

APPENDIX A

Summary of Information required by the California Postsecondary Education Commission (CPEC)

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This questionnaire is to be completed by sponsoring faculty (department or interdepartmental committee) in the indicated format using as much space as needed and attached to the full proposal. The questionnaire will be used by Systemwide Administration to prepare a report to CPEC.

1. Name of Program: César E. Chávez Department of Chicana and Chicano Studies
2. Campus: Los Angeles
3. Degree/Certificate: Ph.D.
4. CIP Classification (to be completed by Office of the President):
5. Date to be started: AY2010-2011, or two academic years after final approval.
6. Modification of existing program, identify that program and explain changes. (This means new programs that have roots in existing programs--which may or may not be degree programs.)

The César E. Chávez Department of Chicana/o Studies will administer the proposed graduate program in Chicana/o Studies. Between 1974 and 1993, Chicana/o Studies existed at UCLA as a small interdepartmental program with insufficient staff, curricular, and institutional support. In 1993, as the result of a two-week hunger strike that demanded more of an institutional commitment to the study of the Chicana/o population, an autonomous academic unit called the César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies was formed with six full-time faculty. From a small and irregularly staffed interdepartmental program, Chicana/o Studies at UCLA has grown to offer over 75 courses a year with close to 200 majors and minors and graduating more than 150 students each of the last three years. The Center officially became a department in 2005 and is now called the César E. Chávez Department of Chicana/o Studies. There are 11 “inside” ladder-rank faculty (one of whom is the Acting Dean of the Social Sciences) and 6 0% joint appointments with faculty in other departments who regularly cross-list their courses with the Chávez Department. The department now has the infrastructure to train graduate students. A graduate program will meet the growing student demand for advanced Chicana and Chicano Studies training, and will also contribute to the production of new knowledge in the field.

Eight core faculty with a 4-course teaching load (32 courses) plus a Chair and a Vice-Chair with a 3-course teaching load (6 courses) adds up to 38 courses per year taught by core faculty alone.¹ The graduate program will require that at minimum 5 graduate courses be offered by the department per quarter. Factoring in an annual schedule of 15 graduate courses (only 10 of which would be offered by core faculty, and 5 by joint/affiliated faculty), and 3 required undergraduate courses (2 lower-division GE courses and 1 upper-division requirement for the major and minor that get cycled among the core faculty per year, not per quarter), the remainder of upper-division courses offered per year by the core faculty would be 25. Taking a sabbatical or fellowship leave per year into account, the department would still be able to offer 21 upper-division courses taught by core faculty.

- 15 graduate courses per year (core and joint faculty)
- 21 upper-division courses/year (core faculty)
- 3 required undergraduate courses/year (core faculty)
- 9 (average) cross-listed undergraduate courses/year (joint faculty)
- 9 (average) undergraduate electives/year (temp faculty)
- 1 Community Scholar course per year
- **58 total courses per year**

Of these 58 courses, 43 are undergraduate; 21 of these would be taught by core faculty, 1 by the Community Scholar, and the remaining 21 would be divided among adjunct, joint, and affiliated faculty. Because the number of upper-division courses taught by adjunct faculty alone has been consistently high—14, 24, 31, in the last three years respectively—the impact of the graduate program on the undergraduate major/minor would not be destabilizing, as the table below shows.

Annual Course Offerings in Both Undergraduate and Graduate Programs

Program	Fall quarter	Winter Quarter	Spring Quarter
Undergrad	10A (required) 7 upper-division courses 3 cross-listed courses 3 temp faculty courses 14 total	10B (required) 7 upper-division courses 1 Community Scholar course 3 cross-listed courses 3 temp faculty courses 15 total	101 (required) 7 upper-division courses 3 cross-listed courses 3 temp faculty courses 14 total
Graduate	200 (required) 4 graduate courses (2 cross-listed) 5 total	201 (required) 4 graduate courses (1 cross-listed) 5 total	5 graduate courses (2 cross-listed) 5 total

¹ Currently one of our eleven core faculty members is the Acting Dean of Social Sciences; hence, his teaching load is not factored into this equation.

7. Purpose (academic or professional training), distinctive features and justification. How does this program differ from others, if any offered in California. The document issued by CPEC titled "Inventory of Academic and Occupational Programs in California Colleges and Universities" is in the Graduate Council Office (extension 51162). The new program must be compared with similar programs listed in the inventory.

The growth of the Chicana/o and Latina/o populations has been so steady that in 2003, the U.S. Census Bureau deemed "Hispanics" the second largest racial/ethnic group in the country, after Caucasians/Anglo-Americans. In 1997, the Census Bureau projected that more than half of the national population growth in the first half of the 21st century (about 50 million persons net increase) would come from the "Hispanic" sector, most of it of Mexican-descent, and from internal growth rather than immigration. From public, social and economic policy standpoints, we see an urgent need to educate graduate students in Chicana/o Studies. The social, demographic, and technological changes in the country demand that the university train experts to deal with these changes and social tensions related to race, gender, sexuality, language, and national identities and relations. These changes are evident not only in California but in the United States and other parts of the world as well. Training in the analysis of hybrid identities and relations and exploring historical, cultural, economic, literary, and social issues related to Chicana/o and Latina/o experiences relative to national and global societies is an integral part of our proposed Ph.D. program.

Although a graduate program in Chicana/o Studies already exists at UCSB, our program at UCLA will not only expose students to the wider range of theories, methodologies and pedagogies that intersect the field, but will also strike a unique balance between the social sciences, the humanities, and the arts that builds on the diverse specialties of both the core and affiliated Chicana/o Studies faculty at UCLA.

Properly configured, Chicana and Chicano Studies is an interdisciplinary field, as are both UCSB's PhD and UCLA's proposed graduate program. Historically, both campuses have shaped the field of Chicana/o Studies in terms of resources, research, publications and undergraduate training. But our program in the Chávez Department is not only located in metropolitan Los Angeles, it will also focus on Los Angeles as a site of inquiry in all facets of the program, beginning with one of our required Foundation courses, and extending into each of the interdisciplinary areas of study of study. The core faculty represents the fields of art, cultural studies, immigration, history, law, Latin American literature, sociolinguistics, transnational feminism, and urban planning; affiliated faculty have even more wide-ranging expertise, including politics, economics, sociology, ethnomusicology, theater, art history, psychology, education, and health sciences. The Chávez Department has the ability to train its scholars in the full range of epistemologies of Chicana/o Studies, bridging social science and humanities roots with those of cultural production, expression and criticism, and gender and sexualities. Moreover, the faculty's strengths in labor, immigration, and policy research, and its diverse methodological approaches to studying Chicana/o and Latina/o life in Los Angeles from legal, historical, cultural,

economic, educational, and gender/sexuality perspectives offers a concentrated focus not found at any other university.

8. Type(s) of students to be served.

Graduate and undergraduate students in the department and the university interested in studying the life and thought of people of Mexican descent and other Latinas/os in the U.S., particularly the social transformations taking place in California, the Southwest, and the United States in general due to the increase in the Chicano/Latino population. We predict that graduate students in other departments, particularly in History, Sociology, Women's Studies, and even the Health Sciences, would find our courses appealing enough to want to make Chicana/o Studies a secondary field.

9. If program is not in current campus academic plan, give reason for starting program now.

This proposed graduate program in Chicana/o Studies does form part of the 5-year Academic plan for the campus, and will also contribute to Chancellor Block's campus-wide efforts to promote diversity at UCLA, and to develop a strong academic focus on Los Angeles.

10. If program requires approval of a licensure board, what is the status of such approval?

Not applicable.

11. Please list distinctive features of the program having the character of credit for experience, internships, lab requirements, etc.

The mission of the UCLA Chicana and Chicano Studies faculty is to establish an exemplary graduate program that, like the undergraduate major, provides its graduates with the interdisciplinary research tools necessary to advance knowledge in the field, provide academic leadership, and serve community needs with academic resources. The UCLA graduate program in Chicana and Chicano Studies will focus on diverse Chicana/o communities, their experiences throughout the nation, and their historical and contemporary relationships to Mexican peoples, north and south of the border. One distinctive feature is our program's foundational interdisciplinarity integrated into four areas of study that correspond to the research and curricular strengths of the core and joint faculty of Chicana/o Studies: 1) Labor, Law, and Policy Studies; 2) History, Language, and Culture of the Americas; 3) Transnational and Border Studies; and, 4) Arts and Community Cultural Development. Rather than being singled out as a separate specialization, gender and sexuality paradigms transverse each of the four areas. Inequality constitutes a central epistemology for the graduate program, a way of grounding our curriculum in approaches that both deconstruct cultural discourses

and politics of oppression, and also analyze strategies of resistance and empowerment. A key component of the graduate program's curricular focus will be on the larger metropolitan Los Angeles region, home to the largest Mexican origin community in the country as well as to several other Latino groups, which places us in a unique position to draw from this large and diverse population – its social experiences, historical realities, cultural practices, linguistic attributes, and literary and artistic productions. The goal of all course work is to make students 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. Our graduates will certainly provide the next generation of intellectual leadership to the field of Chicana and Chicano Studies.

12. List all new courses required:

M.A. (36 units)

- Chicana/o Studies 200 and 201 (required foundational courses)
- One graduate methodology course in the first area of study.
- Three seminars, one of which may be upper-division, in the first area of study.
- Eight elective units (2 courses) may be upper division or taken outside the department.

Ph.D. (16 units in a second area of study)

- One graduate methodology course related to second area of study.
- Three seminars in second area of study, one of which may be upper-division or taken outside the department.

In the lists below, * = required courses, † = methodology courses, ^ = seminars, and » = studio courses.

New Graduate Courses Proposed in First Year

200*	New Directions in Chicana/o Studies Discourse and Theory	Core Faculty
201*	Latina/o Los Angeles	Core Faculty
†	Queering Chicano Studies: Critical Genders and Sexualities	Blackwell
†	Transnational Interdisciplinary Research Methods	Hinojosa-Ojeda
†	Integrating Research Methods	Valenzuela
†	Latinas/os and Mass Media Research Methods	Santa Ana
^	Modernity and Chicana/o Identity	Avila
»	Community Cultural Development	Baca
^	The "Tenth Muses" of Chicana Theory	Gaspar de Alba
^	Disposable People: U.S. Deportation Campaigns	Hernández
^	Latina/o and Latin American Cultural Production and Representation	Pons
^	Chicana/o Legal History	Romero

New Graduate Courses Proposed in Second Year

†	Shared Authority: Oral History Research in Chican@ and Latin@ Communities	Blackwell
†	Interviewing	Macías
†	Survey Research Methods	Valenzuela
†	Sexuality as Methodology	Gaspar de Alba
»	New Genres in Multimedia Public Art	Baca

^	Latina/o Noncitizenship: The Politics of Migration	Hernández
^	Transnational Chicana/o Community Development	Hinojosa-Ojeda
^	The Latina/Chicana Literary "Boom"	Pons
^	Chino-Chicano/Asian-Latino Studies	Romero
^	Language and the Creation of Public Consent	Santa Ana

New Graduate Courses Proposed in Third Year

†	Urban Historiography	Avila
†	Policy and Legal Research Methods	Romero and Macías
†	Transdisciplinary Methods in Migration Studies	Hernández
^	Chicana/o Aesthetics	Baca
^	Indigenous Organizing in the Americas	Blackwell
^	Theories of Place and Identity in Chicana/o Art	Gaspar de Alba
^	Chicana/o Interdisciplinary Studies in a Global and Comparative Perspective	Hinojosa-Ojeda
^	Comparative Chicana/Latina Feminist Theories	Pons
^	Latina/o Urban Sociolinguistics	Santa Ana
^	Urban Social Inequality	Valenzuela

13. List all other required courses.

- 375. Teaching Apprentice Practicum
- 495. Learner-Centered Teaching in Chicana/o Studies
- 596. Directed Individual Study
- 597. MA Thesis Research
- 598. Exam Preparation
- 599. Dissertation Research

14. List UC campus and other California institutions, public or private, which now offer or plan to offer this program or closely related programs. (The current requirement is that these programs be listed. What is of concern is possible duplication. Proposal sponsors should be aware of this and give careful attention to the program justification in #6.)

Student demand for graduate training in Chicana and Chicano Studies is sorely underserved. The nation has only 11 graduate programs in the field at the Masters level, and just two relatively new PhD granting programs, at UCSB (2005) and Michigan State University in East Lansing (2007). Chicano History can be studied as a specialization at several universities within a history department. Several doctoral programs in Ethnic or American Studies advertise a specialization in Chicano Studies (e.g., in 2001 USC established its doctoral program in American Studies and Ethnicity, with a specialization in Chicana/o Studies). Several other doctoral programs provide for a broad specialization within their specific disciplines (e.g., race specializations within sociology) that relate to the study of Chicanos. Almost all of these single-disciplinary arrangements at the graduate level lack a strong foundational and theoretical base for advanced study in the field of Chicana/o Studies.

UCB, UCSD, and now UCR have graduate programs in Ethnic Studies in which a student can only specialize in Chicana/o Studies. All three programs use comparative methods to study race and ethnicity (almost exclusively) with smaller faculties and an even smaller number of Chicana/o Studies faculty than we have in the Chávez Department at UCLA. Their foundational courses touch on Chicana/o Studies but not in depth, a characteristic of most ethnic studies programs. In contrast, UCLA will not exclusively focus on race and ethnicity, will use metropolitan Los Angeles as a key site of research and teaching, and will advance four distinct specializations: labor, law and policy studies; history, language, and culture of the Americas; transnational and border studies; and arts and community cultural development. There will certainly be relationships between these other UC programs and the one we propose at UCLA, but there will also be quite distinct and important differences reflecting the respective academic foci of our very diverse faculty.

The graduate program in Chicana and Chicano Studies at UCSB has some similarities to the one we are proposing at UCLA. Both are grounded in Chicana and Chicano Studies departments that control strong and growing undergraduate programs; both have a core of nationally recognized faculty in the field (10.5 full-time core faculty at UCSB, and 11 full-time core faculty at UCLA, one of whom is Acting Dean of the Social Sciences), on campuses that have long histories of developing and contributing to Chicano Studies resources, research, publications and undergraduate training. Yet, there are substantial differences between the two programs -- including our distinctive concentration on Los Angeles as a research site, our strength in methodology courses, and our integration of gender and sexuality paradigms across all of our areas of study, as opposed to separating gender and sexuality into an area of its own. While we may compete for students, we are confident that there is more than enough interest to sustain a high quality student pool for both programs. The two campuses have also shared Chicana/o Studies faculty during sabbaticals, postdoctoral fellowships, and in buy-outs for specific classes. We expect this will continue into the future, and have even discussed the possibilities of graduate students taking advantage of our complementary strengths through inter-campus enrollment in classes within the two UC campuses that actually might help speed time to degree.

15. List any related program offered by the proposing institution and explain relationship.

There are none.

16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made. (This is aimed at graduate or undergraduate professional programs.)

The UCLA PhD program will produce students well qualified to teach in a wide range of programs, including Chicana and Chicano Studies, Latino Studies,

Ethnic Studies, American Studies, Women's Studies, LGBT Studies, and Cultural Studies, as well as traditional departments that have specializations in the Mexican-origin communities of the nation. Opportunities for placing our graduates are excellent. Demand for qualified candidates will only rise in the near future. In a recent four-year review of the H-Net Job Archive and the Chronicle of Higher Education, 126 positions called for expertise in Chicana/o Studies. Between 2003 and June 2008, a total of 47 positions were advertised in the H-Net Job Archive through Chicana/o Studies, Latina/o Studies, and Ethnic Studies programs. Currently, there are Latino-hiring initiatives in New York, Chicago, and Michigan. This Fall, City University of New York is seeking to hire over 100 new Latina/o scholars across its diverse campuses in the state. Opportunities for placement also exist outside academia, in profit- and non-profit sectors, think tanks, policy institutes, mass media, management, and museums.

17. Give estimated new and total enrollment for the first five years and state basis for estimate.

The projected enrollment is five PhD students in the first year, with five new admits each of the four subsequent years. Total enrollment after five years, with expected fallout of 1 or 2 students, will be between 20 to 25 students in the doctoral program. We expect the first doctoral graduates six to seven years after the first cohort is admitted. Our estimate is based on our faculty's diverse experience and in consultation with ethnic studies departments across the country.

18. Give estimates of the additional cost of the program by year for five years in each of the following categories:

With a larger core of full-time faculty that spans the gamut of Professors, Associate Professors, and Assistant Professors, a strong undergraduate program, departmental status, permanent assigned space, and an annual budget that is a regular budget item within the Social Sciences Division of the College, the Chávez Department has the infrastructure to launch a graduate studies program. We have eleven core faculty members (8 tenured and 3 on their way to being tenured), one of whom will be appointed Vice Chair for Graduate Studies, and one of whom is currently serving as Acting Dean of Social Sciences. We have commitments from eight joint and affiliated faculty from other departments to cross-list their relevant graduate courses with our Chicana/o Studies curriculum and to reserve enrollment slots for our students (see Appendix 11). And our current TA allocations will allow us to financially support up to 6-7 graduate students at 50% time. Indeed, the Chávez Department has been supporting the graduate students of other departments for close to fifteen years by offering both 25%- and 50%- time TA-ships for our large lower-division service courses and our required upper-division survey course. Our main resource needs, other than a small increase in annual allocations for supplies, computing and instructional equipment costs, and office expenses, would be the addition of a Graduate Student Affairs Officer, and one additional office space. The Graduate Student Affairs Officer will assist the Vice-Chair for Graduate Studies, handle admissions and scheduling of courses, prepare a recruitment brochure, and deal with correspondence, record-keeping, and general coordination and administration of the

graduate program. This position can be 50% for the first 4 years, and then expanded to 100% in the fifth year and thereafter. The increased allocation for supplies and expenses is also related to the growth of the undergraduate program as well as the addition of the proposed graduate program. This is an area that we feel has been under-allocated.

Optimally, we would hope one day to be granted a communal lounge space for the graduate students of the department. The table below displays the projected total budget for the first five years of the program, including the cost of the Graduate SAO and the additional monies requested for operating expenses. It also includes expected merit and cost of living increases in salaries, and increases for those items based on enrollment formulae.

Projected total departmental budget for first five years

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty	\$1,021,669	\$1,047,211	\$1,073,390	\$1,100,226	\$1,127,732
Temp Fac	\$107,641	\$110,332	\$113,090	\$115,918	\$118,816
Perm Staff (current)	\$138,975	\$142,449	\$146,011	\$149,661	\$153,402
Graduate SAO (50% 4 yrs; 100% thereafter)	\$25,000	\$25,000	\$25,000	\$25,000	\$50,000
TAs	\$107,158	\$109,837	\$112,583	\$115,397	\$118,282
Readers	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Casual Staff*	\$15,303	\$15,303	\$15,303	\$15,303	\$15,303
S & E	\$59,234	\$59,234	\$59,234	\$59,234	\$59,234
Additional Monies requested	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Chávez Digital Mural Laboratory Support	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
Library acquisitions	\$0	\$0	\$0	\$0	\$0
Instructional equipment**	\$1,500	\$0	\$0	\$0	\$0
Total	\$1,576,480	\$1,609,366	\$1,644,611	\$1,680,739	\$1,742,769

All allocations based on July 1st date of each fiscal

* IEI Webtech Allocation

** One-Time Equipment Allocation

19. How and by what agencies will the program be evaluated? (This refers to the campus and professional review procedures.)

The graduate program will be evaluated in two ways. First, there will be the regular program review cycle that applies to all academic programs. The Program Review Committee of the Graduate Council is responsible for review of the graduate program. The Chávez Department will also continue to perform comprehensive eight-year self-reviews as mandated by the Academic Senate. Our most recent review was performed in Spring 2008. The Graduate and

Undergraduate Councils recommend that the next review be scheduled for AY2015-2016, pending a satisfactory progress review report. By then, the graduate program will be in its fourth or fifth year of operation and our first PhD's will be nearing completion. Second, there will be an annual internal evaluation, within which the faculty will assess the currency and scope of the graduate program, including curriculum, program requirements, admissions, and progress/completion rates.