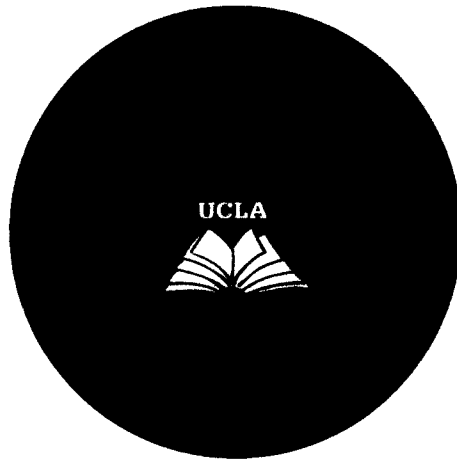


Appendix C

FEC, APB, CDP & CPB Reports




UCLA MEMORANDUM

College Faculty Executive Committee
UCLA College
A265 Murphy Hall

November 10, 2008
EC8555

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

FROM: Robert Fovell, Chair 
College Faculty Executive Committee

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

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

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

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

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

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

MEMORANDUM

Office of Academic Planning & Budget
2107 Murphy Hall
140501

November 25, 2008

Professor Jan Rieff
Chair, Graduate Council
3125 Murphy Hall
Campus 140801

Dear Jan:

I have reviewed the proposal from the Department of Chicana and Chicano Studies for the establishment of a graduate program in Chicana/o Studies. Section 6 of the proposal identifies the additional resources necessary to establish the program, and they are as follows:

- One faculty FTE;
- \$5,000 permanent increase in supplies and expenditure budget;
- \$1,500 one-time equipment allocation;
- .5 staff FTE for Graduate SAO I building to 1 FTE in year five of the program;
- An unspecified increase in TA FTE to support increased undergraduate enrollment and graduate student support;
- 3 additional office spaces;
- One to two additional faculty FTE as the program grows.

The proposal specifies that their aspiration for an additional faculty FTE at the implementation of the program is focused on an allocation that would materialize from the President's Postdoctoral Fellows Program. This Office of the President program provides a faculty FTE to support a department that employs a faculty member that was previously in the President's Postdoctoral Fellowship Program, and does so for a five-year period. At the culmination of the five-year period the FTE allocation from OP is returned and it is the dean/departmental chair's responsibility to support the faculty member with an existing FTE.

In addition to the resources above, the proposal also identifies the appointment of a Vice Chair for Graduate Studies (Page 12) and a curriculum comprising 39 graduate courses. Thirty of the courses described have the teaching faculty member's name identified, the three foundational courses indicate that they will be taught by the Core Faculty, and the six other courses (375, 495, and 59X series) have no faculty identified but presumably would be spread across the extant faculty. However, the proposal does not address explicitly the issue of course release for the department chair and the vice chair for graduate studies and the possible impact on the department's ability to cover the graduate curriculum when the program reaches maturity.

Comparing the letters of support with the resource needs identified in the proposal I focused on the letters of support from Acting Dean Macias and Vice Provost Becerra. Neither explicitly commit their support for the FTE associated with the President's Postdoctoral Fellowship Program either at the initiation of the program or for the replacement FTE necessary in Year 5. With respect to the other resources needed to establish the program, Acting Dean Macias is supportive of the program but does not stipulate any commitment to provide any of the necessary resources with the exception of the unspecified TA needs.

In short I can find no evidence that additional resources will be forthcoming to support the establishment of the Graduate Program in Chicana/o Studies. I am copying both Acting Dean Macias and Vice Provost Becerra on this letter in case they wish to send revised letters of support.

Sincerely,



Glyn Davies
Associate Vice Chancellor

cc: Executive Vice Chancellor/Provost Scott Waugh
Vice Chancellor Steve Olsen
Vice Provost Rosina Becerra
Acting Dean Reynaldo Macias
Director Caroline West

To: Alicia Gaspar de Alba, Chair, César E. Chávez Department of Chicana and Chicano Studies

From: Jan Reiff, Chair, Graduate Council



Date: 4 December 2008

Re: César E. Chávez Department of Chicana and Chicano Studies Graduate Studies Proposal

Please forgive my delay in getting back to you. As it turns out, the delay was helpful because we have received the response from Planning & Budget, an evaluation that emphasizes the importance of our comments on resources below. Let me stress as I did when we talked yesterday that the Committee on Degree Programs enthusiastically supports what we see as a strong proposal to create a distinguished graduate program. Our suggestions are all meant to do three things. The first is to help demonstrate how the program can be successfully mounted in this particular moment of constraints and cutbacks. The second is to suggest changes the CDP thinks will help to move students forward as expeditiously as possible while still preserving the rigor of the program you have presented. Finally, we have a few suggestions that are simply meant to clarify some points that will be helpful to you and your students in the future. We think that all will serve the proposal well as it moves forward at UCLA and at the UC level.

Resources

At its meeting, the committee felt that, in light of the ongoing budget cuts, the department might wish to rework the resource section by placing your requests in order of priority and perhaps eliminating those that were not absolutely necessary for creating the program. (The committee thought that looking at departments with comparable student populations might be useful in considering staffing and space resources.) Having received preliminary feedback from APB, it seems even more important to make clear what can be launched with resources already at hand and which new resources are essential to make the graduate program successful.

Committee members felt that one way to underscore that the graduate program could be launched with current resources would be to get letters of commitment from non-departmental faculty who will be teaching courses that are part of your curriculum and from their home departments that the courses will be offered as documented and that seats for Chicana/o Studies graduate students will be available in them. Such letters would underscore that these courses are already in place, even as you launch a very ambitious plan to create thirty-three new courses in a very short span of time.

Program Design

Again, the committee was impressed overall with the program design for both the M.A. and Ph.D. programs. It did have several suggestions for clarifying and streamlining that you might want to consider.

The M.A.

First, the heading **Master's Comprehensive Examination** (p. 15) seems confusing because the thesis plan appears to be embedded in it. That heading can probably be eliminated and the statement about two paths modified appropriately.

Next, UCLA specifies that “the minimum program of study [for a masters degree] consists of at least nine graduate and upper division courses (36 units) completed while in graduate status.” (<http://www.gdnet.ucla.edu/gasaa/library/spfgs.pdf>, page 6) Reducing your requirements (p. 14) to correspond to this would not reduce students’ opportunities to take classes, but would move them more quickly toward candidacy and the Ph.D. Committee members also felt that, to be consistent with other departments’ practices and stated requirements, it was not necessary to specify the number of pages required for the thesis (p. 15). Eliminating the page requirements completely would ensure flexibility for students and faculty alike.

Third, under the Master’s Examination Plan (p. 15), there seems to be no mechanism for either appeal or termination. This needs to be added.

The Ph.D.

The committee was a bit unsure about the foreign language requirement (p. 16) and thought students might be as well. We thought that the following minor change might maintain the flexibility we thought you were seeking might work to solve that confusion: “Second language, other than English, *as deemed appropriate by the advisor.*”

Similar simple editing might also clarify some confusion about the teaching experience section (p. 17). You might want to either identify the areas of study where it would be required or add a statement to the effect that teaching may not be required for all students in the program.

There was also confusion about the intent of the section on written qualifying examinations that reads:

Students who fail either part of the written qualifying examination may retake it once without petition, as early as the following quarter. Students who fail the written qualifying examination a second time will not advance to candidacy.

Was the intent that a student who fails twice leaves the program? Or is there some petitioning mechanism to let them take the exam again?

Finally, some on the committee wondered, given the substantial requirements of the program, whether seven years might be a more feasible time-to-degree. There was no strong consensus on this issue although many felt that it might be appropriate given the experiences of students in their own department.

Miscellaneous:

It was noted that Dean Macias is part of Applied Linguistics, not Linguistics.

I hope that the above is helpful in making simple changes if you and your colleagues think they are appropriate and in answering questions when it is presented to the full Graduate Council. Please let me know if you have questions.

cc: Kyle Cunningham, Senior Policy Analyst, Graduate Council
Lowell Gallagher, Vice Chair, Graduate Council, Co-Chair, Committee on Degree Programs
Carol Bakhos, Co-Chair, Committee on Degree Programs

UCLA *Academic Senate, Council on Planning and Budget*

January 12, 2009

Jan Reiff
Chair, Graduate Council

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

Dear Professor Reiff,

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

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

The report makes a strong case for establishing an integrated masters and doctoral program at this point in time. At present, the UC system offers graduate provision in Chicana/o Studies at UCSB; the UCSB program, established in 2005, has currently has an enrollment of 17 students. Several other ethnic studies programs—at UCSD, UCR, and UCB—offer provision in Chicana/o Studies, though this specialization forms part of a field of study that examines a broad range of minority cultures and communities in America. Since many scholars would agree that UCLA's Department of Chicana/o Studies contains some of the most prominent researchers in the field of Chicana/o Studies, and since the undergraduate program is a proven success, the time is ripe for the department to develop further by offering what promises to be the foremost graduate program of its kind in the country. The fact that the graduate program takes as its focus Los Angeles (a city that has the largest Chicana/o community in the country) points to the academic distinctiveness of this course of graduate study.

In the report, the Department of Chicana/o Studies points out that there is an unquestionable demand for candidates who have advanced research experience in Chicana/o Studies. During our meeting with representatives from the Department, Professor Alicia Gaspar de Alba stressed that increasing numbers of departments across a range of social science and humanities disciplines are trying to hire suitably qualified candidates in a field that affects the largest minority group in the United States. Nationally, the changing demographic indicates there will be growing pressure on both smaller and larger colleges and universities to appoint faculty in Chicana/o Studies. This is, without question, an area of considerable academic growth.

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

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

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



Joseph Bristow
Chair, Council on Planning and Budget

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