

**Response by the Chicana and Chicano Studies Department
To the Statement of the External Reviewers
“Academic Review of the Chicana and Chicano Studies Department at California State
University, Fullerton”**

April 17, 2015

On behalf of the Chicana/o Studies Department at CSU Fullerton, we would like to thank the external reviewers for proposing recommendations that align with our vision and goals for the department. We note that these recommendations fall into three separate areas: curriculum, advising and faculty governance. Many of these recommendations will be met before the next PPR. These recommendations also make clear that the former departmental business model that fit model of university business that no longer exists. In light of performance based funding and the assessment of student engagement through high impact practices—we as a department and per faculty member in the department must do more to meet the new benchmarks and metrics of student success.

VI. Recommendations for the Department

1. Review the curriculum path for assessment in relation to the department learning outcomes and work to ensure that there is clear scaffolding for majors toward preparation for the capstone course, currently listed as Ethnic Studies 490.

Our plan for remedying this issue is to create curriculum maps that would help ensure that majors, even those doing a “buffet” style of course selections, are ready for the capstone and have similar skillsets. Other areas that will be addressed via curriculum development is the proposition of new interdisciplinary humanities courses to address the overrepresentation of 300-level social science courses, and also the revision of existing courses to better fit student and departmental needs and interests. We propose advancing this goal by 2017-2018 academic year.

2. Involve all department faculty in advisement as a means of increasing student exposure to faculty outside of instruction and building a sense of community in the department.

A special 2-hour advising retreat will be planned with the FT faculty in order to learn baseline-advising rules. Other shifts may include all current office hours be turned in advising opportunities for drop in advising. Advising will become one of the cornerstones of our student engagement strategy.

3. Develop more transparency in curriculum around the disciplinary and interdisciplinary content, methods, and theories throughout the path of the major.

We have been developing courses that will be common to all ethnic studies majors, and this has focused students’ attention on the areas of methodology and theory. Most of our courses have a heavy focus on not just content but also methods and theories. This is explicitly part of the curriculum in courses like 307 and 340. Course mapping will make the disciplinary and interdisciplinary content, methods, and theories, a bit clearer to majors.

4. Identify recruitment opportunities for the major in the new first-year class so that students can take that first “influential” CHIC course sooner in their college career.

In our overall effort to develop and refine our student engagement and high impact practices with our majors/minors/GE students—we will develop a path to the major through all lower division courses including CHIC 102. We will also develop more intentional major recruitment strategies that focus on moving students from lower division courses to upper division courses. We will develop student appropriate modes of communication (social media, etc.) that will deliver information about the major, graduation requirements, academic success and career/work force preparation.

5. Involve all department faculty in a discussion of how cross-listed and comparative ethnic studies courses fit into CHIC curriculum development goals.

The curriculum will be the focus of our next faculty retreat. Goals for the retreat will include GE certification compliance for all GE courses taught by FT/PT faculty, cross-listed courses and the place of ETHN courses within CHIC curriculum. We will call for another all Ethnic Studies faculty meeting to discuss curriculum.

6. Create by-laws to clarify expectations, roles, responsibilities, decision-making, policies, and procedures related to departmental administration and governance.

We are currently discussing and creating by-laws for the department in order to address this recommendation. The new by-laws should in place by Fall 2015 or by Spring 2016 at the latest. Besides static by-laws, the department will discuss institutional strategies at the college and university levels. Furthermore, key “year-round” duties of curriculum and assessment will be spread across the faculty instead of falling all on the lead faculty person.

7. Implement a systematic method of sharing information and communicating among the faculty.

With the development of the by-laws and using technological tools such as DropBox (departmental account) will greatly assist in the sharing of information within the department. Furthermore with the ASC or ASA creating minutes for each minute this will assist in record keeping and follow up. In our new meeting structure this will allow for the pertinent information to be discussed with the faculty. Online methods will be standardized in order to handle issues that require fast turn around.

VII. Recommendations for the College and University

- 1. Support more cross listing of CHIC courses with other departments in the college such as English, History, Modern Languages and Literatures, and American Studies.**
- 2. Fund assigned time for faculty to do HIPs-related curriculum development and to conduct research.**

3. Provide consistent and sufficient funds to support faculty research travel and sabbatical leaves.

4. Provide a multimedia space for student-faculty engagement and research collaborations.

5. Fund student research and creative activities and student involvement in HIPs activities, such as conference travel, departmental speaker series, alumni and professional mentoring, and collaborative research projects.

We appreciate and support the five recommendations for the college and university offered by the PPR team. We believe that each of these would help support our student-centered learning goals and bolster faculty research.