latino experience when they analyze it through multiple disciplinary and methodological lenses. This need to ensure breadth will be a particular challenge as retirements will likely shape our abilities to offer courses and train students in some subfields more than in others.

This strength also has the potential to be a weakness. We must continually ensure that we achieve the appropriate balance across fields and interests. The curriculum must be updated on a regular basis to ensure that our collective vision is reflected in the lived experiences of our majors and graduate students completing the graduate certificate.

The Department will seize on the opportunities provided by the excellent faculty hiring that we have undertaken over the past several years to continue to build the major. This will necessitate not only the continuation and expansion of our outreach efforts, but also a redeployment of teaching resources as necessary to ensure that the most unique and, arguably, most valuable component of our undergraduate curriculum – the upper-division research design and writing sequence – continues to thrive. We will also ensure that the excellent junior faculty members that we have been able to hire over the past few years have the resources and intellectual space that they need to ensure that they are prepared for tenure.

2. If the Department were given additional resources, suggest a strategic plan for how these resources would be used to improve the research and teaching programs.

The Department engaged this question at its retreat in Spring 2008. This retreat occurred at a propitious moment for such a question to be raised. The magnitude of the collapse of the national economy and the state budget crisis were not yet evident and the size of the Departmental core faculty was at its peak (just prior to the loss of the faculty member in the unsuccessful retention). With optimism and excitement, we outlined the design of a terminal MA program that would have built on the great success of our upper-division undergraduate research design requirement and our honors program. Initially, this MA program would have primarily served UCI and other UC students who would be able to complete the MA in a single year, creating the opportunity for a five-year BA/MA degree program (modeled in some ways on the UCI School of Social Sciences' Demographic and Social Analysis MA). It is our experience that many of the best students extend their undergraduate education through the fifth year, so it is better to prepare themselves for graduate or professional study. During their fifth years, however, their interest and energy sometimes flag. Our discussions at the time focused on how we could design an MA program that would offer these students and their peers at other UC campuses new challenges and new forms of training that would maintain their intellectual excitement and ensure that they were better prepared for Ph.D. or professional degrees.

Our ability to mount such a program at the time was contingent on the maintenance of our faculty at the levels we then held plus anticipated new hiring. At that time (before the budget crisis), we had been awarded an additional FTE under the auspices of the Provost's Excellence/Diversity FTE competition. This hiring authority – which was based on an anticipated increase in enrollment – has subsequently been eliminated. We have subsequently lost a faculty member to a failed retention and another to retirement. As a result, we are no longer in a position to move toward an MA program. With a return to the 2008 resource

environment (including anticipated growth in the faculty over those levels), we could easily rebuild this proposal. The need clearly remains.

We would see this MA program as the first step toward building a Ph.D. program in Chicano/Latino Studies. This longer-term vision should not be lost in the miasma of the budget crisis. A UCI Chicano/Latino Studies Ph.D. program would have several immediate advantages in the marketplace:

- The synthesis of a strong foundation in the Chicano experience with the recognition of the broader Latino experience offers an intellectual foundation to such a program. Only Michigan State University offers a Ph.D. specifically in Chicano/Latino Studies (though, as we will show, there are an increasing number of Ph.D. programs in Chicano Studies, Latino Studies, Ethnic Studies, or American Studies [that emphasize American ethnicity] with which we would compete);
  - Our home in a School of Social Sciences would offer a market advantage relative to most programs which are more Humanities focused. UCI would be able to attract students who sought to ground their advanced studies in a program that would offer training in social science as well as humanities methodologies;
  - We would be able to build on the rich infrastructure of UCI scholarship on immigration and immigrant adaptation;
  - The majority of our faculty are moving into the stages of their careers where they can dedicate their energies to graduate education; and
  - Finally, and most intangibly, our faculty share a more common vision than do the faculty of many Latino and ethnic studies programs nationally. This would ensure a more solid foundation for the graduate training of our students.
3. Provide a copy of the most recent Strategic Plan that was transmitted to the Executive Vice Chancellor and Provost. (see **Attachment One**)

<http://www.strategicplan.uci.edu/unitplans/?p=16>

4. What are the emerging trends in your field nationally in terms of research and teaching specialties? How do your strategic plans for future faculty recruitment, new graduate or undergraduate programs and curriculum revisions fit with those emerging trends?

The Department is increasingly at a disadvantage relative to its peers in its absence of MA or Ph.D. programs. We see as the universities that we would naturally compare ourselves to as those that offer MA or Ph.D. programs in Chicano Studies, Latino Studies, Ethnic Studies, or American Studies (that emphasize American ethnicity). The University of California, Santa Barbara offers MA and Ph.D. programs in Chicano/a Studies. Ethnic Studies Ph.D. programs exist at the University of California, Berkeley, the University of California, Riverside, and the University of California, San Diego. USC offers a Ph.D. program in American and Ethnic Studies. Graduate programs in Chicano/Latino/Ethnic Studies are not simply a California phenomenon. As mentioned above, Michigan State offers a Ph.D. in Chicano/Latino Studies. The University of Michigan offers a Ph.D. in American Culture that includes significant training in the experiences of Latinos and other racial/ethnic populations. The University of Texas at Austin offers an MA and Ph.D. in American Studies (again with an emphasis on race and ethnicity) and an MA in Mexican American Studies. New York University offers a Ph.D. in

American Studies with a focus on Social and Cultural Analysis. While there are certainly other advanced degree programs that might offer a model, this listing should demonstrate the comparative disadvantage UCI finds itself in relative to its peers.

Quite simply, our peers have these programs and we do not. The absence reduces our ability to broadly serve the needs of our students and potential students, to recruit and retain the most promising faculty, and to shape the development of the emerging scholarly fields of ethnic studies and Chicano/Latino Studies. The tentative plan we design for the terminal MA program was in our collective mind the first step in the development of a Ph.D. program.