

February 3, 2016

Dear Dean Fontaine,

Please read our response to your PPR response.

- 1) *Revise the requirements for the Chicano Studies minor to include at least one required course. The minor is currently based entirely in electives, which reduces the sense of it being a coherent program for students.*

The department and the curriculum lead will select a required course that will provide a cohesive logic for the minor. The current minor has been very successful at attracting students from high unit or strict majors and/or those students who discover the major too late because of their advanced class (unit level) standing. We do not want to hinder our potential alumni base since many of our active alums were formerly minors with the department.

Timeline: 2016-2017 AY

- 2) *Collaborate with the H&SS Student Success Team and the Academic Advisement Center to develop an advising model that works for the Department. Create more formal advising structures and practices that leverage existing opportunities (e.g. GE classes) to reach out to potential majors and minors, as well as current majors and minors. In collaboration with the H&SS Student Success Team, ensure that all faculty are well prepared to provide accurate advising to majors, minors, and double majors. Develop a strategy to reach out to undeclared students and to community college partners to promote the major and minor. In particular, efforts should be made to increase the number of students for whom Chicano Studies is the primary/initial major. Currently, the Department is dependent on GE enrollment and double majors, who are able to “double count” courses between GE and their second major. This limits the ability of the Department to create more specialized courses at the 400 level for advanced undergraduates in the major and minor, or for graduate students in related fields, such as American Studies, History, and Sociology. In addition, the over-reliance on GE courses, including upper division GE courses, may limit the depth of student learning.*

The department has developed protocols to support an all faculty-advising model. The faculty received an advising “basics” training from Brittney Swanson and Alexandro Gradilla. Policies are being put into places to ensure that all current majors and minors assigned to a faculty person. The method will resemble an open enrollment method used by HMOs to allow students to sign up with a faculty advisor in the beginning each semester. This will allow for an equitable sharing of the advising load. Furthermore faculty will be using the TDA notes in order to create an advising path and consistency for the students.

Timeline: now

The department has created a new brown bag series for the Spring of 2016 that will focus on recruiting students into the major, as their first major. The department is also using CHIC 102 as a gateway course for the major. There are required style guides used in all courses so that many foundational skills taught in this course will follow the students through the major. The 102 is also part of the college's workforce awareness initiative which has been proved wildly successful. We will need more support from the college in order to make first time freshman aware of our major sooner so as not to remain as second major but as the primary major of the student.

Timeline: now

The department will revisit both new and existing courses. Until there is a safe, stable and predictable funding policy for departments not to rely on GE for fiscal well-being we will cautiously examine developing 400 level courses as well as use CHIC 500 for grad students in the college but also for advanced senior level students as well. In the Fall of 2015, the chairs of CHIC and PAJ discussed revising and revisiting CHIC 460: Chicano Politics in order to have that class help our majors gain more 400 level experiences.

Timeline: 2016-2017 AY

- 3) *Develop a three-year course rotation plan for the Department to ensure that courses are taught on a schedule that meets the needs of majors, minors, and GE students. Use the course rotation plan as well to balance the teaching, service, and research responsibilities of faculty at different stages in their careers. Work to minimize the number of students enrolling in Independent Study courses, OR cluster these enrollments and formalize the mentoring of these students as a HIP and a regular component of a faculty member's teaching responsibilities.*

In a small department we use a mix of scheduling courses plus meeting the schedule needs of our faculty. Flexible scheduling for faculty has proved to be a key element in maintaining healthy morale in the department. We are developing a plan to alert students to course rotations and availability. In larger departments where courses can be scattered throughout the day and faculty can plug in is not feasible in a small department. We will develop to coherently work with CHIC 496, 499 and 599.

Timeline 2016-2017 AY

- 4) *Seek assistance from the H&SS Assessment Liaisons and the Office of Assessment and Educational Effectiveness to develop a sustainable assessment process that works within the constraints of a relatively small department.*

We are currently attempting to streamline our assessment work.

Timeline: now

- 5) *Develop a five-year plan for the department that includes curricular revisions and hiring plans that would reduce the dependence on part-time faculty, who currently teach 70 percent of the Department's courses. Consider providing qualified part-time faculty the opportunity to teach 300-level GE courses, while also asking tenured/tenure-track faculty to shoulder part of the burden of teaching 100-level courses. Develop a hiring plan that complements, rather than duplicates, hires in other Departments (e.g. History).*

This coming summer in our faculty retreat we will develop an academic plan to help guide us for the next five years.

Timeline: Summer 2016

The department currently has an informal policy of not allowing MA only adjuncts to teach upper division. The current adjuncts who teach only lower division courses are there because of their academic degrees. ABD, EdD and PhD level faculty teach our 300 level courses—currently Drs. Gonzalez and Hanna teach lower division classes. Our full time faculty teach our specialized courses at the 300 level and this leads to multiple preps for our faculty so it may appear that our faculty are not teaching a diversity of courses but in reality current scheduling discussions have noted that the majority of the faculty will be teaching three different preps in order to meet the needs of our majors, minors and GE students.

Timeline: now

The department would like to add a 6th colleague to the department. Our desire is the have an interdisciplinary scholar who has curatorial and public scholarship experience. Though we heavily favor having a historian in our department we do not view this as duplication. Currently ASAM and AFAM have scholars doing historical work and a historian would complement the work of the other ethnic studies historians. In the history department there is currently one Latino Studies expert on the faculty. At a Hispanic Serving institution and in a college with a significant Latino enrollment the presence of another Chicano or Latino Studies historian is not a duplication but an urgent necessity in light of employment opportunities in teaching in the K-12 system as ethnic studies course requirements become more common in California and across the nation. Other institutional barriers such a cross listing, sharing of faculty, or other resources such as COPH make it very difficult to rely on the resources of other units. Public scholarship and those scholars whose work is based on curating would bring a skill to our students that would be helpful in various industries after graduation.

Timeline: 2016-2017 search, faculty person in place 2017-2018

- 6) *The Department should look for opportunities to partner with the Faculty Development Center and the Center for Internships and Community Engagement to seek grant funding*

and campus support for its service-learning courses and other High Impact Practices. Similarly, by establishing partnerships with other H&SS departments, the Department could leverage existing resources, such as the Chicana/Chicano Studies film collection, to capture students' and the community's attention.

The department will examine its on campus partnerships.

Timeline: 2016-2017 AY

