



# Chicana and Chicano Studies CSUF

**B.A. in Ethnic Studies  
with a Concentration in Chicana and Chicano Studies**

**Program Performance Review (PPR)  
Self Study**

January 2023

## **Introduction**

This Program Performance Review (PPR) self-study covers academic years 2015-16 to 2022-23. It offers a snapshot of a department during a period of great opportunity and potential, working to harness these in a sustainable and impactful way. The Chicana and Chicano Studies Department of 2023 is a substantially different department than it was at the time of our last self-study in 2015, and for our tenured and tenure-track faculty, this is a point of pride that is the result of much intense labor and welcome critical reflection. The most central difference is the department's eagerness and readiness to substantially revamp our department, all the way from top organizational concepts, such as our Mission and Student Learning Outcomes, to drilling down and updating the curriculum and creating specific plans and strategies to guide our work. Two major and recent developments helped the department arrive at this juncture.

The first major development is that we are now a mid-sized department of eight tenured and tenured-track faculty members, a change of three additional tenure-track faculty members since our last report. This shift in the makeup of our faculty has created an ideal opportunity to refresh our collective vision (since we are a new collective) and to revise our curriculum and have a greater impact with our students and in the broader community. We have effectively doubled our ranks by hiring four tenure-track faculty members in the last three years (while losing one faculty member to the College of Humanities and Social Sciences dean's office administration). This shift has been not just in terms of the size of the department's professoriate but more importantly the impact via the currency and breadth of the specializations our faculty cover; our newer colleagues who have filled important gaps in curriculum (with the hiring of several historians) but also brought vibrant research agendas and curricular work in Central American Studies, comparative Latinx Studies, comparative Ethnic Studies, Jotería studies, Chicana feminisms, Chicana and Latinx spirituality, and more.

The second group of major developments has to do with changes in the external environment that have helped our department grow and experiment in new ways. The new California State University General Education Area F Ethnic Studies requirement and a major department-wide grant from the Andrew W. Mellon Foundation are significant and unprecedented for our department because for the first time, the department is operating on an expanded budget and this has helped us develop and grow substantially. For example, with the advent of the Area F Ethnic Studies requirement, our enrollments have increased and we have added to our lecturer faculty ranks (with approximately 18 lecturers in total [16 part-time lecturers and 2 full-time lecturers], up from around 13 total). Starting in spring 2022, we gained access to Area F funds, which we have been able to use for various initiatives, such as funding a proper strategic planning retreat (with professional facilitation), funding course releases and additional pay for faculty to conduct much-needed departmental work in service of our Area F commitments,

funding space renovations, and more. Our department has received a 3-year (2022-2025) \$1.2 million Andrew W. Mellon Foundation grant to fund the Latinx Lab for Storytelling and Social Justice to better integrate the humanities into our Area F curriculum, while bolstering our academic research that considers the connection between the humanities and social justice.

All of these exciting opportunities have come at the same time that we are dealing with the ongoing reverberations of a global pandemic that has rocked some taken-for-granted principles about our curriculum, curriculum delivery, and organization models. We also continue to do work that is and has always been anti-racist in the context of local and national backlashes against social movements that took new shape in 2020 (for example the “outlawing” of Critical Race Theory [CRT] by some school districts, including locally).

What reviewers will find below is an analysis of the data we have from AY 2015-16 to 2022-23 along with a description of the strategic planning that the department’s tenured and tenure-track faculty members have done to this point via departmental conversations, a strategic planning summer retreat, and ongoing strategic planning committee work. Our departmental work since our summer 2022 strategic planning faculty retreat has focused on governance, decision-making, faculty well-being, student engagement, and promotion criteria (revising the Department Personnel Standards, or DPS, which govern tenure and promotion). We recognize that we have additional important work to do around student outcomes and curriculum. Indeed, we have begun projecting this work outward, including a curricular retreat, an assessment overhaul, curricular mapping, curricular expansion, continuing refinement of our advising model, and systematic gathering of data from our current students and alumni.

## **I. Department Mission, Goals and Environment**

*A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.*

Our Mission is: “to enhance critical thinking and communication, and civic-mindedness, through an engaging and interdisciplinary curriculum, focusing on the social sciences, humanities, and the arts. We aim to prepare our scholars for future academic and non-academic employment endeavors in order to be successful leaders in Chicana/o and Latina/o-origin communities.” Our department’s Vision is: “to establish and uphold a premier Chicana/o Studies Department that promotes social justice through student-centered teaching/mentoring, research, and service that focuses on Chicana/o and

Latina/o-origin communities.” Our Mission and Vision have not changed since our last report. The department does not have department-wide goals. We report below on the Department’s Mission in relation to the [University’s Mission](#).

The department aligns with particular aspects of the University’s Mission whereby both emphasize preparing students to flourish with critical thinking skills, social responsibility, and preparing future leaders. CSUF’s mission statement is: “California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.” The Department of Chicana/o Studies is specific in describing the populations and geographic areas in which we expect students to practice social responsibility and lead. For example, we state that we wish for students to lead with and in Chicana/o and Latina/o-origin communities, meaning populations, geographies, or a combination of both. The university’s Mission specifies a desire for students to become intellectual, community, and economic leaders. Our Mission is a bit more general and states a desire for students to lead in academic and non-academic arenas.

*B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).*

Changes and trends in the field of Chicanx Studies are reflected in recent scholarship in Chicanx Studies as revealed by publications in journals such as *Aztlán*, *Association of Mexican American Educators (AMAE)*, and others, and in course offerings in Chicana/o/x Studies across California. Some of these trends include Jotería Studies, Central American Studies, Afro/Black Latinx Studies, Latinx Studies, Latina/o/x Urbanisms, Indigenous Studies, Sound Studies, and Decolonial theories, methods and studies. In our department, since our last PPR, we are responding to these trends through new and revised curriculum, new faculty hires, and the Latinx Lab.

Our Department of Chicana/o/x Studies has focused its response to the growing bodies of Jotería Studies and Central American Studies scholarship within Chicana/o/x Studies in two fundamental ways. A priority for the department since 2017 has been to update the curriculum with Jotería Studies and Central American Studies in mind. We hired four tenure-track Assistant Professors with varied disciplinary expertise that adds to our departmental needs (including history, which had been a key gap among tenured and tenure-track faculty) as well as a common commitment to Jotería Studies and

additional relevant sub-specialties in Central American Studies and Comparative Ethnic Studies. While we did not hire faculty to specifically develop concentrations or emphasis areas in these fields, we felt that they could boost our curriculum by developing courses that they could teach. For example, Dr. Mario Alberto Obando Jr., who joined the faculty in fall 2020, has already added a new course to our curriculum, CHIC 105, Introduction to U.S.-Central American Studies, which has been taught twice, and is completing additional course proposals at the 200 and 300 level to add further topics in Central American Studies to the department's curriculum. We are now eager to update our curriculum in a more systematic way, including developing emphases in these areas of study. We are also considering revising our mission and vision statements to better reflect who we are as a department in relation to these changes in the field.

The second way the department has responded is more ad-hoc and through smaller scale efforts. We are supporting faculty doing work in these areas in the department departmentally and also through the Latinx Lab, investing resources in professional development opportunities, conference travel for presentations, CHIC Charlas (conversations about our colleagues' publications or works-in-progress), and course content development in these areas. Our department has individual faculty members (among tenured/tenure-track and lecturer faculty) who do research and have teaching experience in many of particular sub-specialties or intersecting specialties listed above; they often include this work in existing courses.

External factors that are impacting our program include the growth in the diffusion of our courses via the new CSU General Education Area F Ethnic Studies requirement and the community/regional need to prepare students to teach Ethnic Studies at the K-12, community college, and university levels. We anticipate that the greater demand for Ethnic Studies-trained scholars will impact our program moving forward, though we do not yet fully know what these impacts will be. For now, we have already started participating in conversations with university administration about increased interest in an Ethnic Studies masters program in the future. We have also been fielding increased requests from departments within and outside the College of Humanities and Social Sciences to collaborate or open our courses to students in other programs, such as those enrolled in teaching credential programs in the College of Education.

Our summer curriculum retreat will help us reflect on and synthesize our ongoing responses to changes in the Chicana/o/x Studies field. Preliminary ideas include philosophical ones like a discussion of the shifting terms and names we use within the field (including the shift from Chicano to Chicana/o to Chicanx as well as pan-ethnic terms like Latinx) as well as practical discussions including the the development of concentrations or emphasis areas that reflect our teaching and research expertise.

C. *Identify the unit's priorities for the next three (short term) and seven years (long term).*

Our short-term priorities for the next three years are:

- Conduct curriculum work, to include completing a facilitated summer 2023 retreat to kick off our curricular work, reviewing existing curriculum, identifying gaps in curriculum and curriculum in need of updating [titles, content, methods, approaches], reviewing enrollment data, conducting curriculum mapping, reviewing degree requirements, and surveying course demand among majors and minors
- Fulfill the responsibilities of the Andrew W. Mellon Grant (Latinx Lab for Storytelling and Social Justice)
- Develop and launch a comprehensive major recruitment strategy for lower division students enrolled in our courses
- Complete Department Personnel Standards (DPS) revisions
- Increase the number of tenured and full professors in our department
- Carry out organizational development (streamlining and refining our strategic plan focusing on developing informal policies and practices that nurture faculty well-being)

Our long-term priorities for the next seven years are:

- Increase and improve high impact practices (update service-learning offerings; establish or strengthen relationships with leaders, non-profits, and other groups in the region; increase research opportunities; offer leadership training; increase coordination with campus partners to facilitate career preparation and increase graduate/professional school participation)
- Co-develop conceptual and architectural plans for new spaces to house our department offices, rooms for studying and student convenings, conference rooms for research and teaching seminars, and community rooms for large-scale events, such as forums and book talks, community partner convenings, and socials.
- Become an intellectual magnet and meeting place for the county and regional community

D. *If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).*

N/A (The Chicana and Chicano Studies Department does not offer Special Sessions self-support programs.)

## **II. Department Description and Analysis**

A. *Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?*

A new and substantial curricular change is the incorporation of existing and new courses in the California State University Ethnic Studies General Education requirement known as Area F which went into effect in Fall 2021. The Department of Chicana and Chicana Studies is one of three Ethnic Studies department that can offer courses in Area F. The three Chicana and Chicano Studies courses that satisfy the Area F requirement for now are all lower-division:

- Introduction to Ethnic Studies (101)
- Introduction to Chicana/o Studies (106)
- Chicana and Chicano Environmentalism (201) (new course)

In addition to the alignment of two existing courses (CHIC 101 and CHIC 106) with the new Area F Ethnic Studies SLOs (student learning outcomes) and the creation of a new Area F course (CHIC 201) in Chicana/o/x Environmentalisms, our department has also added CHIC 105 ( Introduction to U.S.-Central American Studies), CHIC/AFAM/ASAM/ENGL 250 (Introduction to Multi-Ethnic Literatures of the U.S.), and CHIC/CTVA 369 (Border Cinema). We have received approval for three courses to be taught online (CHIC 101, CHIC 201, and CHIC/CTVA 369). We also have a 300-level course under review (CHIC 365, Cariño and Memory in the Time of Pandemic) and additional courses currently being developed by faculty members.

B. *Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources.*

The current structure of the B.A. in Ethnic Studies with a Concentration in Chicana/o Studies requires 36 units for the major and 15 units of electives.

#### Major Requirements (36 units)

##### *Lower Division (6 units)*

*Students select two courses*

- Introduction to Ethnic Studies-101 (3 units)
- Introduction to Central American Studies in the U.S.-105 (new course) (3 units)
- Introduction to Chicana/o Studies-106 (3 units)

##### *Upper Division (15 units)*

*Students take two required courses and select three courses from the upper division curriculum*

- Research and Writing in Ethnic Studies-307 (3 units)
- Ethnic Studies Senior Seminar-490 (3 units)
- Students pick three upper division courses

##### *Electives (15 units)*

- Students select five elective courses

#### Minor Requirements (15 units)

- Students select five courses, of which three must be upper division courses.

Our introductory courses provide foundational knowledge of Chicana/o Studies and Ethnic Studies content and methods, introducing students to the interdisciplinary nature of the field.

CHIC/AFAM/ASAM 307 and ETHN 490, two required upper division courses, offer an opportunity for our majors to take courses with only other majors within our department and the other two Ethnic Studies departments (African American Studies and Asian American Studies). In these two courses, our students sharpen their research skills with a focus on Ethnic Studies research methods and gain the opportunity to apply those skills by studying a research topic in an in-depth way. Beyond these core courses, we encourage students to engage with the diversity of content and methods available across our courses. While many of our majors and minors may lean more toward one area of study (for example, some students will take mostly social sciences-focused courses while others may steer more toward the humanities-focused courses), all will gain exposure to our interdisciplinary work via the explicitly interdisciplinary introductory courses and we typically encourage students to explore different types of courses in informal and formal advising. Our major has consistently been at 30-45 students. For over 40 years, we have been in the top ten most-common combinations for double majors across the campus. We currently have 40 majors. We have been intentionally maintaining the freedom



of the minor, which has helped us to grow our minor numbers (93 minors currently; see data on majors from 2015-2021 at Table 2-C in Appendix A) while allowing students to explore the many facets of our field.

Because most of the courses required for the major and minor also fulfill university-wide General Education requirements, in fall 2023, we will begin experimenting with the protection of space in our courses for our declared majors and minors. After many conversations among the past and current chairs, admin staff and the lead advisor the cycle of temporary fixes has led to a more sustainable practice based on past patterns. The chair has collaborated with administrative staff to set aside a specific number of seats (3-5 seats per section) of courses for declared majors and minors. We will be able to gather data on this approach informally (by seeing how many requests our lead advisor receives from majors/minors for add permits, for example) and also more formally by surveying students about their registration experience.

*C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit's offerings; discuss topics such as over/under enrollment (applications, admissions and enrollments), retention, (native and transfer) graduation rates for majors, and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).*

The B.A. program has grown incrementally from AY 2015/16 to AY 2021/22, as shown in the table below. While we had a significantly higher amount of applications from First Time Freshmen and transfer students during the range period, we did not have the same increase in actual enrollments. For example, we had a 96% increase in applications from First Time Freshmen (FTF) (27 vs. 53) and a 31% increase from transfers (26 vs. 34). Our College of Humanities & Social Sciences (H&SS) admitted eight FTFs in AY 2015/16 and admitted 23 FTF in AY 2021/22, reflecting a 34% increase in admits. The modest admissions trend was similar for transfers. For example, H&SS accepted five transfers in AY 2015/16 and 17 in AY 2021/22. While enrollment doubled for FTF and transfers from AY 2015/16 to AY2021/22, the cohort headcount per year was consistently small, in single digits, ranging from 1 to 3 students.

Our department did not confer a significantly increased number of B.A.s in Ethnic Studies with a Concentration in Chicano Studies from AY 2015/16 to AY 2021/22. In AY/2015/16, we awarded 12 B.A.s; in AY 2021/22, we granted 14 B.A.s. On average, we granted 11.5 B.A.s per academic year, ranging from 7 to 14.

**Enrollment Growth, Department of Chicana/o Studies, AY 2015/2016 & AY 2021/2022**

	Fall 2015-2016	Fall 2021-2022
Program Full Time Equivalent Students (FTES)	211.0	318.1
Annualized headcount	40	41
Academic year FTES	31.8	31.8
First Time Freshmen		
FTF applications	27	53
FTFs admitted	8	23
FTFs enrolled	2	4
Transfer Students		
Transfer applications	26	34
Transfers admitted	5	17
Transfers enrolled	1	2
B.A. degrees conferred	12	14

Overall, our FTF and transfer students graduated in a timely manner. For 2015 to 2017 data that is available, most (n=4) FTF students graduated in five years and fewer (n=1) graduated in four years. For 2015, 2018, 2019, and 2020 available data for transfers, one student in each 2015 and 2020 cohort graduated in 2 years and students in the 2018 and 2019 cohorts have not graduated and they are not currently enrolled.

*D. Discuss the unit’s enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).*

Enrollment trends have changed since the advent of the General Education Ethnic Studies (Area F) requirement. This shift is best captured in Table 2-A. (Undergraduate Program Enrollment by Course-Based FTES). In AYs 2015-16 to 2020-21, overall FTES grew slowly but steadily from 211.0 to 230.9. In AY 2021-22, the year when the Area F GE went into effect, overall FTES was 318.9. A closer look at this data shows that while upper division FTES in 2021-22 maintained a similar level to the previous years’ trajectory, the increase was primarily in lower division FTES, which climbed from 104.6 to 189.3. Of course, this makes sense given the fact that all three of the courses we currently teach in this GE category are lower division courses (CHIC 101, CHIC 106, and CHIC 201).

Along with the overall increase in the number of students we are teaching, it is important to note that 2021-22 was the first year in which we saw higher numbers of lower division FTES than upper division FTES. While we cannot say with certainty what effects this shift will have in the future, it presents an important opportunity for us in growing our numbers of majors because a greater number of students are gaining exposure to our department earlier in their academic careers. Traditionally, our department has been upper division “heavy,” and anecdotally we have seen that many students have learned about our department while fulfilling upper level GE requirements, lamenting the fact that they were unable to major with us because it would have added too much time to their progress toward the degree if they were to switch as juniors or seniors. These students may take courses with us as they can find space in their schedules while fulfilling major requirements, or they may find the space in their schedules to complete the minor, which is 15 units.

The hope is that we may be able to recruit students from Area F courses to the minor and major earlier in their academic careers. One key short-term priority for our department will be to develop and launch a recruitment model that we will deploy across our lower-division courses to make more students aware of the opportunity to major or double-major in Chicana and Chicano Studies.

*E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit’s future priorities).*

Curriculum planning is central to our priorities in the short-term and long-term. Our department will hold a curriculum planning retreat during Summer 2023. We will plan our retreat by consulting our recent strategic planning report from summer 2022 and the ongoing edits and revisions to the report that our Big Picture (Strategic Planning) committee is leading. We will share our reports with a consultant to lead the retreat and determine the proper framework to guide our discussions and actions. Frameworks may include SOAR analysis (Strengths, Opportunities, Aspirations, and Results).

*F. Include information on any Special Sessions self-support programs offered by the department.*

N/A (The Chicana and Chicano Studies Department does not offer Special Sessions self-support programs.)

### **III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

*A. Describe the department assessment plan (e.g., general approach, time table, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.*

Most of the data below is from formal assessment protocols as required by the Office of Institutional Effectiveness and Planning. Our Assessment committee usually consists of 1-3 faculty members with one of them serving as chair. Ideally, the committee meets year round as necessary with the chair convening the meetings. In early spring the committee starts to plan the implementation of Assessment for that year depending on which SLO the committee will assess. The SLO selected depends on which has been assessed previously and the committee collects data from the selected course(s) via instruments determined by the Assessment plan. The Chair of committee convenes the committee in the fall of the following year to begin the process of what the university calls “closing the loop” or reporting the data to the Office of Institutional Effectiveness and Planning through the AMS platform. The committee seeks help from this office if necessary.

As a department, we have ongoing internal conversations about Assessment and how to do it effectively. While assessment often feels daunting and tedious, we understand that it can be a helpful tool to help us see where we are and where we need to go in terms of curriculum and student learning outcomes. Our approach to assessment has been a combination of direct and indirect methods, and compliance and intentionality, meaning we have done what is necessary to be in compliance with the Office of Institutional Assessment while also doing internal planning or goal-setting. We value the idea that data can help the department identify where we could make department-wide and curricular adjustments. We feel that the short-term and long-term planning we are undertaking will put us in a better position to genuinely benefit from assessment. Since our last PPR we have become more intentional in our Assessment approach and plan.

*B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.*

In Fall 2019, our assessment committee in collaboration with the department worked to streamline our departmental student learning outcomes from eight, narrowing these down to three. Since 2019 we

have hired four new tenure-track faculty. Because of this significant change, we plan on revising our student learning outcomes during our future curriculum retreat. Currently our department student learning outcomes (SLOs) are:

**SLO-01: Critical Intellectual Literacy**

Demonstrate knowledge of the field of Chicana/o Studies, including critical, theoretical, and interdisciplinary methodologies.

**SLO-02: Oral Presentations**

Improve oral presentation skills.

**SLO-03: Social Justice**

Demonstrate an understanding of social justice movements and/or advance civic engagement in social justice practices with communities.

These new SLOs (Student Learning Outcomes) better address the key interventions that we make through our curriculum and overall pedagogy. However, we continue to work on refining these and making sure that these SLOs best capture the work that we do and that they are concrete and measurable to better aid our assessment efforts. For example, we received some constructive feedback from one of our partners in the Office of Institutional Effectiveness and Planning during a professional development meeting we held on the subject of Intentional Assessment Strategies in September 2022. Overall, we have used a variety of assessment tools and methods and measures such as surveys and direct data like samples of student work (presentations, research papers, reflection papers, etc). We plan to incorporate this feedback in the near future. The section below provides sample reports of SLOs we have assessed, methods and measures, and results.

**Sample of Assessment Results from Reporting Periods 2015-2016 to 2022-2023**

Reporting period 2019- 2020

SLO Assessed: 03- Social Justice.

Course/s Assessed: Dr. Erualdo Gonzalez's CHIC 338 Barrio Health

Assessment Report

Methods and measures: Quantitative evaluation of a service-learning final paper using a 5 point Likert scale rubric across nine items with a rubric created by the department assessment team, or use of a survey with specific questions(s) aligned to the outcome.

This analysis is based on the raw data from a spring 2021 survey administered to majors and minors and students in CHIC 338 Barrio Health class which has a service learning component. Three questions in the survey asked about learning and engagement in social justice overall. At least 70 % agreed or say that they did learn the meaning of social justice or engage in social justice. More than 50 percent said they have taken another class where they have learned and engaged in social justice. The majority of the responses show positive responses in regards to learning and engagement in social justice. Based on the narrative responses students are having meaningful experiences with service learning and understanding the meaning of social justice. Based on the top five comments in the narrative students are not only gaining an understanding but having diverse experiences in the field.

Improvement Actions: Although we met the target for this SLO, we recognize the need for improvement and have identified several areas where we can have sharper results. For example, if we continue to use a survey as an instrument, the questions need to be learner-centered and responses need to be more easily quantifiable. Using questions with a 5-point likert scale will be more effective. This will also show more clearly whether the target for success was met. We may also choose to use the survey in conjunction with a reflective paper or project  
As part of our improvement process, we plan to assess this SLO again next year and implement these changes.

Reporting period 2021-2022

SLO Assessed: 01 -Oral Presentations.

Course/s Assessed: Dr. Ana Linda Nez's CHIC 102, Communication Skills

#### Methods and Measures

We used mixed methods evaluation capturing the six types of oral presentations done by students. They include: expository, persuasive, informative, motivational and didactic. There was an opportunity for students to do a different type of presentation outside of the five, and this conditional on approval of the instructor. The two specified included special occasion and academic. The presentations were evaluated using a five point Likert scale rubric across two items, and open ended questions composing the last two questions. The rubric was created by the department assessment team and the use of a survey with specific questions was aligned to the outcome.

### Criteria for Success

3.77 out of 4.00 average score saying that students felt CHIC 102 helped them improve their oral communication skills.

3.73 out of 4.00 average score saying that students felt that the communication skills learned in CHIC 102 will be useful to them after completing the course.

22 out of 22 students either somewhat agreed or strongly agreed with the statement: “CHIC 102 helped me improve my communication skills.”

22 out of 22 students either somewhat agreed or strongly agreed with the statement: “Communication skills learned in CHIC 102 will be useful to me after completion of the course.”

### Data Collection and Analysis

Result: Assessed and Met

This analysis is based on the raw data from a Spring 2022 survey administered to primarily non-majors in Chicana/o Studies 102: Communication Skills which has an oral presentation requirement. The questions in the survey asked about what types of presentations students gave in their class, whether they believed the class helped them improve their oral presentation skills, and if the skills they learned would be useful after completion of the course. Students were also asked about the type of media and/or technology they used for their presentations.

Based on the narrative responses, students cited that the course helped them “communicate with their peers and other people as well” and “opened their eyes to new topics in the world.” Other responses spoke to the utility of the class in terms of feeling more comfortable with public speaking and the course’s utility in the future.

Preliminary feedback from the Office of Institutional Effectiveness and Planning for this reporting period (2021-2022): The recommendation for next year’s reporting period is to assess SLO-01 (Critical Intellectual Literacy) since it has not been assessed; to create new methods/measures; and to possibly refine the outcome itself to include student learning that integrates oral communication within the framework/context of the discipline. Additionally, they suggest including a rubric that could easily be incorporated into our report as a Direct Measure. They pointed out that this course (CHIC 102) is lower level and not appropriate to capture assessment of the program. Assessment should happen in courses that are at or near graduation / program completion. The Assessment Committee will be meeting early in spring semester to plan and will take these recommendations into consideration.

### **Area F Assessment:**

There has been one Area F Assessment since the implementation of Area F in Fall 2021. Our assessment of Area F courses has been conducted within the Ethnic Studies departments rather than going through the same process documented above with the Office of Institutional Effectiveness and Planning. In Winter 2021 Dr. Nuñez and Dr. Graham, CHIC and AFAM chairs, assessed Area F courses during the first semester of their implementation. Area F/Ethnic Studies Core Competencies. The committee reviewed syllabi for all Area F courses in African American Studies and Chicana/o Studies to assess which courses met Area F Competencies. The committee found that two sections of CHIC 201 (Chicana/o Environmentalisms) met Area F outcomes 1a, 2, 3, 5, and 6, and nine sections of CHIC 106 (Introduction to Chicana/o Studies) met Area F outcomes 1a, 2 and 3.

As a result of this assessment, Dr. Nuñez created syllabus templates for departmental courses (CHIC 101, 102, and a general template). The committee also made the following recommendations: propose ETHN 250, Multiethnic Literature as an Area F course, start collecting assignments in Area F courses that show evidence of meeting core competencies, create a culture of regularly meeting with Area F instructors to share assignments and have ongoing conversations about how the course meets Area F competencies. The committee brainstormed possible questions for future assessment for Area F faculty to include the following questions: Were you aware which Area F Core Competencies your course fulfilled? What assignments did you use to meet Area F Core Competencies in your course?

Finally, the committee developed ideas for further info that can be included in future assessment of Area F courses, which include: How many faculty teaching Area F courses completed the Equitable Teaching Module? How many faculty signed up for FDC training or workshops? How many students passed Area F courses? How did students perform in area F courses in Fall 21 compared to Spring 22 onward? What are some of the particular challenges for Area F faculty?

*C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.*

The assessment results during this reporting period such as the ones provided in section B above have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Yearly assessment results are shared with the full time faculty and are taken into consideration in curriculum development and discussions on pedagogical best practices. We have used past assessments results not only to implement changes in our curriculum and pedagogy but to help inform the effectiveness of future assessment tools and methods. One example, which began during the last reporting period and impacted curriculum during this one, was Dr. Monica Hanna's



efforts to align our CHIC 102 Communication courses through a common textbook and a flexible flexible common structure for syllabus. This was partly a result of direct and indirect data gathered from assessment of SLOs in this course. Another example as described above, was Dr. Gonzalez's Barrio Health class. Through the assessment for this course we learned that social justice is an important part of our students' understanding and value of the social justice component of the curriculum. A discussion of this assessment led us to a conversation about how to create more operational definitions of social justice.

While we have done targeted work with assessment and are becoming more international in our efforts, we know that we can improve. The next step is to integrate feedback to ensure that our assessment strategies and protocols are maximized for departmental effectiveness across all areas.

*D. Describe other quality indicators identified by the department as evidence of effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership, etc.).*

Our department does not have a formal plan or evaluation protocol outlining indicators of effectiveness other than student learning outcomes. As we noted earlier, efforts will be underway to create such plans starting in summer 2023 when we launch our highly-anticipated curriculum retreat. We do, however, offer some examples of student outcome effectiveness focused on enrollments in graduate programs, high impact service-learning practices in neighborhoods in the region, and sustaining community with our alumni, described in turn:

- Some recent graduate school placements include enrollments in the Ethnic Studies Ph.D. program at UC San Diego; the Chicana/o Studies Masters program at Cal State LA; the Master of Social Work program at the University of Southern California; the Urban and Regional Planning Masters program at UCLA; the Spanish Masters program at CSUF (Chicana/o Studies emphasis); and the Counseling Masters program at CSUF (Latinx Counseling emphasis).
- Over 100 students (majors and non-major) collectively completed more than 2,000 hours of service-learning with non profits and grassroots groups that have missions dedicated to social justice and equity around housing, urban food systems, community development, environmental justice, police reform, and workers cooperatives. Please see Appendix for a list of the organizations. We registered over 5 new organizations with our Center for Internships and

Community Engagement, bolstering the Center's much needed offerings of progressive and social justice organizations dedicated to public policy change in disinvestment and marginalized neighborhoods in the surrounding area, especially in Santa Ana.

- Establishment of the Chicana Studies Alumni Association with over 20 members. In 2020, a group of CSAA members collaborated with faculty and organized a guest speaker series to discuss their college experiences and current professional affiliations. CSAA members also created Association t-shirts with department funding.

E. *Many departments are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How are these courses identified and how is student learning assessed in these formats/modalities?*

Our department offers ten courses online (101, 106, 190, 201, 304, 305, 313, 316, 337, and 369). Courses are submitted for approval for the online modality via the Curriculog system, by which faculty members launch a process for approval by departmental, college, and university committees of review. Most online course approvals are put in by faculty members interested in teaching a course online, though in some cases, this decision has been made on the administrative level (as in the case of Ethnic Studies-wide collaboration in seeking approval for offering Introduction to Ethnic Studies [101] online). Since our last PPR self-study, we have sought and received approval for additional courses to be offered in the online modality. These include CHIC 101 (Introduction to Ethnic Studies), CHIC 201 (Chicana and Chicano Environmentalisms), and CHIC/CTVA 369 (Border Cinema).

The onset of the COVID-19 pandemic and the ensuing abrupt shifts in course delivery have had a major impact on our use of online instruction. Since spring 2020, we have offered varying percentages of our courses online (from 100% when the university closed for in-person instruction down to current college-mandated maximums of 20-30%). Overall, we have experienced a significant increase in demand for online courses in our department and across the college. In our department, this increased demand has been evidenced by the impressive speed at which our online courses fill as sections open.

A full discussion of our online instruction strategies, and assessment of student learning in this modality, will be part of our curricular planning work beginning with our curricular retreat this summer. We have not yet articulated a comprehensive strategy for online instruction on the department level beyond expanding the courses available to be offered online and encouraging faculty to attend relevant trainings offered by the university. We still need to update our departmental

materials related to assessment of online instruction as well as defining best practices for assessment of student work in the online classroom.

We do not currently teach at off-campus sites or in compressed schedules.

#### **IV. Faculty**

*A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERPs, resignations), and how these changes may have affected the program/department's academic offerings and the department's long term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).*

Our faculty ranks have increased dramatically since the PPR self-study of 2015. Our full-time equivalent faculty (FTEF) as of 2021 is now FTEF at 9.7, which is higher than FTEFs of the past decade, which have ranged from 5.0 to 9.0. Our department now has 8 tenured and tenure-track faculty lines, compared to the 5 we had in 2015. We hired two tenure-track faculty who joined the department in fall 2020 (Drs. Alvarez and Obando) and two tenure-track faculty (Drs. Ríos-Hernández and Zepeda) who joined in fall 2021. We lost a line in 2020-21 when Dr. Patricia A. Pérez (full professor) took on the position of Associate Dean for Faculty in the College of Humanities and Social Sciences; this loss has also meant the gaining of an ally in administration who has a first-hand understanding of our department. During this PPR review period, four faculty members have earned tenure and/or been promoted (Drs. Hanna and Nuñez earned early tenure and tenure and were promoted to associate; Drs. Pérez and González both earned early promotions to full). Currently, the distribution among faculty ranks is as follows: 1 full professor (Dr. González); 3 associate professors (Drs. Gradilla, Hanna, and Nuñez); and 4 assistant professors (Drs. Alvarez, Obando, Ríos-Hernandez, and Zepeda). Two faculty members are currently under review for promotion (Dr. Alvarez went up for early tenure and promotion to associate in fall 2022, and Dr. Hanna went up for promotion to full in fall 2022).

Our new colleagues bring a variety of experiences and research areas that are important as we build curriculum. Dr. Eddy Francisco Alvarez Jr. joined the department in 2020. He brings expertise in oral history, Los Angeles queer history, sound studies, and Jotería Studies (including as a founder of AJAAS, the Association for Jotería Arts, Activism, and Scholarship), and a solid publication, teaching

and leadership record. Dr. Mario Alberto Obando Jr. joined the department in 2020. Obando's teaching, research and writing holds dear the queer and feminist of color interventions into transnational American studies, Chicana, Latinx and Central American studies and critical and relational ethnic studies. Dr. Marlén Ríos-Hernández joined the department in 2020. Trained in Ethnic Studies and Musicology, her research investigates the genealogies between policing and SoCal punk communities as told by queer Black, Chicana, Latina punk women and femmes in the aftermath of the counterintelligence programs (COINTELPRO). She is a founding member of PunkCon—a biannual conference celebrating punk scholars, activists, artists, musicians, and communities. Dr. Nadia Zepeda joined the department in 2021 and is an interdisciplinary scholar activist who engages in collaborative and community-engaged research to trace the genealogy of healing justice in Chicana/x feminist organizing. Through oral histories of Chicana/x activists, Dr. Zepeda offers a framework of Chicana/x healing justice to bridge the link between Chicana activist elders and contemporary Chicana/x activists in Los Angeles. (See tenured and tenure-track faculty curricula vitae in Appendix D.)

Our new colleagues have already added to our existing curriculum by proposing new courses that incorporate their disciplinary formations and areas of research interest. These include CHIC 105 (Introduction to U.S.-Central American Studies, proposed and taught by Dr. Obando), CHIC 201, (Chicana and Chicano Environmentalisms, co-proposed and taught by Drs. Alvarez and Nuñez) and CHIC 365 (Cariño and Memory in the Time of Pandemic, proposed by Dr. Obando, currently under administrative review). They have also invigorated and expanded existing curriculum by infusing their research into existing curriculum (e.g. Dr. Alvarez incorporating his research in Jotería Studies throughout his offerings, or Dr. Ríos-Hernández incorporating her work on punk, zines, and COINTELPRO in her 101 sections).

The tenure density in our department from fall 2015 to fall 2021 has ranged from 48.08% to 56.82% (see Appendix C Table 9-B.).

*B. Describe priorities for faculty positions when they are available. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student demographics; the career objectives of students; the planning of the university; and regional, national or global developments.*

As we have recently hired four new faculty members, we have not taken up full discussions of our priorities for faculty positions when they become available to us again. We will undoubtedly have a much clearer and more refined sense of our future faculty needs after our upcoming curricular retreat

and resulting curricular work, once we have assessed our existing and future curricular priorities. Nonetheless, we have discussed some key areas that can help us continue to diversify our curricular and scholarly capacities, including scholarship and pedagogy that incorporates the digital humanities, scholarship in the study of the arts and/or arts practice, and scholarship focused on indigeneity. These priorities relate to relevant changes in the discipline, and will allow us to offer our students exposure to the most current practices in the field.

*C. Describe the role of tenure track faculty, part-time faculty, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.*

Part-time lecturer faculty are important to the success of our department. Courses such as CHIC 102 (Oral Communication); and CHIC 101 and CHIC 106 (Area F) all have multiple sections and require the assistance of adjunct faculty to meet the student demand for these courses. The department has worked to onboard new lecturer faculty and create a sense of community for all of our lecturers through orientations, informal networking, creation of a Canvas faculty page for distribution of information (templates, policies, announcements, etc.), and departmental events (socials, talks, workshops, etc.). The department provides guidance for key General Education requirements and multi-section courses. The department has created syllabi templates for these courses, and we plan to develop standardized readings, Canvas templates, and sample modules for Area F courses. The modules are being developed as part of the work of the Latinx Lab for Storytelling and Social Justice (the 3-year Mellon-funded grant that the department was awarded for 2022-25).

A chart demonstrating the number and percentage of courses taught by part-time faculty from AY 2015/16 to AY 2022-23 is included at Appendix C, Table 9-C. In fall 2022, 31% of course sections were taught by full-time tenured and tenure track faculty, 22% were taught by full-time lecturers, and 48% were taught by part-time lecturers. We do not offer courses taught by teaching assistants.

*D. Include information on instructor participation in Special Sessions self-support programs offered by the department.*

N/A (The Chicana and Chicano Studies Department does not offer Special Sessions self-support programs.)

## **V. Student Support and Advising**

*A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure.*

Quality advising is key to the department's growth and stability. The department currently has a lead advisor position with additional basic and informal advising being done by all tenured and tenure-track faculty members. The lead advisor carries out key functions including: TDA modifications, audits (checking progress towards graduation), graduation or "grad checks" (officially verifying the majors and minors have officially and accurately completed the major or minor), working with special academic populations (*academic notice* [formerly *academic probation*], academic disqualification and open university), working with and partnering with student success apparatus on campus (HSS Associate Dean, Academic Records, Academic Advising [GE advising], HSS Student Success Team [Retention Specialist, Graduation Specialist], non-HSS Student Success Teams [for double majors and minors], AVP of Student Success, VP or AVP of Student Affairs [Dean of Students Office]), attending advisor community events [trainings, workshops, conferences], interfacing with other chairs and faculty advisors, alerting Chicana and Chicano Studies Department and Ethnic Studies chairs to any bottlenecks or scheduling problems that hinder student progress towards graduation. The current advising practices include the emotional labor of providing institutional *cariño* and validation; this is key in helping students purge imposter syndrome and deficit thinking in regard to their own skills.

In fall 2022, the department voted unanimously to pilot a compensated lead advisor/student success coordinator role for spring 2023, with Dr. Alexandro José Gradilla continuing in this position that he has helmed for several years now. The funding proposed will cover the time needed to do the advising and conduct "student success" coordination. Starting in spring 2023, the lead advisor will work with the faculty to ensure that they are working with majors and minors to carry out basic/frontline advising (picking classes or discussing graduate school/career paths for graduates, for example). The lead advisor will work on creating/coordinating workshops on applying to graduate school and applying to jobs with the department faculty. The advisor will also work with the career center to bring more of a career readiness focus to our majors and minors, guiding students to resources to prepare them for the job market and/or graduate school. The lead advisor is an ex-officio member on the outreach committee.

The department has had success with its existing advising model (as evidenced by our high graduation rate for majors) and hopes to continue building on this success with our experimentation in spring 2023.

*B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.*

Students find opportunities to do undergraduate and graduate research in many of our courses, which often include research components from a variety of disciplinary methodologies. We also have two core courses that specifically focus on research: CHIC 307 and ETHN 490 (see more on these courses above in section II.B.).

Individual faculty members also offer opportunities for collaborative research with faculty. One example of this includes Dr. Obando's work with the Summer Undergraduate Research Academy (SUReA) at CSUF over the last couple of summers. In the summer of 2021 and summer of 2022, Dr. Mario Obando mentored 4 undergraduate students (2 in summer 2021 and 2 in summer 2022) through an intensive 8-week research program. Dr. Obando introduced students to oral history research methods through workshops led by oral history practitioners, analysis of literature in the fields of race, oral history and the COVID-19 pandemic and in holistic training and debriefing connected to acknowledging and naming trauma responses in research. Since then, students have participated twice for the SUReA program and once at the 2022 Oral History Association Annual Meeting where they presented a poster session titled "Cariño as Method in Latinx Oral Histories on Year One of the COVID-19 Pandemic." Over the years, many faculty members have worked with undergraduates, graduate students, and alums, in preparing conference papers and research presentations at venues such as the annual conference of NACCS (the National Association for Chicana and Chicano Studies).

A particular strength of the department is our service learning program that has been spearheaded by Dr. González in two courses: CHIC 306 (Barrio Studies) and CHIC 338 (Barrios and Health). In these courses, Dr. González does intensive work with 12-15 students, offering each a learning experience in which they work with local grassroots organizations and nonprofits. This semester, for example, Dr. González has partnered with local nonprofit Orange County Environmental Justice to offer students learning opportunities including canvassing for housing justice, creating local city

photovoice projects, participating on a housing policy team, and more. In spring 2022, Dr. González helped to further solidify our connections to some of our local organizations by recognizing two of our community partners at the end-of-year department luncheon celebrating our graduating majors. As a department, we will continue to support Dr. González in his work helping our students participate in meaningful community engagement and service learning opportunities. We will also consider how to institutionalize the importance of these courses for our majors when we convene our summer curriculum retreat. Specifically, as aligned with our long-term goals, we will redesign the existing service-learning courses with faculty-wide input to broaden the amount of faculty members who can teach the courses; establish or strengthen relationships with non-profit, civic, and other leaders in the region to connect them to these high impact courses and to other high impact practices that we will develop as the result of our ongoing strategic planning and curricular development activities.

While the department does not currently have its own honors program, majors and minors in Chicana and Chicano Studies have participated in the university Honors Program. Dr. Gradilla is part of the Honors faculty. Some of our faculty, including Drs. Gradilla and Hanna, have served as faculty mentors to majors in the Honors program. Dr. Gradilla has served as a faculty member to non-majors in the Honors Program interested in Race and Social Justice issues.

## **VI. Resources and Facilities**

*A. Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, Appendix E).*

State support and non-state resources received by the Chicana and Chicano Studies Department during the last five years are listed in Appendix E. [Note: The information we received for Appendix E does not include Area F funds.]

*B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.*

The department has one assigned large classroom (Humanities 322). We do not have any lab space, computers, or performance spaces. Since our last self-study, the role of technology in our classrooms and pedagogies has increased. For example, we have faculty members and students whose research



depends on the use of technology like sound recording equipment. As a result, lab space will be something that we prioritize as we look toward our space needs as a growing department. As we seek to better support our students and bring in more students, the wider campus community, and our regional communities, it will be important to have adequate community spaces for students to gather and study, and for community members to join us. These spaces tie directly to some of our short term and long term objectives regarding fostering community and engagement among students, facilitating student-faculty research collaborations, and making our department an intellectual magnet for the region.

*C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.*

Chicana and Chicano Studies maintains a strong tie to the library via librarian Barbara Miller, who is assigned to work with our department. Barbara has developed subject area research guides for our students and frequently leads research guidance class sessions for our courses. At this point, we do not have a comprehensive acquisitions priority list. We have worked with our library partners and the Online Education and Training office to acquire and digitize films and acquire access to media that our instructors use in our courses. Currently, most new library acquisitions of books and media are requested by individual faculty members rather than on a departmental level.

## **VII. Long-term Plans**

*A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).*

We had significant department-wide accomplishments during the PPR review period of the last eight years. Some banner achievements include winning a \$1.2 million national grant, hiring and onboarding four new colleagues in the last three years, and completing the first phase of our strategic plan. The implementation of the CSU Ethnic Studies GE requirement has also created a large-scale shift for our department since its implementation in 2021. We are embracing the opportunities before us to boost the number of majors, educate a wider student population via the new CSU Ethnic Studies requirement, develop new areas of emphasis in our curriculum, fulfill a major grant, and expand our overall visibility and impact. Organizationally, our long-term plan is to routinely use our strategic plan and our upcoming curriculum development plan to develop a host of indicators of success and reflect on and adjust our work, as necessary. Culturally, we will go about our work with adaptability and

flexibility while keeping our eye on our strategic plan and curriculum development. The recent pandemic taught us that we should be very mindful of our individual and collective health during our labor-intensive department rebuilding and re-nourishing. One of the mantras that emerged from our strategic planning retreat in the summer of 2022 was a focus on “getting shit done with joy” (see Appendix F for excerpts from the Strategic Planning Report). We are focused on enhancing colleagues’ capacity to conduct high impact and equity- and social justice-focused research and teaching practices and doing so, as our colleague Dr. Obando notes, “with cariño.” We are exploring best practices that can boost faculty well-being and support continued successful progress toward tenure and promotion.

We have undertaken significant activities to redirect and optimize our organizational development (e.g., strategic planning activities, summer retreats [completed and projected], data gathering activities, iterative processes [the practice of building, refining, and improving a project, product, or initiative], team-building, and individual and organizational skill development). However, we are cognizant of the fact that we are early on in a planning process that will take the bulk of our short-term (three years as defined by PPR guidance) focus, and whose ultimate long-term (seven years as outlined by PPR guidance) vision we are currently working to define.

Long-term priorities as they stand now are outlined in section I.C. above. We reproduce them here for convenience:

- Increase and improve high impact practices for students (update service-learning offerings; establish or strengthen relationships with leaders, non-profits, and other groups in the region; increase research opportunities; offer leadership training; increase coordination with campus partners to facilitate career preparation and increase graduate/professional school participation)
- Co-develop conceptual and architectural plans for new spaces to house our department offices, rooms for studying and student convenings, conference rooms for research and teaching seminars, and community rooms for large-scale events, such as forums and book talks, community partner convenings, and socials.
- Become an intellectual magnet and meeting place for the county and regional community

B. *Explain how the long-term plan implements the University’s mission, goals and strategies and the unit’s mission and goals.*

The Department of Chicana and Chicano Studies’ long-term plan engages with key parts of the [University’s mission, goals, and strategies](#) and its own departmental mission and vision.

The CSUF 2018-2023 Strategic Plan gives high value and priority to High Impact Practices (HIPS) and our department will be more strategic to do the same. [CSUF defines [high impact practices](#) as “[transformational learning opportunities inside and outside of the classroom.](#)”] The plan’s first goal is to “provide a transformative educational experience and environment for all students” and one of the goal’s objectives is to “ensure all undergraduate students participate in at least three high impact curricular or co-curricular experiences.” The goal has six strategies that could help fulfill the HIP objective, and these generally speak to identifying, creating, increasing, or institutionalizing programs and experiences that provide “transformative experiences” and “immersive learning experiences.” One strategy focuses on increasing outreach with community partners and alumni and another is dedicated to increasing internships and professional development options. Our department seeks to enhance or expand our routine offering of HIPs. One intentional and routine offering of HIPs is through two service-learning courses, which we offer one course section per semester. Our plans in relation to increasing HIP opportunities for our students via the service-learning courses are to: re-design the courses with faculty-wide input and broaden the amount of faculty members who could teach the courses; establish or strengthen relationships with non-profit, civic, and other leaders in the region to connect them to these HIP courses and to other HIP practices that we will develop as the result of our ongoing strategic planning and curricular development activities; increase student research opportunities with faculty; offer student leadership training; and increase graduate/professional school participation.

Our focus on co-developing conceptual and architectural plans to work on a better space indirectly touches on the part of the University’s mission that focuses on cultivating “lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility.” Our work in finalizing plans will ultimately lead to acquiring physical spaces that our department feels are essential to more routinely bring together students, faculty, and partners than currently is the case due to very limited and inadequate space needs. The new spaces will help faculty be more proactive and routine with holding activities and programming that is based on our strategic planning. Part of the University’s current strategic plan directly touches on construction and renovation projects in relation to the University’s commitment to our learning environment and legacy.

Our spatial planning dovetails with our goal of becoming a regional intellectual magnet and community meeting place. This goal aligns with University strategies that identify the importance of increasing outreach with community partners and regional community engagement. This vision of a department that serves as a magnet aligns with the University’s strategic plan to solidify our role as “a first-choice institution” and “a university of significance in our state and nation.” It is also aligned with

our departmental mission and vision statements' focus on civic-mindedness, engaging curriculum, service, and leadership.

*C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how it will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.*

**Priority: High Impact Practices**

Evidence/Timeline: Much of our work in developing HIPs intersects with the curricular work that we are launching in summer 2023. The timeline and implementation strategies are thus under development and still to be determined. While we know that we have implemented many HIPs as individual faculty members, we have yet to institutionalize these on the departmental level. We do have a good sense of the evidence that we will need to collect for analysis. We will need to collect data regarding the availability of service-learning courses and participation of our students in these courses, evaluate the syllabi of other courses that include HIPs in a systematic way (for example, common HIP opportunities across multi-section courses)

**Priority: Space**

Evidence/Timeline: We have already begun working with the college and the provost to budget for a new space that we will renovate for occupancy upon completion; approximately two-thirds of Area F funds across all three Ethnic Studies departments is currently being set aside by the HSS dean's office for these renovations, with McCarthy Hall being the space currently indicated as the most likely future home of our departments. The timeline of this project will depend largely on forces outside of our department's purview, but we anticipate that it will happen in the seven years between now and our next PPR review. Basic evidence to measure our results in relation to this goal will be fairly concrete and self-evident, as the space will be tangible. We may also measure the ways in which we use the space; for example, we could keep track of the number of study sessions, community partner meetings, book talks, and various other events held in these spaces, by using appropriate software.

**Priority: Regional Intellectual Magnet and Community Meeting Place**

Evidence/Timeline: This is an ongoing project that is a bit harder to measure than space. Two factors that have increased our visibility and reach in just the last two years are the implementation of the Area F GE requirement and the institution of the department's Latinx Lab for Social Justice. The Area F requirement is increasing the visibility of our discipline and our department on campus and throughout the state. The Latinx Lab has drawn an impressive amount of media and scholarly

attention already, with more on the way with various initiatives including symposia, online pedagogical modules and research archives production and diffusion, and more coming over the course of the project (which is funded by Mellon through 2025). Additional measures will be the number of community and scholarly convenings we host (speakers, panels, series, conferences) and attendance of these, community partners engaged, and media references.

*D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be necessary? What new funding may be needed over the next seven years to maintain educational quality?*

Our various budgets have undergone significant change in the last calendar year (with the new access to Area F state funds). Two-thirds of the Area F state funds we began receiving at the beginning of 2022 are currently being set aside by the college dean’s and provost’s offices for building renovation for future space for the Ethnic Studies departments. (This budget item will likely be in place for the next 4 years.) As a result of very recent major shifts in funding and recently initiated but not yet fully completed strategic planning work, we are still in the process of developing a coherent budgeting strategy for the short- and long-term that will allow us to realize our goals of maintaining high educational quality within the department while expanding course offerings; supporting students, faculty, and staff; and expanding the reach of our work within the region. Our department will need to reflect strategically about how best to allocate funds to support our key goals (this is an element of our strategic planning reflected in the retreat work we completed that is included at Appendix F).

**VIII. Appendices Connected to the Self-study (Required Data)**

**APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS**

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

<b>Fall</b>	<b># Applied</b>	<b># Admitted</b>	<b># Enrolled</b>
2015	27	8	2
2016	39	15	3
2017	62	21	1

2018	62	17	1
2019	62	21	1
2020	51	27	2
2021	53	23	4

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

<b>Fall</b>	<b># Applied</b>	<b># Admitted</b>	<b># Enrolled</b>
2015	26	5	1
2016	21	6	0
2017	30	5	0
2018	30	11	1
2019	25	13	2
2020	28	8	1
2021	34	17	2

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

<b>Academic Year</b> (Annualized)	<b>Enrollment in FTES</b>		
	<b>Lower-Division FTES<sup>1</sup></b>	<b>Upper-Division FTES<sup>2</sup></b>	<b>Total FTES</b>
2015-2016	83.7	127.2	211.0
2016-2017	84.8	136.0	220.8
2017-2018	97.7	124.9	222.6
2018-2019	91.7	125.8	217.5

2019-2020	103.7	134.5	238.2
2020-2021	104.6	126.3	230.9
2021-2022	189.3	128.8	318.1

<sup>1</sup> All students' FTES enrolled in lower-division courses of the program, regardless of student major.

<sup>2</sup> All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 <sup>nd</sup> Bac)		Total		
	Headcount	FTES <sup>1</sup>	Headcount	FTES <sup>2</sup>	Headcount	FTES <sup>3</sup>	FTES per Headcount
2015-2016	7	6.0	33	25.8	40	31.8	0.81
2016-2017	9	7.3	37	28.3	46	35.6	0.79
2017-2018	9	7.9	32	26.8	41	34.7	0.85
2018-2019	7	5.8	35	28.4	42	34.2	0.81
2019-2020	4	3.6	37	29.5	41	33.1	0.82
2020-2021	4	3.3	39	32.1	43	35.4	0.84
2021-2022	9	7.5	32	24.3	41	31.8	0.80

<sup>1</sup> FTES of the lower division students who are majoring in the program.

<sup>2</sup> FTES of the upper division students who are majoring in the program.

<sup>3</sup> FTES of all students who are majoring in the program.

Table 2-C. Number of Students with Declared Chicana and Chicano Studies Minor from Fall 2015 to Fall 2021

<b>Term</b>	<b>Number of students with Chicano Studies Minor (1st Minor)</b>	<b>Number of students with Chicano Studies Minor (2nd Minor)</b>	<b>Total</b>
Fall 2015	26	0	26
Fall 2016	31	3	34
Fall 2017	58	3	61
Fall 2018	57	1	58
Fall 2019	51	6	57
Fall 2020	46	2	48
Fall 2021	68	4	72

Note: Numbers are from state-support enrollment numbers at census looking at Chicano Studies Minor.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

<b>Entered in Fall</b>	<b>Cohort</b>	<b>% Graduated</b>			<b>Equity Gap*</b>	
		<b>In 4 Years</b>	<b>In 5 Years</b>	<b>In 6 Years</b>	<b>By Pell Status</b>	<b>By UR Status</b>
2012						
2013						
2014	1	0.0%	0.0%	0.0%	N/A	N/A
2015	2	0.0%	100.0%	100.0%	N/A	N/A
2016	3	33.3%	100.0%	100.0%	0.0%	0.0%
2017	1	0.0%	100.0%	N/A	N/A	N/A
2018						



*\*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

Table 3-B. Transfer Student Graduation Rates\*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	2	0.0%	0.0%	50.0%
2015	1	100.0%	100.0%	100.0%
2016				
2017				
2018	1	0.0%	0.0%	0.0%
2019	2	0.0%	0.0%	N/A
2020	1	100.0%	N/A	N/A

*\*Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.*

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2015-2016	12
2016-2017	7
2017-2018	14

2018-2019	13
2019-2020	9
2020-2021	12
2021-2022	14

**APPENDIX C. FACULTY**

Table 9. Full-Time Instructional Faculty

Table 9-A. Faculty Composition<sup>1</sup>

<b>Fall</b>	<b>Tenured</b>	<b>Tenure-Trac k</b>	<b>Sabbaticals at 0.5</b>	<b>FERP at 0.5</b>	<b>Full-Time Lecturers</b>	<b>Actual FTEF</b>
2017	5	1	0.0	0.0	2	8.0
2018	4	1	0.0	0.0	0	5.0
2019	5	0	0.0	0.0	4	9.0
2020	4	2	0.0	0.0	2	8.0
2021	4	4	0.0	0.0	2	9.7

<sup>1</sup> Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Table 9-B. Tenure Density

<b>Fall 15</b>	<b>Fall 16</b>	<b>Fall 17</b>	<b>Fall 18</b>	<b>Fall 19</b>	<b>Fall 20</b>	<b>Fall 21</b>
56.82%	50.00%	55.56%	55.56%	48.08%	53.57%	50.93%

Tenure density is typically a concept used at the campus level. The chancellor’s office regularly publishes the campus level data. Tenure density at the department and college level is a calculated ratio between T/TT FTE and All faculty FTE of a given semester. These data may deviate from the official IPEDS data that HRDI submits every fall.

Table 9-C. Number and Percentage of Courses Taught by Part-Time Faculty

**Fall 2022**

<b>AllFaculty</b>	<b>TimeBaseFTE</b>	<b>CourseSecCnt</b>	<b>CourseSecPct</b>
Lecturers	Part-Time	31	48%
Lecturers	Full-Time	14	22%
Tenure Track	Full-Time	20	31%
	Total	65	100%

**Fall 2021**

<b>AllFaculty</b>	<b>TimeBaseFTE</b>	<b>CourseSecCnt</b>	<b>CourseSecPct</b>
Lecturers	Part-Time	26	46%
Lecturers	Full-Time	10	18%
Tenure Track	Part-Time	1	2%
Tenure Track	Full-Time	19	34%
	Total	56	100%

**Fall 2020**

<b>AllFaculty</b>	<b>TimeBaseFTE</b>	<b>CourseSecCnt</b>	<b>CourseSecPct</b>
Lecturers	Part-Time	16	33%
Lecturers	Full-Time	15	31%
Tenure Track	Full-Time	17	35%
	Total	48	100%

**Fall 2019**

<b>AllFaculty</b>	<b>TimeBaseFTE</b>	<b>CourseSecCnt</b>	<b>CourseSecPct</b>
Lecturers	Part-Time	7	13%
Lecturers	Full-Time	29	56%
Tenure Track	Full-Time	16	31%

	Total	52	100%
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**Fall 2018**

AllFaculty	TimeBaseFTE	CourseSecCnt	CourseSecPct
Lecturers	Part-Time	30	68%
Tenure Track	Full-Time	14	32%
	Total	44	100%

**Fall 2017**

AllFaculty	TimeBaseFTE	CourseSecCnt	CourseSecPct
Lecturers	Part-Time	14	33%
Lecturers	Full-Time	17	40%
Tenure Track	Full-Time	12	28%
	Total	43	100%

**Fall 2016**

AllFaculty	TimeBaseFTE	CourseSecCnt	CourseSecPct
Lecturers	Part-Time	30	65%
Tenure Track	Full-Time	16	35%
	Total	46	100%

**Fall 2015**

AllFaculty	TimeBaseFTE	CourseSecCnt	CourseSecPct
Lecturers	Part-Time	14	41%
Lecturers	Full-Time	8	24%
Tenure Track	Full-Time	12	35%
	Total	34	100%

**APPENDIX D. FACULTY CURRICULA VITAE**

*See tenured and tenure-track faculty curricula vitae starting on the following page.*

## **EDDY FRANCISCO ALVAREZ JR.**

Chicana and Chicano Studies Department  
California State University, Fullerton  
800 N. State College Blvd. H-314  
Fullerton, CA 92831

Email: [edalvarez@fullerton.edu](mailto:edalvarez@fullerton.edu)

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### **EMPLOYMENT**

**California State University, Fullerton**  
Chicana and Chicano Studies Department  
Assistant Professor

**July 2020-present**

**Portland State University**  
**(Review period covers 2018-2020)**  
Assistant Professor, Women's, Gender and Sexuality Studies  
Assistant Professor, University Studies  
Affiliate, Chicano/Latino Studies Department

**September 2017-2020**

**State University of New York, Oneonta**  
Assistant Professor, Africana and Latino Studies Department  
Affiliate, Women's and Gender Studies Department

**August 2014-August 2017**

**California State University, Fullerton**  
Adjunct Lecturer, Chicana and Chicano Studies Department

**August 2011-June 2014**

**University of California, Washington DC Program**  
Teaching Associate

**August 2007-December 2007**

**University of California, Santa Barbara**  
Teaching Associate

**August 2007-June 2014**

## **EDUCATION**

University of California, Santa Barbara, May 2014

Ph.D., Chicana and Chicano Studies with Doctoral Emphasis in Feminist Studies

Dissertation: "Finding Sequins in the Rubble: Space, Identity, and Memory in Queer Brown Los Angeles." Committee: Ralph Armbruster-Sandoval (Advisor), Horacio Roque Ramírez, Chela Sandoval, and Roberto Strongman.

M.A. Chicana and Chicano Studies, 2009

Qualifying Paper: 'Transgenero Inmigrante y que?': Bamby Salcedo, Self-Craft, and the Making of a Transgender Male-to-Female Activist."

Committee: Horacio Roque Ramírez (Advisor), Chela Sandoval, Edwina Barvosa, Roberto Strongman

California State University, Northridge

M.A., with Distinction, Spanish, May 2006

B.A., Spanish, May 2001

National Student Exchange Program, University of Puerto Rico, Rio Piedras, 1998

## **AREAS OF INTEREST**

Gender and sexuality studies, transgender studies, queer of color theory, Jotería Studies, queer oral histories and archives, queer migrations, Chicax and Latinx aesthetics and popular culture, sound studies, performance, queer and feminist geographies, decolonial pedagogy, women of color feminisms, fat studies, critical pedagogy including Spoken-Word-Art-Performance-as- Activism (SWAPA)

## **FELLOWSHIPS**

New Leadership Academy Fellow, University of Utah 2021-2022

American Association of Hispanics in Higher Education (AAHHE) Faculty Fellow, 2019-2020

Faculty Fellow, "Women Who Rock" Workshop, University of Washington, 2019

Postdoctoral Fellowship at Center for Mexican American Studies, University of Texas at Austin, Alternate, 2013

Doctoral Scholar Fellowship, University of California, Santa Barbara (UCSB), 2006-2011

José Tarango and Josefina Escamilla de Tarango Graduate Student Fellowship, UCSB, 2010  
National Association for Chicana and Chicano Studies (NACCS) Student Presenter Fellowship, 2007

## **GRANTS**

Humanities and Social Science Summer 2022 Research/Writing and Pedagogical Innovations Stipend,  
California State University, Fullerton, Funded \$5000

Co-PI, President's Mini Diversity Grants, Portland State University. "People of Color and  
Transnational Studies Group." [Sri Craven, co-PI, Manjusha Gupte, co-PI, Taghrid Khuri]. \$500:  
2020, Funded \$225

Co-PI, President's Mini Diversity Grants, Portland State University. "People of Color and  
Transnational Studies Group." [Sri Craven, co-PI, Manjusha Gupte, co-PI, Taghrid Khuri]. \$500:  
2019, Funded \$250.

Co-PI, William T. Grant Foundation Research Grant, "An Ecological Study of Family Practices,  
Community Programs, and Policies Impacting the Well-Being of Latinx LGBTQ Youth." [Claudia  
Kouyoumdjian, co-PI, Alejandro Morales, co-PI, Richard Zaldivar co-PI, Jose Anguiano, co-PI]  
Submitted letter of Interested \$600,000: 2018, amount unfunded.

Co-PI, President's Mini Diversity Grants, Portland State University. "People of Color and  
Transnational Studies Group." [Sri Craven, co-PI, Manjusha Gupte, co-PI, Taghrid Khuri]. \$500:  
2018, Funded \$250.

Faculty Development Grant, SUNY Oneonta, 2016-2017

Domestic Intercultural Immersion Program Grant Phase II (Funded \$24,000), SUNY Oneonta, 2016

Faculty Development Grant, SUNY Oneonta, 2015-2016

Domestic Intercultural Immersion Program Grant Phase I, SUNY Oneonta, 2015

Faculty Development Grant, SUNY Oneonta, 2014-2015

Doctoral Scholar Fellowship, University of California, Santa Barbara (UCSB),  
2006-2011

Chicano Studies Institute Graduate Research Grant, UCSB, 2011

Humanities and Social Science Research Grant, UCSB, 2011

Chicano Studies Institute Graduate Research Grant, UCSB, 2010  
2010



University of California Diversity Initiative for Graduate Study in the  
Social Sciences (UC DIGSSS) Professional Development Grant, UCSB, 2010  
UC DIGSSS Professional Development Grant, UCSB, 2009  
Chicano Studies Institute Graduate Research Grant, UCSB, 2008

### **ADDITIONAL TRAINING, SEMINARS and INSTITUTES**

National Leadership Academy, University of Utah 2021-2022  
Writing Workshop on Death and Grieving with Chicana writer Ire'ne Lara Silva, October 21, 2021  
Pandemic Pedagogies Symposium, Tufts University, 2021  
“Writing Poems through Photos,” Writing Workshop with Richard Blanco, 2020.  
“Facing Your Fears” Writing Workshop with Ana Castillo, Pasadena California, 2018  
Intergroup Dialogue, SUNY Oneonta, 2017  
Media Training, National Immigration Law Center, Smith College, Fall 2016  
The National Intergroup Dialogue Institute, Participant, University of Michigan, 2016  
Mentorship with Intent to Publish Program with Maya Cristina González—Children’s Book Author,  
and Illustrator, 2016-2017  
Writing Latina/o LGBTQ Themed Children’s Books Seminar with Maya Cristina González, San  
Francisco, CA 2015  
Racial Equity Institute Phase I and II, Oneonta New York, 2014-2015  
Writing for Performance Workshop with Virginia Grise. Oneonta, NY, 2015  
The Newberry Seminar in Borderland and Latino Studies, Chicago, Illinois, 2014  
Odum Statistical Institute, University of North Carolina, Chapel Hill, 2010  
Memoir Writing Workshop with Ana Castillo, Los Angeles, CA, 2008  
Annenberg Writing Seminar, Los Angeles Unified School District, 2004

### **PUBLICATIONS**

## **Books (In Progress)**

*Finding Sequins in the Rubble: Mapping Place, Memory and Aesthetics in Queer Latinx Los Angeles.*

*Letting My Hair Loose: Gloria Trevi, Self-Making, and LGBTQ Latina/o Fans*

## **Edited Books**

Hernandez, Ellie D., **Alvarez Jr., Eddy Francisco**, and Magda García, 2021. *Transmovimientos: Latinx Queer Migrations, Bodies and Space*. Lincoln: University of Nebraska Press

\*Finalist for International Latino Book Awards, LGBTQ Theme Category

Tijerina Revilla, Anita and **Alvarez Jr., Eddy Francisco**, *Joteria Studies: An Introduction*  
**(Manuscript in Preparation)**

## **Articles in Refereed Journals**

Feliciano, Raúl José and **Eddy Francisco Alvarez Jr.** 2022. "And in the Rainbow Corner": Queer Boxers of Color Fight for Freedom: Orlando Cruz." *Latino Studies*.

**Alvarez Jr., Eddy Francisco.** 2022. "Embodied Collective Choreographies: Listening to Arena Nightclub's Jotería Sonic Memories." Sound Acts Part 2, Receiving and Reflecting Vibration. *Performance Matters* 8(1): 109-124.

**Alvarez Jr., Eddy Francisco.** 2021. "Jotería Listening: Sonic Trails and Collective Musical Playlists as Resistance to Gentrification in Silver Lake." Special Issue: Sound and Gentrification. *Journal of Popular Music Studies*, 33(4): 126-151.

**Alvarez Jr., Eddy Francisco.** 2019. "Finding Sequins in the Rubble: The Journeys of Two Migrant Latina Lesbians in Los Angeles." *Journal of Lesbian Studies*, DOI 10.1080/10894160.2019.1623600

**Alvarez Jr., Eddy F.** 2016. "Finding Sequins in the Rubble: Stitching Together an Archive of Queer and Trans Latina Los Angeles." *TSQ: Transgender Studies Quarterly*, 3(3-4): 618-627.

**Alvarez Jr., Eddy F.** 2014. "Jotería Pedagogy, SWAPA and Sandovalian Approaches to Liberation," *Aztlan: A Journal of Chicano Studies* 39(1): 215-227.

## Articles Refereed Journals (Manuscripts in Preparation)

Núñez, Gabriela, and **Alvarez Jr., Eddy Francisco**. "Parking Lot Memories of Violence, Sex and Belonging in Latinx Los Angeles."

Alvarez Jr., Eddy F. "Cruz de sangre, cruz de sangre: Ritual, Religion, and My Father's Schizophrenia."

## Chapters in Edited Books

Alvarez Jr., Eddy F. 2022. "Gesturing Towards the Sacred: Los Angeles, Queer Lands and Bodies in Hector Silva's 'Los Hijos de Doña Rita'" in *Routledge Companion to Gender and the American West*, edited by Susan Bernardin. London: Routledge.

Alvarez Jr., Eddy Francisco. 2021. "¿Cómo estás, mi niño? (How Are You, My Boy)?: Memories of Father and Fatherhood – Mental Illness, Enforced Masculinity, and Loss" In *Fathers, Fathering, and Fatherhood: Queer Chicano/Mexicano Desire and Belonging*, edited by Adelaida R. Del Castillo and Gibran Guido, pages 115-123. London: Palgrave MacMillan.

Alvarez Jr., Eddy Francisco. 2021. "Finding Sequins in the Rubble: The Journeys of Two Migrant Latina Lesbians in Los Angeles." In *Lives that Resist Telling: Migrant and Refugee Lesbians* edited by Eithne Luibhéid, pages 21-37. London: Routledge.

Alvarez Jr., Eddy F. 2019. "Joto Rituals for Healing, Self-Love, and Social Justice." In *Voices from the Ancestors: Chicana/Xicanx and Latina/x Spiritual Expressions*, edited by Lara Medina and Martha Gonzales, pages 88-90. University of Arizona Press

Alvarez Jr., Eddy F. 2016. "Teaching Ethnic Studies through SWAPA from California to New York: The Classroom as Healing Space." In "*White*" *Washing American Education: The New Culture Wars in Ethnic Studies*, edited by Denise Sandoval, Anthony J. Ratcliff, Tracy Lachica Buenavista, and James R. Marin, 277-295. Santa Barbara, CA: Praeger Publishers. \* *Library Journal* Selection for Best Reference Titles of 2016- Social Science

Alvarez Jr., Eddy F. 2013. "Crevices y cicatrices: Finding Liberation through My Body." In *Queer in Aztlan: Chicano Male Recollections of Consciousness and Coming Out*, edited by Adelaida R. Del

Castillo and Gibran Guido, 83-90. San Diego: Cognella Press. \*2014 LAMBDA Literary Award Finalist for Best LGBT Anthology

Alvarez Jr., Eddy F. 2007. "A Queerstory about Love, Dreams and Immigrant Rights." In *100 Years of Loyalty in Honor of Luis Leal V. 2*, edited by Sara Poot Herrera, Francisco Lomeli, and Maria Herrera Sobek, 1039-1050. Mexico: Oro de la noche.

### **Book Reviews**

Alvarez Jr., Eddy F. 2010. *Bohemian Los Angeles and the Making of Modern Politics* by Daniel Hurewitz. Berkeley. *Oral History Review* 37(1): 73-77

### **Articles, Essays and Creative Works in Magazines, Newsletters and Other Sources (Forthcoming)**

Alvarez Jr., Eddy F. "I Strip" and "I Don't Write Love Poems Anymore." In *Joto: An Anthology of Queer Xicano and Xicano Poetry*, edited by Lorenzo Herrera y Lozano. San Francisco: Kórima Press. (Forthcoming)

### **Public Scholarship**

Conversation with Jaime Barajas from Jota Reads (December 28, 2020). Retrieved from <https://www.youtube.com/watch?v=yFJdvqVO3co>

"Introduction to Joteria and Muxerista Studies" with Dr. Anita Tijerina Revilla. (October 28, 2020). Retrieved from <https://youtu.be/dE36Kl7JkrA>.

### **Articles, Essays and Creative Works in Magazines, Newsletters and Other Sources**

Alvarez Jr., Eddy Francisco. 2021. "A Sexy Fat Shower Time Playlist Confessional." In *Fat and Queer: An Anthology of Queer and Trans Bodies and Lives*, edited by Bruce Owens Grimm, Miguel M. Morales, and Tiff Joshua TJ Ferentini, pages 90-92. London: Jessica Kingsley Publishers.

Alvarez Jr., Eddy Francisco. 2021. "Nepantla and Radical Empathy: Talking with Sergio Troncoso." *The Rumpus*. April 23, 2021  
<https://therumpus.net/2021/04/the-rumpus-interview-with-sergio-troncoso/>

Alvarez Jr., Eddy Francisco. 2020. "La Cafetera." *Label Me Latina/o: Journal of Twentieth and Twenty-First Centuries Latino Literary Production*. <http://labelmelatin.com/>

Alvarez Jr., Eddy F. 2020. "I Pray: Un Rezo of Healing pa' lxs Mariconxs" In *Voices from the Ancestors: Chicana/Xicanx and Latina/x Spiritual Expressions*, edited by Lara Medina and Martha Gonzales, page 330-332. Tucson: University of Arizona Press.

Alvarez Jr., Eddy Francisco. 2019. "Write Your Words." *Label Me Latina/o: Journal of Twentieth and Twenty-First Centuries Latino Literary Production*. V 9:1-3. <http://labelmelatin.com/>

Alvarez Jr., Eddy Francisco and Estrada, Jorge. 2019. "Jotería Studies" in *The Global Encyclopedia of Lesbian, Gay, Bisexual, Transgender, and Queer History*. Howard Chiang (editor in chief), Anjali Arondekar, Marc Epprecht, Jennifer Evans, Ross Forman, Hanadi al-Samman, Emily Skidmore, Zeb Tortorici. New York: Scribner.

Alvarez Jr. Eddy F. 2018. "How Many Latinos in the Mutherfucking House: Sonic Interpellations of Dissent and Queer Latinidad in 1990s Los Angeles." In *Sounding Out!* Blog edited by Jennifer Lynn Stoeber. [https://soundstudiesblog.com/2018/11/26/\\_dj-irene\\_arena/](https://soundstudiesblog.com/2018/11/26/_dj-irene_arena/) ONLINE

Alvarez Jr., Eddy F. 2016-2017. "Quiero Escribir Poemas Esta Noche," "Poema a Mi Amor," and "Cien poemas." 13(39-40), 14(41-42): 37-38 *Ventana abierta: Revista Latina de literatura, arte y cultura*. Edited by Francisco Lomelí and Sara Poot- Herrera.

Alvarez, Eddy. 2017. "Pedagogy Notebook: Ritual, Transformation and Community: Teaching Latinx Theatre and Performance." *Howlround*  
[http://howlround.com/pedagogy-notebook-ritual-transformation-and-community-teaching-latinx-theatre-and-performance#disqus\\_thread](http://howlround.com/pedagogy-notebook-ritual-transformation-and-community-teaching-latinx-theatre-and-performance#disqus_thread)

Alvarez Jr., Eddy F. 2017. "Amor rasquachi, bien rasquachi" "El cucharón/The Ladle" and "Cubano Americano, Chicano, Cubano with a Q" in *Bilingual Review/Revista Bilingue*, 33(4): 88-94. Latinx: LGBTQ+ Perspectives. Ed. Jackie Cuevas, Rita Urquijo-Ruiz, and Howard L. Smith.

Alvarez Jr., Eddy F. 2016. "Claudia Rodriguez: Compton's Poet." COLA 2016: City of Los Angeles Individual Artist Fellowship Catalog. Department of Cultural Affairs. City of Los Angeles.

Alvarez Jr., Eddy F. 2015. "Charting Our Migrations, Daily." Playwritinginthecity.com  
<http://playwritinginthecity.com/2015/02/23/charting-our-migrations-daily/>

Alvarez Jr., Eddy F. 2013. "Siénteme." Hoylolo.com, December 13.  
<http://hoylolo.com/blog/sienteme/31/12/2013/>

Alvarez Jr., Eddy F. 2012. "Amor Rasquachi." Hoylolo.com, July 26.  
<http://hoylolo.com/blog/amor-rasquachi/26/07/2012/>

Alvarez Jr., Eddy F. 2008. "UNLV Queer Conference." *Rebelling Women's Studies Department UNLV* 5(1): 5.

## **MEDIA INTERVIEWS AND MENTIONS**

Tongsen, Karen. @inlandempire "@DrEFAlvarezJr cited TWICE in our #GENXFest Program with @LAPhil." April 29, 2022 2:30 PM  
<https://twitter.com/DrEFAlvarezJr/status/1522422793932918784>

*The Daily Titan*. "Assistant Professor Strengthens the Queer Community in Academia" (November 15, 2021)  
[https://dailytitan.com/news/campus/assistant-professor-strengthens-the-queer-community-in-academia/article\\_77d27a18-4590-11ec-9b47-7fe1bacdc723.html](https://dailytitan.com/news/campus/assistant-professor-strengthens-the-queer-community-in-academia/article_77d27a18-4590-11ec-9b47-7fe1bacdc723.html)

*The Guardian*. "These are Our Homes: LA Gay Bars Fight to Stay Afloat after Year of Shutdown." (April 10, 2021)  
<https://www.theguardian.com/us-news/2021/apr/09/los-angeles-gay-bars-closed-coronavirus>

*Los Angeles Times*. "A Lifeline for LGBTQ Latinos on the Brink of Closure." (February 15, 2021).  
<https://www.latimes.com/california/story/2021-02-15/a-lifeline-for-lgbtq-latinos-on-the-brink-of-closure>

*Vanguard*. "Creating a Collective Voice for Immigrants." (February 11, 2020)  
<https://psuvanguard.com/creating-a-collective-voice-for-immigrants/>

*Vanguard*. "Gender Studies Should Be a Requirement for All Majors" (November 16, 2017)  
<https://psuvanguard.com/gender-studies-should-be-a-requirement-for-all-majors/>

*La Opinion*, “Se buscan donantes de sangre, pero con restricciones.” (Blood donations sought, but with restrictions): (November 23, 2016).

<https://laopinion.com/2016/11/23/se-buscan-donantes-de-sangre-pero-con-restricciones/>

*La Opinion*, “Spirit Day en contra del acoso a los jóvenes LGTB.” (Spirit Day against bullying of LGTB youth.): October 19, 2016).

<http://laopinion.com/2016/10/19/spirit-day-en-contra-del-acoso-a-los-jovenes-lgtb/>

*The Daily Star*, “On the Bright Side: Website Honors SUNY Oneonta Professor.”: March 27, 2015.

[http://www.thedailystar.com/news/local\\_news/on-the-bright-side-website-honors-suny-oneonta-professor/article\\_c8388a78-23b2-54a7-bca5-d4a2e1305f47.html](http://www.thedailystar.com/news/local_news/on-the-bright-side-website-honors-suny-oneonta-professor/article_c8388a78-23b2-54a7-bca5-d4a2e1305f47.html)

## **AWARDS AND DISTINCTIONS**

### **Portland State University**

John Eliot Allen Outstanding Teaching Award, 2020

Sexual and Gender Equity (SAGE) Award, Spring 2018

### **The 41 List Honoree**

From Honor41.org awarded to LGBTQ Latinx Role Models, 2020

### **SUNY Oneonta**

Lavender Faculty Award, SUNY Oneonta, 2016

40 under 40: Professors Who Inspire, Nerdwallet.com, 2015

Phi Sigma Iota, International Foreign Language Honors Society Induction, 2015

### **University of California, Santa Barbara**

Office of Student Life Extra-Curricular Graduate Student Award, 2010

Lavender Graduation Graduate Student Award, 2010

Nominee, Graduate Student Association Excellence in Teaching Award, 2010

### **California State University, Northridge**

Carmelo Galiano Academic Achievement Award in Spanish, 2010

Dean’s List 2001

## **UNDERGRADUATE COURSES TAUGHT**

### **California State University, Fullerton**

Introduction to Chicana/x Studies (WEB) -Winter 2022/23  
Chicana Environmentalisms, Fall 2022  
Chicana History, Fall 2022  
Chicana Families Spring 2022; Fall 2020  
Teaching Assistant Supervision B Bobolinski) Spring 2022  
Chicana Environmentalisms Spring 2022 and (Co-taught in Fall 2021 with Dr. Gabriela Nuñez (TA Supervision Martika Orozco)  
History of Chicana/o/x Fall 2021  
Introduction to Ethnic Studies (WEB) -Summer 2021  
Introduction to Chicana Studies (WEB) -Summer 2021  
Seminar in Contemporary Chicano Issues: Chicana and Latina Icons (Zoom) Spring 2021  
Chicana Families (WEB) Fall 2020 and Spring 2021  
La Chicana (WEB) Fall 2020  
Introduction to Chicana Studies (WEB) – Summer 2020 & 2021

### **Portland State University**

Divas, Icons and Revolutionaries (Zoom) Spring 2020 and 2019  
Queer of Color Theories and Perspectives, Fall 2019 and 2018  
WGSS Practicum (Supervising Teaching Assistant) Fall 2019  
Freshman Inquiry: Race and Social Justice, Fall- Spring 2018-2020  
Sophomore Inquiry: Genders and Sexualities Winter 2019 and 2020  
Freshman Inquiry: Design and Society

### **SUNY Oneonta**

Senior Seminar (Queer and Racialized Decolonial Cartographies)  
History of LGBTQ Communities of Color in the U.S.  
Latina/o Cultures on the Move  
Latina/o Movements in Los Angeles (Domestic Intercultural Immersion Program)  
Borderlands: Latinas/os in the US  
Latina/o Writing for Social Change (EOP Summer Academy)  
Introduction to Black and Latina/o Experience  
Race, Gender, Class, and Culture (Supervised 1 Teaching Assistant)  
Latina/o Theatre and Performance



African Americans and Latinas/os in Film and Television

Hip-Hop Culture (Spring 2016: Participated in Team-Teaching Program: School of Science Big Question Initiative)

### **Independent Studies and Research Assistant Supervision**

Queer of Color Feminist Archives, Methods and Practices, Fall 2016

Chicana Identity and Geography, Fall 2016

Latinx Immigration, Fall 2016

Fat Studies, Feminisms and Body Image, Spring 2016

Race, Masculinity, and Memoir, Fall 2015

Race and Passing for White, Fall 2015

### **California State University, Fullerton**

Chicana/o History

The Chicana/o Family

The Chicana/o Family- WEB

Communication Skills

### **University of California, Santa Barbara**

Chicana/o, Latina/o Queer Communities, Histories and Theories (Supervised 1 Teaching Assistant)

The Black/Brown Metropolis: Race, Class, Gender and Sexuality in Los Angeles

Introduction to LGBTQ Studies (Supervised 1 Teaching Assistant)

Chicana Writers

Introduction to Feminist Studies: Women, Society and Culture (Supervised 1 Teaching Assistant)

### **California State University, Northridge**

Spanish for Beginners

Spanish Lab

### **Other Academic Experience, UCSB**

Bilingual Research Assistant, Cancer Center of Santa Barbara

Latino Cancer Risk Perceptions Project, with Dr. Laury Oaks, 2007-2008

Research Assistant, "San Francisco 1990s Queer Community Oral Histories Project," with Dr.

Horacio N. Roque Ramírez, Department of Chicana and Chicano Studies, 2006 and 2008.

**Luis Leal Endowed Chair Graduate Assistant, with Dr. Luis Leal, 2006**

Research Assistant, Departmental Instructional Improvement Project, with Dr. Gerardo Aldana, 2008

## **ADDITIONAL PROFESSIONAL EXPERIENCE**

Glimmerglass Festival, Advisor to Teacher's Advisory Panel on Arts Education and Curriculum for Hip-Hop Opera titled "Stomping Ground" by Paige Hernandez and Victor Simonson, Cooperstown New York, 2015-2016

Fair Ave. Elementary School, North Hollywood, California

Teacher's Assistant (All grades), 1996-2001

Fourth and Fifth Grade Teacher, 2001-2004

General Studies, English Language Learners (2001- 2004)

Track B Coordinator 2001-2002

Nutrition and Social Justice Program Lead

LA's BEST After School Enrichment Program, Los Angeles, California

Coach/Staff Development Specialist, 2003-2006

Counselor, 1999-2003

Immigration Services of Santa Rosa

Preparer, 1999-2000

## **INVITED LECTURES AND WORKSHOPS**

### **2022**

Keynote, "Sequined Routes and Movements: Queer and Trans Latinx Pasts and Futures." University of North Carolina Chapel, Hill, April 8, 2022 (Zoom)

### **2021**

"Joteria Listening" for panel "Jotería Research Past, Present and Future." Hosted by the Association for Jotería Arts, Activism, and Scholarship. November 18, 2021.

"Joteria Reflections from the Valley: Lessons Reading and Teaching Anzaldúa." International Symposium on the Writings of Gloria Anzaldúa November 5, 2021. (You-Tube)

<https://www.youtube.com/watch?v=j5G9xWnmawM>

Latinx Connect Conference. “Queer and Trans Advocacy.” October 15, 2021 (Zoom).

Panelist, *Transmovimientos: Latinx Queer Migrations, Bodies, and Spaces* Book Launch Event.  
Sponsored by University of California, Santa Barbara. October 13, 2021 (Zoom).

“Finding Sequins in the Rubble: Memories, Aesthetics and Healing Practices.” For “Sequins as Queer Healing Roundtable. Radical Femininity: Women of Color Imaginaries, New Political Iconographies Mini Symposium. University of Florida. May 25, 2021. (Zoom)

“Jotería Studies: Building Something Together.” Latinx California State University, Fullerton.  
February 25, 2021. (Zoom)

“From Testimonios [Testimonies] to Theorizing: Advancing a Higher Education Research Agenda for Queer and Trans Latinx/a/o Communities.” Commissioned Paper for American Association for Hispanic Higher Education. March 3, 2021. (Zoom)

## **2020**

Workshop Facilitator, “Queer Latinx Spirituality Workshop. Oregon State University, (Zoom. April, 14, 2020

Panelist, “Listening to Arena.” Sound in Revolution Symposium. University of Maryland, College Park. February 28, 2020.

“Undocumented Transgender Latina Activists” Tag: Immigration Series. Portland State University. Portland, Oregon. February 24, 2020.

Workshop Facilitator. “Telling Our Stories: Building Community Through Spoken-Word-Art-Performance-as-Activism (SWAPA).” College of Education. Portland State University.

## **2019**

“Memories and Sounds: Love and Resistance in Queer Latinx Los Angeles” Inaugural Speaker for the Queer Resource Center program, Dandelions Portland State University  
November 5, 2019.

“Sonic, Style and Spatial Memories of Arena Nightclub in 1990s Los Angeles.” “Women Who Rock: Making Scene, Building Communities” Dance the Archive.” University of Washington. March 15, 2019.

“Sequined Archives: Memories of Space, Migration and Style in Queer Latinx Los Angeles” California State University, San Bernardino. May 29, 2019.

“Finding Sequins in the Rubble: A Queer Utopian Framework for Understanding Queer Latinx Lives and Narratives of/in Los Angeles.” Gender and Colonialism Humanities Symposium, Washington State University, Vancouver. April 28, 2019.

## **2018**

“Finding Familia: Queer Identity, Latinx Families and Coming.” Eastern Washington University. October 15, 2018.

“Sequins, Sound and Style: Queer Latinx Memories of Arena Nightclub in 1990s Los Angeles.” Oregon State University. February 22, 2018.

“Amor en Latinx Los Angeles: Sequined Memories of Love and Loss in the Queer City,” University of California, Merced. February 14, 2018.

## **2017**

“Gravestones and Sequins: Mapping Memories of AIDS in Latinx Los Angeles” University of Minnesota. October 4, 2017.

Scholar-in-Residence. “Witnessing Each Other: Community, Scholarship and Pedagogy.” Democratizing Knowledge. Rutgers University-Newark June 15, 2017

“Still, Still, Still, Loving in the War Years: Cherrie Moraga’s Influence on My Research and Training in Chicana and Chicano Studies.” Syracuse University. Syracuse, New York. February 27, 2017.

## **2016**

“Bodies, Memories and Desires of Evidence: Mapping Queer and Transgender, Latin@ Los Angeles” Hosted by Common Read Program Committee. State University of New York, Oneonta. October 3, 2016.

“Imaging/Imagining Social Justice” with Jorge Estrada. Let’s Get Intersectional with Activism. Hosted by Fabulous Oneonta Feminists. State University of New York, Oneonta. April 30, 2016.

“De-Colonial Love” or Finding Sequins in the Rubble: Love as Political Praxis”. Cornell University. Ithaca, New York. February 11, 2016.

## **2015**

“Finding Sequins in the Rubble: Mapping and Archiving Queer Latina/o Los Angeles.” Gender Out of Bounds Series. Department of Women’s and Gender Studies. State University of New York, Oneonta. November 6, 2015.

## **2014**

“Space, Identity, and Memory in Queer Brown Los Angeles- A Theoretical and Methodological Approach.” Queer of Color Genealogies, Theories, and Practices, Graduate Seminar with Dr. Maylei Blackwell. University of California, Los Angeles. May 12, 2014

## **2013**

“The Politics of Being LGBTQ and Latina/o/ Chicano/ Latino Youth Leadership Project Conference, Sacramento State University, Sacramento, California. June 22, 2013.

“Geographies of Hope, Methodologies for Survival: Memory, Sequins, Love and other Hallucinations in the Queer Chicana/o. Latina/o Metropolis.” Center for Mexican American Studies University of Texas, Austin. February 2, 2013. Austin, Texas.

## **2012**

“From WeHo to East Los: Mapping Queer Chicana/o, Latina/o Los Angeles through Oral Histories” for San Francisco State University Department of Geography and Human and Environmental Studies Wednesday Forum. September 19, 2012. San Francisco, California.

“Decolonizing the Map?: Geographies of Migration, Love and Desire in Queer Brown Los Angeles.” Sip of Knowledge Colloquium Series in Department of Chicana and Chicano Studies, UCSB. June 6, 2012. Santa Barbara, California.

## **2008**

“From Teatro Campesino to Butchtlis de Panochtitlan:  
Chicanas and Queer Theatre and Performance” For Chicana/o Studies  
184A Chicana Writers at UCSB. Instructor Michelle Baca. August 25, 2008  
Santa Barbara, California.

## **CONFERENCE PRESENTATIONS & WORKSHOPS**

### **2022**

**Roundtable Participant, “Party Favors: Speed, Intensity, and Queer Clubbing Sensations”**

American Studies Association, New Orleans, Louisiana, November 5, 2022

Roundtable Participant, “From Movimiento Demands to Demanding further Movimiento: Teaching and Institutionalizing Chicana/o/x Studies from Chicana/ox/x PhD Graduates. National Association for Chicana and Chicano Studies. April 16, 2022 (Zoom)

### **2021**

Roundtable Participant, “Soundscapes of American Gentrification.”

Society for Ethnomusicology (SEM), October 30, 2021 (Zoom)

Panelist, Sounds of Revolution. “Joterea Listening: Arena 1990s Los Angeles” American Studies Association. October 13, 2021. (Zoom)

Moderator, “The Persistence of White Supremacy.” Panel. American Studies Association. October 12, 2021. (Zoom)

Panelist, “Palabra y reflexión: Zodiac, Altars, and Poems for Self and Collective Care.”

National Association for Chicana and Chicano Studies. April 16, 2021 (Zoom)

Panelist, “Teaching Divas, icons and Revolutionaries Sequined Pedagogies: Pandemic Pedagogies of Fabulousness.” National Association for Chicana and Chicano Studies. April 16, 2021 (Zoom).

### **2020**

“Los Angeles and the Sounds of Arena: Joteria Listening.” American Studies Association. Baltimore, Maryland. (Postponed Due to COVID-19)

Moderator, “The Persistence of White Supremacy: Creativity as a Constitutive Element of Racism.” American Studies Association. Baltimore, Maryland. (Postponed Due to COVID-19)

National Association for Chicana and Chicano Studies Seattle, Washington. Seattle, Washington. (Cancelled Due to COVID-19)

National Association for Chicana and Chicano Studies Seattle, Washington. (Cancelled Due to COVID-19)

Panelist, Roundtable: “Voices from the Ancestors.” National Association for Chicana and Chicano Studies. Seattle, Washington. (Cancelled Due to COVID-19)

Panelist, “Finding Sequins in the Rubble: Mapping the Journeys of Two Immigrant Latina Lesbians in/to Los Angeles.” American Historical Association. New York City. January 4, 2020.

## **2019**

Panelist, “Con el pelo suelto y el corazón abierto: Jotería Artists Find Inspiration in Gloria Trevi.” National Women’s Studies Association. San Francisco, California. November 15, 2019.

Roundtable Participant, “Staging Organizing: Reflections on Community-Engaged Arts as Sites for Political and Cultural Change.” National Women’s Studies Association. San Francisco, California. November 15, 2019.

Panelist, “Sequined Pedagogies: Learning from Sonic Archives of Queer Latinx Los Angeles.” American Studies Association. Honolulu, Hawai’i. November 9, 2019.

Panelist, “*Me gusta pistear pero soy buena madre*”: Intoxication, Pleasure, and Survival in Latinx Queer Migrant Los Angeles.” Association of Jotería Arts, Activism and Scholarship. Portland, Oregon. October 11, 2019.

Moderator, Plenary panel, “Producing Literature and Film for Queer Latinxs.” Association of Jotería Arts, Activism and Scholarship. Portland, Oregon. October 10, 2019.

Panelist, “Sequined Fantasmas in the Rubble of Demolition and Gentrification: Sonic and Spatial Memories of Queer Latinx Los Angeles.” Pop Conference. Seattle, Washington. April 13, 2019.

Panelist, “Democratizing Knowledge Production through a Strength-Based Collaboration.” National Association for Chicana and Chicano Studies. Albuquerque, New Mexico. April 6, 2019.

## **2018**

Panelist, “Voices of the Queer Latinx Archive in Los Angeles” National Women’s Studies Association. Atlanta, Georgia. November 9, 2018.

Panelist, “Little Rooms, Big Cities: Spatial Encounters and Reconfiguring Borders in Monica Palacios’ Art and Activism through VIVA.” American Literature Association. San Francisco, California. May 25, 2018.

Panelist, “Unruly Hair, Unruly Subjects: Gloria Trevi Queer and Feminist Latinx Fans.” Pop Conference. Seattle, Washington. April 27, 2018.

Moderator, Women, Gender and Sexuality Studies Department Undergraduate Research Colloquium. Portland State University.

## **2017**

Panelist, “Sequins, Sound and Style Archives: Jotería Memories of Arena Night Club in 1990s Los Angeles.” American Studies Association, Chicago, Illinois, October 15, 2017.

Panelist with Raúl Feliciano Ortiz, “Queer and Out of the Ring: Orlando Cruz and Yusaf Mack Negotiating Coming Out Narratives in the Media.” Association for Jotería Arts Activism and Scholarship. El Colegio High School. Minneapolis, Minnesota. October 7, 2017.

Panelist, “How Many Motherfucking Latinos in the Motherfucking House: Sonic Memories and Aesthetic Choices as Modes of Resistance in 1990s Jotería Los Angeles.” Association for Jotería Arts, Activism, and Scholarship. University of Minnesota. October 6, 2017.

Chair, “Writing Letters, Checking Off Boxes: Negotiating Identity and Confinement from New York Chicanidad to LGBTQ Detainees in Arizona.” Latina/o Literature and Literary Criticism Conference, John Jay College of Law. New York City April 15, 2017.



Panelist, "Of Stone and Paper: Mapping the Memory of AIDS in through the Writing of Gil Cuadros and Grave Markers in Los Angeles." Latinx Literature and Literary Criticism Conference, John Jay College of Law. New York City, April 14, 2017.

## **2016**

Panelist, "Archives and/in Auto-historias: Methodologies for Healing and Mapping Queer Latin@ Los Angeles." El Mundo Zurdo 2016 Conference: Nepantla Theories and Practices. Society for the Study of Gloria Anzaldúa San Antonio, Texas. November 6, 2016.

Participant, The Chancellors Conference: The New Professoriate: Diversity, Tenure and Engagement. Rutgers University, Newark. Newark, New Jersey. October 28-29, 2016.

Chair, "De Raíces Viejas y Temas Florecidas: Afro-Latinidades and New Directions in Latin@ Studies." Latina/o Studies Association. Pasadena, California. July 9, 2016.

Panelist, "Finding Sequins in the Rubble: De-Colonial Love as Research Method and Pedagogy." National Association for Chicana and Chicano Studies. Denver, Colorado. April 9, 2016.

## **2015**

Panelist, "Spiritual Crossings in Los Angeles: *Lesbianas* Come Home." Association for Jotería, Arts, Activism, and Scholarship. Phoenix, Arizona. October 15, 2015.

Panelist, "Y todos me miran:" Fans Trans-fronteriz@s, Gloria Trevi, and Jotería Politics of Self-Making." Association for Jotería, Arts, Activism, and Scholarship. Phoenix, Arizona. October 15, 2015.

Panelist, "Finding Sequins in the Rubble: Nepantlera Theory and Jotería in Los Angeles." Society for the Study of Gloria Anzaldúa. Mundo Zurdo Conference. Austin, Texas. May 28, 2015.

Panelist, "Spoken-Word-Art-Performance-as-Activism: Pedagogies for Healing from California to New York." National Association for Chicana and Chicano Studies. San Francisco, California. April 18, 2015.

Panelist, "Finding Sequins in the Rubble: Queer Latina/o Narratives in the City of Los Angeles" John Jay College CUNY Latino Literary Theory and Criticism Conference. New York City, New York. April 24, 2015.

Panelist, “Y todos me miran:” Queer Latina/o Fandom and Strategies for Self-Making in the Music of Gloria Trevi, the “Mexican Madonna” Society for Cinema and Media Studies, Montreal, Quebec, Canada. March 25, 2015.

#### **2014**

Panelist, “Choreographies of Resistance and Performances of Memory: Mapping Queer Interventions in the 2006 Gran Marcha for Immigrant Rights in Los Angeles.” National Association for Chicana and Chicano Studies (NACCS) Conference. Salt Lake City, Utah. April 10, 2014.

Panelist, “Complicit Erasures beyond West Hollywood, Within East LA: Joteria in LA, (Homo) nationalisms and Queer Liberalism.” National Association for Chicana and Chicano Studies (NACCS) Conference. Salt Lake City, Utah. April 12, 2014.

#### **2013**

Panelist, “Storytelling through Oral History.” National Association for Chicana and Chicano Studies (NACCS) Conference. San Antonio, Texas. March 23, 2013.

#### **2012**

Panelist, “Decolonizing the Map?: Oral History and other Methods for Mapping Queer Brown Los Angeles.” National Association for Chicana and Chicano Studies (NACCS) Conference. March 17, 2012. Chicago, Illinois.

#### **2011**

Panelist, “Queer Pedagogy and Sandovalian Techniques for Liberation” for National Association for Chicana and Chicano Studies (NACCS) Conference. March 31, 2011. Pasadena, California.

#### **2010**

Panelist, “From El Sereno to WeHo: Remembering and Representing Queer Brown Los Angeles.” National Association for Chicana and Chicano Studies (NACCS) Jotería Conference October 16, 2010. Eugene, Oregon.

Workshop Co- Facilitator, “Llenos de vida: Chi-chi Power, Resisting Fatfobia, and Reclaiming Our Bodies.” National Association for Chicana and Chicano Studies Jotería Conference October 15, 2010. Eugene, Oregon.

#### **2009**

Panelist, “Transgénero Inmigrante y que?” Bamby Salcedo, Making the Self and Building Community.” National Association for Ethnic Studies (NAES) April 4, 2009. San Diego, California.

## **2008**

Chair, “Negotiations of Transnational Latin American Queer Identities.” National Association for Chicana and Chicano Studies (NACCS), Joto Caucus Conference. California State University, Los Angeles. October 10, 2008. Los Angeles, California.

Panelist, “Queer Activism in the Immigrant Rights Movement and Marches, Los Angeles 2006-2007. UCSB Center for Sexual and Gender Diversity. May 21, 2008. Santa Barbara, California.

Panelist, “Macho Menos Vaqueros: Negotiations of Masculinity And Sexuality in Mexican Regional Music.” Experience Music Project Pop Music Conference. April 8,

2008. Seattle, Washington.

## **2007**

Chair, “Subaltern Identities in Latin America.” UC Davis and UCLA CAPP Undergraduate Research Conference, UCDC Washington Center. October 17, 2007. Washington D.C.

Panelist, “Jotos y recuerdos: A Visual Analysis of Queer Participation in the Immigrant Rights March in Los Angeles, 2006.” National Association for Chicana and Chicano Studies. April 12, 2007. San José, California.

Panelist, “Amor, unión y coraje: Creating Dialogic Space in The Immigrant Rights March, Los Angeles, 2006.” LatinoStudies Graduate Student Conference. University of Illinois at Urbana Champagne. February 24, 2007. Urbana-Champaign, Illinois.

## **2006**

Panelist, “Aquí estamos y no nos vamos: Queer Participation in the Immigrant Rights March, Los Angeles, 2006” Chicana/o Colectiva Graduate Student Conference. October 18, 2006. University of California, Santa Barbara, California. Santa Barbara, California.

## **CREATIVE PROJECTS, PRESENTATIONS AND PERFORMANCES**

### **2019**

Panelist, “Voices of the Queer Latinx Archive in Los Angeles.” National Women’s Studies Association. Atlanta, Georgia. November 9, 2018.

### **2016**

“Write Your Words.” Spoken Word Performance. Kente Graduation. SUNY Oneonta. April 2016.

### **2015**

“Art, Performance and Latina/o Civil Rights.” Phi Beta Sigma Fraternity Latina/o Heritage Month Event. SUNY Oneonta.

“Pan, rosas y poesía: Bridging LA and New York through Queer Chicana/o and Pinay Poetry. (Curated and performed). La Casa Azul Bookstore. East Harlem, New York.

Barrio Queer: LA Meets NY. La Casa Azul Bookstore. East Harlem, New York.

### **2014**

Consultant for film on LGBTQ Latina/o Los Angeles. Director, Jonathan Menendez Benavides

### **2013**

“Transvisible: Bamby Salcedo’s Story.” Dir. Dante Alencastre. Film influenced by structure of my Maters Qualifying Paper from UCSB.

### **2012**

Interviewed and appear in documentary film, “Gay Latino LA: Coming of Age.” Dir. Jonathan Menendez Benavides

### **2010**

Women of Color Revolutionary Dialogues. Del Pueblo Café. Santa Barbara, California

### **2007**

Performing the World 4: The Performance of Community and the Community of Performance Conference, Tarrytown, New York.

Outfest: Gay and Lesbian Film Festival. Los Angeles, CA

### **2006**

Fusion: Queer People of Color Film Festival, Los Angeles CA

### **2003**

Co-authored screenplay with Argentine writer Alicia Kozameh based on her novel *Steps under Water*

## **SERVICE**

### **California State University, Fullerton**

#### **2022-2023**

##### **Service to Department**

Vice-Chair

Assessment Committee, Chair,

Big Picture Committee

Student Advising

##### **Service to the University**

HSS Scholarship Awards Committee, Chair

Faculty Speaker, 50<sup>th</sup> Anniversary Celebration for Latinx Community Resource Center

##### **Service to the Community**

Country Conditions Expert Witness for Transgender Asylum Case, Jenner and Block LLP, Chicago, Illinois

#### **2021-2022**

##### **Service to the Department**

Elected to Vice-Chair position in spring 2022

Curriculum Committee, Chair (Spring 2022)

Department Spring Open House, Lead Coordinator

Outreach Committee, (Spring 2022)

Assessment Committee, Chair,

Curriculum Committee, Member

Alumni Committee, Member

Student Advising

##### **Service to the University**

Name Reader, Nuestra Graduación

Scholarship Awards Committee, Member

GE Assessment Learning Community, Member

### **Service Community**

Country Conditions Expert Witness for Transgender Asylum Case, Jenner and Block LLP, Chicago Illinois

Expert Witness Report and Testifying in Court for Transgender Asylum Case, University of California, San Francisco,

### **2020-2021**

#### **Service to the Department**

GE Student Learning Outcome Project Co-Coordinator

Co-organizer, Department Graduation Ceremony

Alumni Committee

Curriculum Committee

Student Advising

#### **Service to the University**

Pa'Lante Fellowship Program Mentor

#### **Service to the Community**

Expert Witness Reports for Transgender Asylum Case, Rocky Mountain Immigrant Advocacy Network (RMIAN) -Asylum Granted to Claimant

### **Portland State University**

#### **2019-2020**

##### **Service to the Department**

Departmental Events Committee, (WGSS)

Promotion and Tenure Committee, (WGSS)

Student Advising

##### **Service to the University**

Editor-in-Chief, *PSU McNair Online Journal* (Campus-wide)

President's Commission on the Status of Women Scholarship Essay Committee, (Campus-wide)

Ronald E. McNair Scholar's Program, Mentor for Anayeli Diaz-Espinoza "Unboxing Binate Fashion: Normalizing Non-Binary Representations in Design"

#### **2018-2019**

### **Service to the Department**

Promotion and Tenure Committee (WGSS)

Race and Social Justice Dialogues Committee (University Studies)

Voz Alta Program Committee (University Studies)

### **Service to the University**

MLK Jr. Tribute Committee

President's Commission on the Status of Women Essay Scholarship Committee (Campus-wide)

Alumni Fun Committee, (WGSS)

Student Advising

Honors Project Advisor, Julieta Castro (Honor's College/WGSS)

Ronald E. McNair Scholar's Program, Mentor Giselle Lopez-Ixta

2017-2018

President's Commission on the Status of Women Essay Scholarship Committee (Campus-wide)

Queering Social Justice Symposium Committee (WGSS)

Alumni Fun Committee (WGSS)

### **Presentations in Classrooms**

**2022**

#### Summer

SUReA Summer Oral Histories class, Dr. Mario Obando, CSUF

#### Spring

Jotería Expressions, Dr. Anita Revilla, CSULA

**2021**

#### Fall

Intro to Ethnic Studies, Cristina Acosta, CSU Stanislaus

#### Summer

Chicana/o/x Families. California State University, Fullerton. Dr. Alexandro José Gradilla. (Zoom)

#### Spring

Writers, Sarah Luna. University of Washington, Tacoma. June 1 2021. (Zoom)

Introduction to Chicax Studies: Gender, University of California, Santa Barbara

Dr. Micaela Diaz Sánchez (Zoom)

“Viva La Jotería” Panel. Stanislaus State University. Dr. Xamuel Bañales (Zoom)

Introduction to Chicano Studies, Imperial Valley College, Gilberto Reyes. (Zoom)  
Chicano History, San Diego State University-Imperial Valley Campus, Gilberto Reyes. (Zoom)  
Jotería Histories and Archives, California State University, Los Angeles. Dr. Rafael Solorzano, (Zoom)  
Narrating Archives, Dr. Vanessa Fonseca, Arizona State University (Zoom)  
Chicano Literature, Dr. Natalia Nieves, Sonoma State University (Zoom)  
Feminist Methodologies, Dr. Susan Bernardin, Oregon State University (Zoom)

#### Fall

Queer Latino Communities, Roberto Orozco, ABD, Rutgers University, New Brunswick (Zoom)  
Chicano History, Imperial Valley College, Gilberto, MA. (Zoom)

#### **2020**

Graduate course, Dr. Jillian Hernandez, University of Florida (Zoom)  
Graduate Course, Dr. Alma Itzel Flores, Sacramento State University (Zoom)  
Education and the Law, Boston College, Dr. Raquel Muñiz (Zoom)  
Chicano History, Gilberto, MA. San Diego State or Community College (Zoom)  
Dr. Vincent Carales, University of Houston (Zoom)  
Latinx Identities and Activism, Dr. Marta Maria Maldonado, Oregon State University (Zoom)  
Chicanx Pedagogies Graduate Seminar, Dr. Dolores Delgado Bernal, California State University, Los Angeles (Zoom)  
Introduction to Latino Studies, Roberto Orozco, ABD, Rutgers University, New Brunswick (Zoom)  
Feminist Methodologies, Dr. Miriam Abelson, Portland State University  
Decolonial Methodologies, Dr. Miriam Abelson, Portland State University

#### **2019**

Introduction to LGBTQ Studies, Contra Costa College, Maya Chinchilla,  
Race, Class, Gender, and Sexuality, Portland State University, Dr. Manjusha Gupta  
Transgender Studies, Portland State University, Dr. Miriam Abelsen  
LGBTQ Histories, California State University, San Bernardino, Dr. Yvette Saavedra

#### **2018**

“Queer Oral Histories” and the Process of Decolonizing Research.” Gender, Race, Class, and Culture.  
Portland State University, Dr. Manjusha Gupte  
Chicanas in Film, University of California Davis. Prof. Maya Chinchilla.  
Chicano Culture, University of California Davis. Prof. Maya Chinchilla.  
Introduction to Queer Studies, Oregon State University, Dr. H. Drakes  
Latino Immigration, Oregon State University, Dr. Marta Maldonado



## **2017**

Transgender Studies, Portland State University, Dr. Miriam Abelson

“Gloria Anzaldúa Speaking from the Borderlands: Decolonization;” Dr. Natalie Avalos

Connecticut College. March 7, 2017. SKYPE

“Creative Coalitions: LGBTQ Education, Recruitment and Diversification” Workshop. Missouri State University. February 6, 2017. SKYPE.

## **Thesis, Dissertation Committees, and Senior Projects**

### **Honors Thesis Supervision**

Chelsea Zenteno

Honors Program, CSUF

Fall 2022-present

### **Master Thesis Committees**

M.A. Committee (Reader) Fall 2022-present

Ashley Iñiguez, History, California State University, Fullerton

M.A. Committee (Reader) 2018-present

Cristina Castelan, Chicana/o Studies, California State University, Northridge

MA Committee (Reader) 2020-2022

Kaina Bernal, History, California State University, Fullerton

MA Committee (Reader) 2020

Eder Díaz, Journalism, California State University, Northridge

M.A. Committee (Reader) 2019-2020

Natalie Galvan, English, Portland State University

### **PhD Committee, (Reader)**

PhD Dissertation Committee (Reader) 2020-present

Aracely García Gonzalez, Chicana and Chicano Studies, University of California, Santa Barbara

PhD Dissertation Committee (Reader) 2018- present  
Hazel Zaman, Social Work, Portland State University

PhD Dissertation Committee (Reader) 2020-2022  
Robert Quintana Hopkins, Organizational Development, Alliant International University, San Francisco

### **SUNY Oneonta**

#### Departmental Service: Africana and Latino Studies Department

Student Advisement, 2014-2017

Africana and Latino Studies Club, Advisor 2014-present

Representative to Library Committee, 2014-2016

Search Committee for Joint Africana and Latino Studies and History Faculty Position, 2016

Departmental Assessment, 2016

Film Screening and Facilitation of Discussion for Black History Month Film Festival, 2016

Representative for Campus Curriculum Committee, 2015, Fall 2016

Acting Chair (Two Weeks), 2015

Program Review Committee, 2015

General Education Assessment Committee, 2015

Kente Graduation Committee Member 2014-2015

#### Departmental Service: Women's and Gender Studies

Women's and Gender Studies, Major Development Committee, 2014-present

Vision/Mission Subcommittee

Co-organized faculty speaker events

#### Campus-Wide Service

Strategic Diversity and Inclusion Planning Committee (Vision and Mission Statement Subcommittee; Campus Climate Study Subcommittee), 2016

Campus Climate Committee, 2016

Faculty Lead, Common Ground Program, 2016

Intergroup Dialogue Program Committee, 2016

SUNY Pride Committee, 2016

Advisor, Student of Color Coalition, 2016

Advisor, DREAM Team, 2016

Advisor, Slam Poetry Association

Bias Action Response Team, 2015-present  
Sexual and Interpersonal Violence Appeals Committee, 2015-2016  
Campus-Wide Latino Heritage Month Committee Member and Departmental Lead, 2015 -2016  
Manager of Center for Multicultural Experiences, Member of Search Committee, 2015  
Equal Opportunity Program Counselor, Search Committee Member, 2016  
Multicultural Sorority, Mu Sigma Epsilon Incorporated, Advisor, 2014-2016  
Campus-Wide Latino Heritage Month Committee Member and Co-coordinator, Fall 2014  
Latino Heritage Month Events:  
Dia de los muertos program  
Panel Moderator on Undocumented Immigration and DREAMers  
Panelist for Queer Student of Color Support Group event, 2014  
Master of Ceremony and Presenter for Art and Latino Social Movements Event  
Organized Faculty Lectures by Maylei Blackwell, Gina Ulysse, Pedro Di Pietro, Belinda Rincón,  
Gregory Ramos, Virginia Grise and Helena María Viramontes  
SUNY Pride, Workshop Facilitator 2014  
Identity Plays, Consultant and Discussion Facilitator, 2015

### **Community**

Glimmerglass Opera, Advisor to Teacher's Advisory Panel, 2015-2016  
Latina/o Heritage Month Play Reading at Farmer's Market Oneonta, 2014  
Immigration Services of Santa Rosa, 2000  
Californians for Justice, Volunteer Coordinator, 1996

### **California State University, Fullerton**

De Colores Community Event  
Student and Faculty Research Symposium co-coordinator and presenter  
Social Committee member  
Dia de los muertos event

### **University of California, Santa Barbara**

Vice President, Internal Affairs, Graduate Student Association, 2010-2011  
Chican@ Colectiva  
Member of Steering Committee for Women of Color Brunch Reception, 2006- 2007  
Facilitator, Undergraduate LGBTQ Student Group, UCDC, Washington D.C. Fall, 2007

### **Service to the Profession**

Coach for Graduate Fellows, American Association for Hispanics in Higher Education, 2021  
Program Review Committee, National Association for Chicana and Chicano Studies, 2017

#### Peer Reviewer for Academic Journals

##### Most recent

*Journal of Lesbian Studies*, (ad hoc reviewer 2022)  
*AERA Open*, (ad hoc reviewer 2021)  
*TSQ: Transgender Studies Quarterly* (ad hoc reviewer 2019)  
*Feminist Formations* (ad hoc reviewer 2019)  
*Feminist Formations* (ad hoc reviewer 2018)  
*A Contracorriente: Una revista de estudios latinoamericanos* (ad hoc reviewer 2018)  
*PSU McNair Scholars Undergraduate Journal*, (ad hoc reviewer 2018)  
*NORMA: International Journal for Masculinities Studies* (ad hoc reviewer: 2017)  
*Feminist Formations* (ad-hoc reviewer, 2015)  
*Sex Education: Sexuality, Society and Learning* (ad hoc reviewer: 2014)  
*Rutgers Journal of Sociology* (ad hoc reviewer: 2013)  
*Journal of Latinos and Education* (ad hoc reviewer: 2012)  
*Spaces of Difference* (Editorial Board: 2007, 2008)

#### Editorial Work for Creative Writing Journals

*In Verso Online Literary Journal*, Editor, 2004.

#### GOVERNANCE AND LEADERSHIP POSITIONS

AJAAS 2023 Conference Site Committee Member, 2022-2023  
NLA Alumni Retreat Planning Committee, 2022-20223  
Assistant Editor, NACCS Proceedings, 2022-2023  
Program Committee Chair, Pop Conference 2022-2023  
Program Committee, Oral History Association, Spring 2022  
Executive Committee Member, Pop Conference, 2022  
Program Committee Member, American Association for Hispanics in Higher Education, 2021  
Program Committee Member 2022 Conference, Organization of American Historians (OAH), 2021  
Assembly Delegate, Media Studies Sound Caucus Modern Language Association 2020-2023  
Advisory Board, Pop Conference, 2021  
Site Committee Chair, Association for Jotería, Arts, Activism and Scholarship, AJAAS Conference, Portland State University Fall 2019  
Ex-Officio Co-Chair, AJAAS, 2019-2021

Co-Chair, AJAAS, 2017-2019  
Co-Chair Elect, AJAAS, 2015-2017  
Board Member, (AJAAS), 2012-2015  
Secretary, Friends of AfroChicano Press, 2018  
Joto Caucus Chair, National Association for Chicana and Chicano Studies, 2006-2008  
Co-chair, Steering Committee, First Annual NACCS Joto Caucus Conference University of Nevada,  
Las Vegas, 2007

### PROFESSIONAL AFFILIATION

Association for Jotería, Arts, Activism and Scholarship, 2011-present  
Oral History Association 2022  
Society for Ethnomusicology, 2020-2021  
Organization of American Historians, 2020-2021  
American Association of Hispanics in Higher Education, 2020-2022  
American Studies Association  
Modern Language Association  
National Women's Studies Association, 2014-present  
Society for the Study of Gloria Anzaldúa, 2015-present  
American Historical Association  
Latina/o Studies Association, 2015-2017  
American Studies Association, 2017  
Center for Social Science Research, SUNY Oneonta, 2016 —2017  
National Association for Chicana and Chicano Studies, 2005 –2015, 2017  
New England Consortium for Latino Studies, 2014-2016  
Society for Cinema and Media Studies, 2014-2015  
Oral History Association, 2013-2014  
Association of American Geographers, 2011-2013  
National Association for Ethnic Studies, 2009-2010 and 2004- 2005

### **LANGUAGE COMPETENCIES**

Reading, Writing and Speaking Fluency: Spanish Reading Proficiency: French, Portuguese

**Erualdo R. González, Ph.D.**

January 2023

California State University, Fullerton

800 N. State College Blvd. Fullerton, CA 92832

Office: 657-278-7672 | | egonzalez@fullerton.edu

**EDUCATION**

2006 Ph.D. in Urban and Regional Planning, University of California, Irvine

Emphasis: Community Health Planning

2002 M.A. in Social Ecology, University of California, Irvine

1997 B.A. Psychology and Chicano Studies; Minor Alcohol and Drug Studies

Loyola Marymount University, Los Angeles

**ACADEMIC EMPLOYMENT**

**California State University, Fullerton, 2007-present**

Professor, Chicana/o Studies Department, 2017-present (early promotion)

Chair, Chicana and Chicano Studies Department, Fall 2019-Summer 2021

Interim Chair, Chicana and Chicano Studies Department, Spring-Summer 2016

Associate Professor, Chicana and Chicano Studies Department, 2013-17

Assistant Professor, Chicana and Chicano Studies Department, 2007-13

**RESEARCH INTERESTS**

Commercial gentrification, collaborative approaches to planning and politics of community engagement, critical public policy analysis, governance, political determinants of health and racial equity and social justice, mixed-and participatory methods (case studies, neighborhood surveys, digital mapping and storytelling, interviews, action research, strategic planning), community-level evaluation of healthy communities, Latina/o, Mexican, immigrant communities (urban and rural) and their relationship with contemporary planning practices and models.

**SELECT UNDERGRADUATE COURSES TAUGHT**

Barrio Studies (service-learning); Barrios and Health (service-learning); Obesity, Policy, and Hispanic Communities; Introduction to Chicana and Chicano Studies (online).

## **PUBLICATIONS**

### **Books**

González-Romero, E., Zuñiga, M., Hernandez, A., & R. Torres (Eds.) (2022). *Gentrification, Displacement, and Alternative Futures*. Routledge.

González, E. R. (2017). *Latino City: Urban Planning, Politics, and the Grassroots*. Routledge. Series: Routledge Studies in Urbanism and the City (Paperback 2018).

### **Journal Articles, Peer-Reviewed**

Lejano, R. P., and E. R. González. (2016). Sorting through differences: The problem of planning as reimagination." *Journal of Planning Education and Research*, 37(1): 5-17.  
doi:10.1177/0739456x16634167.

González, E. R., S. Villanueva, & C. N. Grills. (2012). Communities creating healthy environments to combat obesity: Preliminary evaluation findings from two case studies." *Californian Journal of Health Promotion*, 10: 88-98.

González, E. R., C. S. Sarmiento, A. S. Urzúa, & S. C. Luévano. (2012). The grassroots and new urbanism: A case from a Southern California Latino community. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 5(2-3): 219-239.  
doi:10.1080/17549175.2012.693125.

González, E. R., & R. P. Lejano. (2009). New urbanism and the barrio. *Environment and Planning A*, 41(12): 2946-2963. doi:10.1068/a41360.

González, E.R., R. P. Lejano, G. Vidales, R. F. Conner, Y. Kidokoro, B. Fazeli, & R. Cabrales. (2007). Participatory action research for environmental health: Encountering Freire in the urban barrio." *Journal of Urban Affairs*, 29(1): 77-100. doi:10.1111/j.1467-9906.2007.00324.x.

González, E. R., & C. Irazábal. (2015). "Emerging Issues in Planning: Ethno-Racial Intersections [Special issue]." *Local Environment: The International Journal of Justice and Sustainability*, 20 (6): 600-610. doi:10.1080/13549839.2015.1048975.

Pollack, K., E. R. González, E. R. Hager, & J. F. Sallis. (2014). The Active Living Research 2014 conference: 'Niche to norm [Special issue]'” *Preventive Medicine*, 69(Supplement 1): S1-4. doi:10.1016/j.ypmed.2014.10.025.

González, E. R., & M. Mouttapa. (2013). Urban revitalization and health justice: Questions and recommendations. *Californian Journal of Health Promotion*, 11(2): iv-vii.

González, E. R. (2012). Health disparities in Latino communities [Special issue]” *Californian Journal of Health Promotion*, 10: v-viii.

### **Book Chapters**

González, E. R. & T. Seeley. (2022). Commercial gentrification in a downtown ‘made in Mexico’: The case of Santa Ana in Southern California, 1980-2011.” In González-Romero, E., Zuñiga, M., Hernandez, A. & R. Torres (Eds.), *Gentrification, Displacement, and Alternative Futures* (pp.87-106). Routledge.

Torres, R. & González-Romero, E. (2022). Introduction. In González-Romero, E., Zuñiga, M., Hernandez, A. & R. Torres (Eds.), *Gentrification, Displacement, and Alternative Futures* (pp.1-6). Routledge.

González, E. R. (2019). Latino urbanism and the gentrifying city. In Stavans, I. (Ed.), *The Oxford Handbook of Latino Studies* (pp. 175-196). Oxford University Press.  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190691202.001.0001/oxfordhb-9780190691202-e-39>

Londoño, J. and E. R. González. (2015). The changing politics of Latino consumption: Debates related to downtown Santa Ana’s new urbanist and creative city redevelopment.” M. E. Bay & A. Fabian (Eds.). *Race and Retail: Consumption Across the Color Line* (176-199). Rutgers University Press.

González, E. R., & L. Guadiana. (2012). Culture-led downtown regeneration or creative gentrification?” In M. Leary, & J. McCarthy. (Eds.), *The Routledge Companion to Urban Regeneration* (pp. 536-547). Routledge. doi:10.4324/9780203108581.ch46.

### **Book Reviews**

González, E. R. (2017). Revisiting the politics of planning and action in Latino urban America. Review of Diaz, D. R. & R. D. Torres (Eds.), *Latino Urbanism: The politics of planning, policy, and*



*redevelopment*. New York University Press. *Latin American Perspectives* 44(3): 198-201.  
doi:10.1177/0094582x17693664.

González, E. R. Review of *Frameworks for policy analysis: Merging text and context*. Review of Lejano, R. P. Routledge. *Frontera Norte*, 19(38): 233-237.

### **Community-Based Research Reports**

Sarmiento, S. C. and E. R. González. 2018. "Community Land Trust Development: Results from the Walnut and Daisy Neighborhood Survey in Santa Ana, CA." Santa Ana. Prepared for THRIVE Santa Ana, Inc.

González, E. R. 2011. "Mission Hospital Community Needs Assessment: Findings from South Orange County Community Forums." Santa Ana. Prepared for Mission Hospital-St. Joseph Health System Foundation.

Conner, R., E. R. González, and S. P. Tanjasiri. 2003. "Retrospective Evaluation of The Paso del Norte Health Foundation's Healthy Communities initiative." Irvine. Prepared for The Paso del Norte Health Foundation.

### **Public Scholarship**

González, E.R. and C. Sarmiento. 2017. "The Gentrification of Santa Ana: From Origin to Resistance", KCET Website, September.

### **AWARDS AND FELLOWSHIPS**

- |      |  |
|------|--|
| 2019 | Pardee RAND Graduate School's Faculty Leaders Program.   |
| 2019 | Thought Leadership Award: Book Publication, New Connections-Robert Wood Johnson Foundation.                  |
| 2013 | Exemplary Diversity Scholar, National Center for Institutional Diversity, University of Michigan, Ann Arbor. |
| 2013 | Service Award, Office of Academic Affairs, California State University, Fullerton.                           |

- 2003 Academic Paper Award, American Planning Association-Orange County Chapter.
- 1999-2003 Cota-Robles Fellowship, University of California, Irvine
- 2000 Man of the Year, League of United Latin American Citizens-South Orange County Chapter.

### **CONFERENCE PAPERS**

2023. González, E. R. Mixed-Methods to Study Commercial Gentrification in a Southern California Downtown “Made in Mexico, 1980-2011.” 51<sup>st</sup> Annual Conference Urban Affairs Association, Nashville, Tennessee, April 26-29. Paper Accepted.

2022. Zuniga, M., Hernandez, A., Lowe, Jeffrey, González, E., Hom, L., Nevarez, D., Lopez-Morales, E., M. Ignacia Saona Urmeneta. “Toward a Research Agenda of Gentrification.” Roundtable. 62<sup>nd</sup> Annual Conference of the Association of Collegiate Schools of Planning, Toronto, Canada, November 3-5. I did not attend.

2021. Gonzalez, E. R. and T. Seeley. “Gentrification and *Gentefication*: Using Business Directories to Assess Change and Continuity. Roundtable: Social Justice Planning for US Latinx Majority Cities and Neighborhoods. 61<sup>st</sup> Annual Conference of the Association of Collegiate Schools of Planning, Virtual Event, October 21-23.

2019. González, E. R. “Latino City: Visions of Gentrification and Community Resistance.” 49<sup>th</sup> Annual Conference of the Urban Affairs Association, University of California, Los Angeles, CA, April 24-27.

2018. González, E. R., S. Sarmiento, A. Urzúa, C. Turner, L. Sarmiento. “From Citizen Participation to Street Power and Community Control: A Comparative Analysis of Three Community Initiated Policy Campaigns.” Presentation by co-author. 58<sup>th</sup> Annual Conference of the Association of Collegiate Schools of Planning, Buffalo, New York, October 25-28.

2017. González, E. R. “Whose Right in the Gentrifying Downtown Central City?” 57<sup>th</sup> Annual Conference of the Association of Collegiate Schools of Planning, Denver, Colorado, October 12-15.

2016. González, E. R. "Let the Fiesta Begin! Urban Politics and Cultural-Themed Redevelopment." 56<sup>th</sup> Annual Conference of the Association of Collegiate Schools of Planning, Portland, Oregon, November 3-6.
2015. González, E. R. "Downtown Redevelopment Plans: Erasing & Reimagining Communities." 55<sup>th</sup> Annual Conference of the Association of Collegiate Schools of Planning, Houston, Texas, October 22-25.
2015. González, E. R., and J. Londoño. "The Changing Politics of Latino Consumer Spaces: Revitalization Trends in Downtown Santa Ana." Presentation by co-author. 45<sup>th</sup> Annual Conference of the Urban Affairs Association, Miami, Florida, April 8-11.
2014. González, E. R., and L. Guadiana. "Culture-Led Downtown Revitalization or Creative Gentrification?" 114<sup>TH</sup> Annual Meeting of the Association of American Geographers, Tampa, Florida, April 8-12.
2013. González, E. R. "Obesity and the Grassroots in Latino Communities." 43<sup>rd</sup> Annual Conference of the Association of Black Sociologists, New York, New York, August 8-10.
2013. González, E. R., S. Villanueva, and C. N. Grills. "Communities Creating Healthy Environments to Combat Obesity: Preliminary Evaluation Findings from Two Case Studies." 10<sup>TH</sup> Active Living Research Annual Conference, San Diego, California, February 26-28.
2012. González, E. R., C.S. Sarmiento, A. S. Urzúa, and S. C. Luévano. "The Grassroots and New Urbanism: A Case from a Southern California Latino Community." 53<sup>rd</sup> Annual Conference of the Association of Collegiate Schools of Planning, Cincinnati, Ohio, November 1-4.
2011. González, E. R., and R. Lejano. "Learning from Urban Knowledge: An Assessment of Latino New Urbanism for Urban Design and Planning." 52<sup>nd</sup> Association of Collegiate Schools of Planning Annual Meeting, Salt Lake City, Utah, October 13-16.
2011. González, E. R. "Participatory Action Research and Advocacy Planning: An Approach to Reclaiming City from New Urbanism Practice?" 41<sup>st</sup> Urban Affairs Association Annual Meeting, New Orleans, Louisiana, March 16-19.
2010. Lejano, R., and E. R. González. "New Urbanism and the Barrio." Presentation by co-

author. 40<sup>th</sup> Urban Affairs Association Annual Meeting, Honolulu, Hawaii, March 10-13.

2008. González, E. R. “New Urbanism and Contested Latino Immigrant Urban Centers.” 4<sup>TH</sup> Joint Congress-Association of Collegiate Schools of Planning and the Association of European Schools of Planning Joint Conference, Chicago, Illinois, July 6-11.

2007. González, E. R., and R. Lejano. “Participatory Action Research for Environmental Health: Encountering Freire in the Urban Barrio.” 48<sup>th</sup> Annual Association of Collegiate Schools of Planning Annual Meeting, Milwaukee, Wisconsin, October 18-21.

2004. González, E. R., and R. Lejano. “Anatomy of a Community-Based Health Intervention Project.” 45<sup>th</sup> Association of Collegiate Schools of Planning Annual Meeting, Portland, Oregon, October 21-24.

2004. González, E. R. and R. Lejano. “Evolution of Collaborative Methodologies for Participatory Action Health Research in Southeast Los Angeles.” Poster presentation at the American Public Health Association Annual Meeting, Washington, D.C., November 6-10.

2002. González, E. R. “Barriers to Community Participation in Decision-Making: The Role of Undocumented Immigration Status and Fear of Deportation among Latina/os.” 44<sup>th</sup> Association of Collegiate Schools of Planning Annual Meeting, Baltimore, Maryland, November 21-24.

2002. González, E. R. and R. Conner. “An Approach for Undertaking a Retrospective Evaluation with Prospective Results: The Case of the Strategic Review of The Paso del Norte Health Foundation’s Healthy Communities Initiative.” American Evaluation Association Annual Meeting, St. Louis, Missouri, November 6-9.

2001. González, E. R., and T. Wicke. “Measuring Social Capital at the Community Level: The Retrospective Evaluation of the Santa Ana Community Outreach Partnership Center Initiative.” American Evaluation Association Annual Meeting, St. Louis, Missouri, November 7-10.

## **TALKS**

### **Symposia, Seminars, and Guest Lectures**

- 2019 Panelist. "Author Meets Critics: Latino Mayors: Political Change in the Postindustrial City." Colloquy, 49<sup>th</sup> Annual Conference of the Urban Affairs Association, University of California, Los Angeles, CA, April 24-27.
- 2019 Lecturer. "From Fourth Street to La Calle Cuatro: Downtown Revitalization in Santa Ana from the 1970s to 1990s." Fourth Annual *Heartbeat of Mexico Guest Lecture Series*, Chapman University, April 18.
- 2019 Lecturer. "Latino City: Urban Planning, Politics, and the Grassroots." Department of Urban Planning and Spatial Analysis & Urban Growth Seminar, University of Southern California, January 13.
- 2018 Guest Lecturer. "Latino City." Race, Space, and Place, César Chávez Department of Chicana & Chicano Studies, University of California, Los Angeles, November 14.
- 2018 Panelist. "Issues of Gentrification." Center for Service and Action and Women's and Gender Studies, Loyola Marymount University, Los Angeles, October 15.
- 2018 Keynote. "Building Latino Cities: Urban Planning, Politics, and the Grassroots." Fall Public Lecture, Urban Planning and Community Development, UMASS Boston, September 28.
- 2018 Panelist. "The Latino City." Initiative on Cities, Boston University, September 27.
- 2018 Lecturer. "Latino City." Urban and Environmental Policy and Planning, Colloquium, Tufts University, September 26.
- 2018 Guest Lecturer. "Gentrification and the Latino City." Introduction to Chicano/Latino Studies-Contemporary Issues, Department of Chicano/Latino Studies, University of California, Irvine, May 24.
- 2017 Lecturer. "Latino City: The History and Politics of the Grassroots in Santa Ana." Humanities Concentration and Political Science-Urban Politics, Soka University of America, November 14.

- 2017 Roundtable Participant. "Latinx City: Urban Planning Politics and the Grassroots." 57<sup>th</sup> Annual Conference of the Association of Collegiate Schools of Planning, Denver, Colorado, October 12-15.
- 2016 Presenter. "Spatial Alienation and Gentrification: A History of Downtown Santa Ana's *La Calle Cuatro*. Symposium on Latina/o Urbanism, Department of Urban & Regional Planning and Ethnic & Women's Studies Department, California State University Poly Pomona, October 20.
- 2016 Panelist. The Experiences of Diversity Scholars in Academia. The Future of Diversity Research, Diversity Scholars Network. University of Michigan, Ann Arbor, May 19.
- 2014 Guest Lecture (via video conference). "Environments, Knowledge, and Action." Department of Environmental Conservation Education, New York University, April 15.
- 2012 Presenter. "The Revitalization of Main Street U.S.A and the Changing Landscape of Latino Consumption." With co-author J. Londoño at the Race and Retail: Consumer Culture, Economic Citizenship, and Power Conference, Rutgers, New Brunswick, New Jersey, April 12.
- 2010 Guest Lecturer. "Environmental Determinants of Health." Department of Health Care Administration, California State University, Long Beach, October 14.
- 2009 Presenter. "Theory and Practice in the Community." Critical Planners Colloquium, Department of Planning, Policy, and Design, University of California, Irvine, November 12.
- 2008 Presenter. "Thinking and Acting Outside the New Urbanist Box." Symposium on Chicano/Latino Issues, California State Polytechnic University, Pomona, California, March 15.

- 2007 Panelist. "Mobilizing for Environmental Health." Urban Lecture Series, Thomas and Dorothy Leavey Center for the Study of Los Angeles, Loyola Marymount University, Los Angeles, March 29.
- 2007 Guest Lecturer. "Program Evaluation and Communities." Decisions, Games, and Other Public Policy Analytics. University of California, Irvine, April 19.
- 2007 Guest Lecturer. "Participatory Action Research and Latino Communities." Culture & Health: Latino Dimensions in Medicine. Department of Chicano/Latino Studies, University of California, Irvine, February 10.
- 2005 Guest Lecturer. "Introduction to Qualitative Methods." Research Methods. Criminal Justice Division, California State University, Fullerton, February 8.
- 2001 Presenter. "Communities in Cultural Context: The Evaluation of the El Paso del Norte Health Foundation's Healthy Communities Initiative." University of Southern California's Graduate and Professional Student Senate's Beyond Black and White Reception: Race in the 21<sup>st</sup> Century Conference, Los Angeles California, October 12.

**Select California State University, Fullerton Presentations and Panels**

- 2018 Panelist. "This is Not a Timid Art: Reflections on Muralism, Urbanism, and Negotiating Public Space." Digital Humanities Symposium, December 13.
- 2018 Panelist. "The Road to Success: Experiences of Men of Color in Graduate School." Grad School Prep Weeks, Career Center, October 30.
- 2013 Presenter. "A Graduate School Journey." Latino Male Graduate Symposium, Chicana and Chicano Resource Center, October 29.
- 2013 Presenter. "The Buzz with the 'G' Word." Diversity Education Initiatives, Diversity Dialogues Series, Gentrification and Housing, October 15.
- 2012 Presenter. "Obesity and the Built Environment." Santa Ana College Summer Research Program, held at California State University, Fullerton, June 14.

- 2012            Presenter. “Graduate School and You.” Graduate School Talk Series, Chicana and Chicano Resource Center, April 12.
- 2010            Presenter. “The Prospects and Irony of Thinking Green.” Sustainable Futures: Diversity and Green Initiatives in Graduate Education Forum, March 22.
- 2010            Presenter. “Action Research and Community Health.” Summer Research Scholars Program, July 3.

**Public Presentations**

- 2018            Panelist. “In Defense of Community-Driven Research.” THRIVE Conference, Delhi Center, Santa Ana, April 20
- 2014            Presenter. “Participatory Action Research in the Face of Gentrification.” A Gathering of Leaders: Building a Movement for Impact Conference, Oakland California, June 16
- 2014            Presenter. “Downtown Santa Ana and *La Cuatro*.” Youth in Resistance Conference, El Centro Cultural de México, Santa Ana, California, June 7
- 2012            Presenter. “Investigación Participativa de Acción” (Participatory Action Research). El Centro Cultural de México Retreat, Santa Ana, November 7
- 2009            Presenter. “Community Data for a Community Benefits Agreement.” Santa Ana Collaborative for Responsible Development, Public Law Center, Santa Ana, September 16
- 2008            Presenter. “Action Research and the Grassroots.” Multi-Ethnic Leadership Institute, Orange County United Way, May 11
- 2008            Presenter. “Using Evaluation to Document the Dream.” Orange County Dream Team, August 4
- 2003-5          Panelist. “Tips for a Promising Graduate Experience.” Minority Training Program in Cancer Control Research, School of Public Health, University of California, Los Angeles, May 14, 5, and 18



## RESEARCH, CURRICULAR, and APPLIED GRANTS

### External Funding

- 2022-2025 Director. “Digital Mapping in the Chicanx/Latinx City.” Sub-grant for development of a new graduate course as part of the *Latinx Lab for Storytelling and Social Justice* grant for the Chicana and Chicano Studies Department funded by the Mellon Foundation, 1.2 million.
- 2013-16 Policy Consultant. “Advancing Health Equity and Diversity.” In collaboration with the School of Nursing, California State University. Funding by the U.S. Department of Health and Human Services, \$1,050,000.
- 2014 Co-Principal Investigator with Raul P. Lejano. “Interlocking Forms of Capital for Health Equity: Creating a Wellness District in Santa Ana.” Robert Wood Johnson Foundation, \$198,000, not funded.
- 2011-14 Co-Principal Director with Archana McEligott. “Increasing Workforce Diversity: Training Hispanic Students to Address Childhood Obesity and Nutrition.” U.S. Department of Agriculture. California State University, Fullerton, \$277,500.
- 2011-13 Principal Investigator. “Engaging Public Policymakers in the Adoption of Built Environment Policies to Increase Physical Activity in Latino Communities.” Robert Wood Johnson Foundation New Connections Award, \$75,000.
- 2011-13 Co-Principal Investigator with El Centro Cultural de México, CA). “El Centro Building Healthy Communities.” The California Endowment, \$160,000.
- 2012 Policy Analyst. “The ‘Co-OP’ Kids Project: Collaborative Outreach for Obesity Prevention through Knowledge, Intervention, Dissemination and Support.” Robert Wood Johnson Foundation, \$200,000, not funded.

- 2010-11 Co-Principal Investigator with El Centro Cultural de México, CA. “Organizing and Community Development.” Wells Fargo, \$8,000.
- 2009-10 Co-Principal Investigator with El Centro Cultural de México, CA. “Frente and Responsible Development.” Wells Fargo, \$2,500.
- 2008-9 Co-Principal Investigator with El Centro Cultural de México, CA. “Popular Institute for Leadership and Action Program.” City of Santa Ana Community Development Block Grant, \$32,000.

### **University Funding**

- 2017-18 Director. “Study Away to Downtown Santa Ana and Local Non-Profits.” Miscellaneous Course Fees grant (for service-learning). Funding by the Dean’s Office-College of Humanities and Social Sciences, California State University, Fullerton, \$1,200.
- 2015-16 Director. “Policy Messaging and Community.” Miscellaneous Course Fees grant (for service learning). Funding by the Dean’s Office-College of Humanities and Social Sciences, California State University, Fullerton, \$2,000
- 2015 Principal Investigator. Research and Writing Stipend. Humanities and Social Sciences, \$5,000, not funded.
- 2014 Principal Investigator. Research and Writing Stipend. Humanities and Social Sciences, 5,000, not funded.
- 2013-14 Director. “Latina/os and the City Lecture Series.” Miscellaneous Course Fees Grant. Funding by the Dean’s Office-College of Humanities and Social Sciences, California State University, Fullerton, \$5,415.
- 2012 Principal Investigator. “Urban Eyes.” Office of Academic Affairs, California State University, Fullerton, Assigned Time.
- 2011-12 Principal Investigator. “From the Obese Individual to the Obesity.” Office of the President, California State University, Fullerton, \$10,000.

- 2010 Principle Investigator. "Downtown Revitalization and the Politics and Paradox of Diversity." Office of the President, California State University, Fullerton, \$5,000.
- 2009 Principle Investigator. "From the Ground Up: Resident Views and Local Development." Office of the President, California State University, Fullerton, \$3,500.
- 2007-8 Principle Investigator. "New Urbanism and the Barrio," Office of Academic Affairs, California State University, Fullerton, \$6,500.

### **PROGRAM EVALUATION and STRATEGIC PLANNING**

2011-14. [Senior Research Associate, Psychology Action Research Center \(PARC\), Loyola Marymount University, Los Angeles.](#) Community-level evaluation of the [Robert Wood Johnson Foundation's Communities Creating Healthy Environments national initiative.](#) Responsible for conducting quarterly interviews in person and via phone to collect data from advocacy organizations on community organizing, relationship building, capacity building, and public policy activities and outcomes, conducting windshield tours with organization directors and organizers, writing case studies, and preparing quarterly reports. Non-profits in rural areas included La Union del Pueblo Entero in San Juan, Texas and Mvskoke Food Sovereignty Initiative in Okmulgee, Oklahoma.

2010. Logic Model Coach, Community Science. Part of [The California Endowment's Building Healthy Communities Initiative.](#) Responsible for guiding non-profit staff and residents through strategic planning by developing targeted changes, change strategies, and overall logic model development for ten-year plans. Non-profits in rural areas included East Salinas (Alisal) and urban areas included Central Santa Ana.

1999-2006. Graduate Research Assistant, Center for Community Health, University of California Irvine. Evaluation of the Achieving Cancer Control Together in Korean and Chinese Community Coalitions and The Paso del Norte Health Foundation's Healthy Communities Initiative.

1997-99. Research Assistant, The Imoyase Group, Inc., Los Angeles. Evaluation of the California statewide California Wellness Foundation's Children and Youth Community Health Initiative and the Multicultural Collaborative of Los Angeles.

1997-98. Volunteer Research Assistant, Department of Psychology, University of Southern California. Program evaluation of Helping the Helpers workshops for alcohol and drug

paraprofessionals.

## **LEADERSHIP AND SERVICE**

### **Journals**

#### **Editorial Board**

- 2018-present *Frontiers in Environmental Science*
- 2013-present *SAGE Open*
- 2011-present *Californian Journal of Health Promotion*

#### **Reviewer**

- 2021-present *Latino Studies*
- 2017-present *Urban Geography*
- 2017-present *Journal of Community Psychology*
- 2016-present *Journal of Planning Education and Research*
- 2014-present *Local Environment: International Journal of Justice and Sustainability*
- 2014-present *Palgrave Macmillan*
- 2014-present *Journal of Urban Affairs*
- 2013-present *Journal of the American Planning Association*
- 2013-present *Journal of Applied Geography*
- 2012-present *Progress in Community Health Partnerships: Research, Education, and Action*
- 2011-present *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*
- 2010-present *American Journal of Public Health*

### **Professional Associations**

- 2018-19 Co-Chair. Reviewer of Abstracts for Gender and Diversity in Planning Track, Association of Collegiate Schools of Planning Conference.
- 2018-19 Member. Selection Committee, Rising Scholar Award, Association of Collegiate Schools of Planning.
- 2011-14 Coordinator. Goal 4 Committee of the 2011-2016 Strategic Plan, Planners of Color Interest Group (POCIG), Association of Collegiate Schools of Planning.
- 2014 Member. Conference Program Committee, Active Living Research Conference.
- 2013 Member. Reviewer of Abstracts Committee, Active Living Research Conference.
- 2012 Co-Organizer and Moderator. Roundtable, Emerging Issues in Planning: Ethno-Racial Intersections, Association of Collegiate Schools of Planning.
- 2011 Member. Selection Committee, Ph.D. Student Scholarship Award, Association of Collegiate Schools of Planning.
- 2011 Member. Reviewer of Abstracts Committee, Community Based Public Health Caucus, American Public Health Association Annual Conference.

### **Chicana and Chicano Studies Department**

- 2022-23 Chair. Strategic Planning Committee.
- 2022-23 Member. Department Personnel Committee, review tenure tract and adjunct files.
- 2022 Member. Strategic Planning Retreat (Summer).
- 2021-22 Chair. Department Personnel Committee, review tenure tract and adjunct files.

- 2020-21 Founder and Co-Chair. Chicanx Alumni Collective.
- 2021-2022 Member and Co-Lead. Grant Writing Committee for the Mellon Mays Foundation grant proposal for *Latinx Lab for Storytelling and Social Justice*.
- 2020-21 Member and Faculty Liaison. University General Education Ethnic Studies Requirement Committee (Assembly Bill 1460).
- 2020-21 Member and Faculty Liaison. Curriculum Working Group-Asian American Studies, African American Studies, Chicana/o Studies.
- 2019-20 Co-Chair. Department 50 Year Celebration Committee.
- 2018-19 Chair. Department Personnel Committee, review tenure tract and adjunct files.
- 2017-18 Chair. Department Personnel Committee, review adjunct files.
- 2017 Founder. Emerging Scholars Program.
- 2016-17 Member. Department Personnel Committee, review adjunct files.
- 2015-17 Chair. Assessment Committee.
- 2014 Member. Program Performance Review Committee.
- 2013-14 Chair. Department Personnel Committee, review adjunct files.
- 2013-14 Member. Assessment and Curriculum Committee.
- Summer 2013 Co-Chair. Department Website Committee.
- Summer 2013 Chair. Annual Retreat Planning Committee.

**University**

- 2022-2023 Chair. Department Personnel Committee, Department of African American Studies, review tenure tract and adjunct files.

- 2021-2022 Member. Department Personnel Committee, Department of African American Studies, review tenure tract and adjunct files.
- Summer 21 Participant. Focus Group for Service Learning Practices in the University Personnel Standards for Tenure and Promotion.
- Spring 21 Member. Humanities and Social Sciences Committee to identify digital primary sources collections for the university library.
- Spring 21, Spring 17-Fall 18 Co-Chair. Subcommittee for the Self Study and Institutional Report for the Western Association of Schools and Colleges accreditation on Faculty and Staff, California State University, Fullerton.
- Spring 16 Chair. Program Performance Review Committee, Department of Health Science.
- Spring 16-Fall 16 Member. California State University, Fullerton Academic Master Plan Committee.
- Spring 14 Member. Dean Search Committee, College of Humanities and Social Sciences.
- Fall 14 Member. Travel Grant Committee, College of Humanities and Social Sciences.
- Fall 13 Member. Scholarly and Creative Activities Grant Committee, College of Humanities and Social Sciences.

### **Mentorship and Broader Community**

- 2021-present Mentor. The California State University Chancellor's Doctoral Incentive Program, Manny Preciado, Doctoral Candidate-University of California, Irvine- Urban Planning and Public Policy Department.
- 2020-present Advisory Board. Orange County Equity Report

- 2018-present Mentor. The California State University Chancellor's Doctoral Incentive Program, Kimberly Miranda, Doctoral Candidate-University of California, Los Angeles-Cesar E. Chávez Department of Chicana/o Chicano and Central American Studies.
- 2018 Member. Conference Planning Committee, THRIVE Community Development in Santa Ana Conference, April 20.
- 2007-15 Volunteer. El Centro Cultural de México (Board Member 2007-2009; Grant Committee 2008-2015; Building Committee 2013-2015).
- 2013-15 Member. Grant Proposals Review Committee, St. Joseph Health System, Community Building Initiative.
- 2013-15 Volunteer Research and Policy Advisor. Santa Ana Building Healthy Communities.
- 2013 Faculty Mentor. McNair Scholars Program, Angelica Ruiz, Undergraduate Research Project, Women and Gender Studies and Health Sciences student.
- 2007 Member. Leadership Council and Strategic Planning Committee, *Somos Familia* (We are Family) Initiative, Orange County United Way.
- 2006 Member. Scholarship Committee, Mexican-American Alumni Association, Loyola Marymount University, Los Angeles.
- 2000 Treasurer. League of United Latin American Citizens, South Orange County Chapter.

## **RESEARCH WORKSHOPS AND PROFESSIONAL DEVELOPMENT**

- 2022 "Digital Storytelling: Hands-One with Google Earth Web;" "Got geo data? Getting Started with Mapbox;" and "Critical Digital Pedagogy: Debates, Dialogue, and Practice" workshops, Digital Ethnic Futures Consortium.



- 2020 “Onboarding for Canvas” (the university’s learning management system), Faculty Development Center, California State University, Fullerton.
- 2020, 2016 “Applying the Quality Matters Rubric” Certificate, Quality Matters Program (training for online instruction), Faculty Development Center, California State University, Fullerton.
- 2016 “The Future of Diversity Research Convening,” National Center for Institutional Diversity, University of Michigan, Ann Arbor.
- 2013 “Online Gradebook,” Faculty Development Center, California State University, Fullerton
- 2013 “4<sup>th</sup> Annual ¡*Salud America!* Summit,” San Antonio, Texas.
- 2012 “Mixed-Methods Workshop,” Institute for Social Science Research, University of Michigan (Ann Arbor) and University of North Carolina, Chapel Hill consortium at University of North Carolina.
- 2012 “New Connections Sixth Annual Symposium,” Robert Wood Johnson Foundation, Princeton, New Jersey.
- 2011 “New Connections Fifth Annual Research and Coaching Clinic,” Robert Wood Johnson Foundation, Washington, D.C.
- 2010 “Applied Methodologies for Reducing Obesity in Latino Communities,” Inter-University Program for Latino Research, University of Notre Dame, South Bend, Indiana.
- 2008 “Writing Workshop for Young Scholars,” Journal of Planning Education and Research, Virginia Commonwealth University, Richmond.
- 2008 “Editor’s Roundtable: Advice for Faculty on How to Publish and Not Perish,” California State University, Fullerton.
- 2007 “Professional Grant Proposal Writing Workshop,” The Grant Institute, California State University, Los Angeles.

2005 "Ph.D. Workshop," Association of Collegiate Schools of Planning, University of California, Berkeley.

### **MEDIA APPEARANCES AND INTERVIEWS**

- 2019 "The Effects of Gentrification." Podcast.  
The Daily Chela, November 18.
- 2017 "Latino City" *Part 1*. Podcast. New Books  
Network, New Books in Latino Studies,  
June 2017, November.
- 2016 "Vista L.A. Tackles Issue of Gentrification  
in SoCal," KABC-Channel 7, August 27.
- 2015 "Authenticity and Gentrification: The  
Future identity in Santa Ana and Beyond,"  
Air Talk, KPCC, August 20.
- 2015 "*Historical Gentrification*," Itz  
Happening, Radio Santa Ana, November  
15.
- 2008 "Point of View: Illegal Immigration,"  
Orange County Insight Program,  
California State University, Fullerton,  
KCET, June 11.
- 2007 "Santa Ana: La Ciudad de Oro (Santa Ana:  
The Golden City) Documentary," El  
Centro Cultural de México, Santa Ana,  
October 13.

### **PROFESSIONAL MEMBERSHIP**

Association of Collegiate Schools of Planning and its Planners of Color Interest Group  
Urban Affairs Association

### **LANGUAGES**

English and Spanish

## Alexandro José Gradilla, Ph.D.

California State University, Fullerton  
Chicana and Chicano Studies  
800 N. State College Blvd., H314 Fullerton, CA 92831  
agradilla@fullerton.edu  
657-278-4210

### Education

- *Doctor of Philosophy*, Ethnic Studies Graduate Group, University of California, Berkeley, May 2004
- *Master of Arts*, Anthropology, University of Michigan at Ann Arbor, April 1995
- *Bachelor of Arts*, Anthropology; *Bachelor of Arts*, Chicano Studies, University of California, Berkeley, December 1992

### Professional Experience

- *Assistant Professor*, Department of Chicana and Chicano Studies, California State University (CSU), Fullerton; Summer 2005–Spring 2011
- *Associate Professor*, Department of Chicana and Chicano Studies CSU Fullerton; Fall 2011–Present
- *Chair liaison to the Dean's office*, *Chicana and Chicano Studies*, 2007-2010
- Chair, Chicana and Chicano Studies, 2010–2015
- Chair, African American Studies, 2012–2014
- Acting Chair, Chicana and Chicano Studies, Spring 2020

### Awards & Funding

- Mellon Foundation, Latinx Lab for Storytelling and Social Justice (1.2 million), Co-Principal Investigator and Director, Escritores Promotores and Summer Scholars Summer Institute; 2022-present
- Humanities and Social Sciences Faculty Award for Outstanding Service and Contribution to Student Success; 2014
- Management Team, Co-Principal Investigator; CSU Fullerton EPOCHS (\$2.3 million) HSI Federal grant: Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA); 2010–2014
- Co-Principal Investigator; HACU/Walmart Grant (\$500,000): 2010-2013
- Outstanding Untenured Faculty Award (Research, Teaching and Service); CSU Fullerton, College of Humanities and Social Sciences; 2009–2010
- Outstanding Service; CSU Fullerton, Academic Affairs/Faculty Development Center; 2009
- Outstanding Teacher Scholar (Sponsoring Student Research and Creative Activities); CSU Fullerton, Academic Affairs/Faculty Development Center; 2008

- Qualitative Research Co-Principal Investigator (with Dr. Gilberto Q. Conchas); Charles Stewart Mott Foundation Pathways out of Poverty Program 2-year award (\$45,000); Joint research endeavor with the University of California, Irvine, Department of Education; 2006–2008
  - Research Project: Promising after-school programs for low-income Latino youth in San Diego County
- Summer Technology Institute grant, “Developing Communities of Practice” and “Using BlackBoard Content Systems”; CSU Fullerton, Faculty Development Center; 2006
- Postdoctoral Faculty Fellow; University of California, Irvine; 2004
- Comparative Ethnic Studies Graduate Program Research Block Grant; University of California, Berkeley; 2003
- Graduate Division Dissertation Year Fellowship; University of California, Berkeley; 2002–2003
- Dissertation Year Fellowship; University of California, Office of the President; 2001
- Graduate Opportunity Program Fellow; University of California, Berkeley, Graduate Division; 1996–2003
- Rackham Merit Fellowship; University of Michigan, Ann Arbor; 1993
- Minority Opportunity Summer Training Fellow; American Sociological Association; 1992

### **Professional Organizations**

American Anthropological Association (*Sections*: Association of Latino/Latina Anthropologist, Society for Medical Anthropology, and Society for the Anthropology of North America); American Society for Bioethics and Humanities; American Studies Association; The Society for the Study of the Multi-Ethnic Literature of the United States (MELUS); National Association for Chicana and Chicano Studies (NACCS); National Association for Ethnic Studies (NAES); California Sociological Association; American Philosophical Association-Pacific Division; American Association of Hispanics in Higher Education

### **Service**

#### ***Professional Service***

- CSU Faculty Discipline Review expert, Area F: Chicanx/Latinx Studies; 2021-present
- CSU Faculty Discipline Review Group, Ethnic Studies (Chicana/o Studies) TMC and ADT, 2020-present
- CSU Faculty Discipline Review Group, Social Justice TMC and ADT, 2015-present
- Keynote, "Embedding meaningful diversity, equity, and inclusion strategies into curriculum redesign" Faculty-Led Curricular Design for Student Achievement in the CSU: 2021 Redesigning Our Majors Symposium
- National Association for Chicana/o Studies, At-Large Representative and member of the Executive Council, 2016-2017
- Global Latin/o Americas series (The Ohio University Press), founding editorial board member
- Treasurer, Society for the Anthropology of North America; 2009–2012

- Book Award Committee, Association of Latina/Latino Anthropologists; 2008–2009
- Peer Reviewer, *Ethnicities; Latino Studies; Masculinities and Occupied America, 6<sup>th</sup> edition* (Pearson/Longman); 2005–Present
- Project Consultant, *Escaramuzas*, a PBS documentary on traditional Mexican horse-riding competitions, focusing on the Inland Empire team that is comprised of all young girls and women who are ranked internationally in a sport that has been “traditionally” dominated by Mexico and by men.

### ***University Service***

- Academic Senate, at-large, 2008-2022
- Academic Senate Executive Committee, 2016-2022
- Academic Senate Executive Committee, liaison, University Curriculum Committee, 2016-2022
- Academic Senate Executive Committee, liaison, Diversity and Inclusion Committee, 2016-2022
- Member, CSU Fullerton Academic Senate, Academic Standards Committee; 2011–2012
- Member CSU Fullerton Academic Senate, Library Committee; 2008–2009, Chair 2009–2010
- Substitute (R. Fidalgo), CSU Fullerton Executive Committee; Summer 2008, 2009, 2010; CSU Statewide Academic Senate, 2008-2011
- Project UPgrads & FDC, “Mentoring Men of color” and “Structural Challenges for Men of Color in the US”, 2020, 2021
- Pa’lante Mentor Program, “Advocating for Students of Color to do “insider research”, 2021
- Department Personnel Committee, (AFAM 2014, 2016-2018); (ASAM 2014, 2016)
- Chair, Search Committee for Director of the Academic Advisement Center; Summer 2006
- Summer Research Seminar Leader, Santa Ana Partnership/ENLACE (“The Latino Student Pathway to the BA and Beyond”); Summer 2006-2016
- Graduate School Workshop: “So you think you want to go to grad school”, Chicana/Chicano Studies and Chicano Resource Center; Fall 2007–2010
- Member, Search Committee for Dean of Humanities and Social Sciences; 2009–2010
- Member, Program council, CSU Fullerton, College of Humanities and Social Sciences
  - Latin American Studies; 2005–Present
  - Women’s Studies; 2005–Present
  - Queer Studies minor; 2010–Present
- Campus Mentor team, New Mexico Highlands University; 2011-2014
- Member, Search Committee, Chicana/o Resource Center Coordinator, 2019
- Member, Associate Vice President of Strategic Enrollment, Search Committee, 2019
- Member, Vice President, Student Affairs Search Committee; 2011, 2020
- Member, Vice President of HRDI Search Committee, 2012
- Member, Strategic Planning Steering Subcommittee: Faculty diversity, hiring, and retention; 2012–2013
- Member, Diversity Action Plan and Climate Study group, 2014-2016

- Media expert: Immigration, Latino health, Latino men and masculinity, higher education and minorities, and popular culture, CSU Fullerton's Public Affairs; Fall 2005–Present

### ***Departmental Service***

- Chair, Chicana and Chicano Studies, 2010–2015, Spring 2020 (including summer chair)
- Consulting faculty member to the Dean's office for Chicana and Chicano Studies (*de facto* chair), 2007-2010
- Chair, African American Studies, 2012–2014
- Major/minor advisor, Department of Chicana and Chicano Studies; Fall 2005–Present
- Graduate Advisor, Chicana and Chicano Studies Concentration, History MA and Spanish MA, 2012-present
- Departmental Personnel Committee, member; 2016-present
- Member, CHIC, Faculty Search Committee; 2006–2007, 2007–2008, 2008–2009, 2018-2019, 2020-2021\* (chaired)
- Member, AFAM, Faculty Search Committee, chair; 2018-2019
- Advisor, McNair Scholars 2005-present
- Advisor, Honors Program

### ***Community Service***

- Males Achieving Success conference (Fullerton College), 2015, 2016, 2017, 2018, 2019, 2020, 2023
- Speaker, Orange County Bar Foundation: “The expectations of a college professor”; series geared toward assisting “at-risk” future first-generation college teenage girls; 2006, 2007, 2008
- Guest Speaker, Orange County Conservation Corps Workshops; 2010-2014

### **Skills**

Spanish (native speaker), English (fluent second-language speaker)

### **Publications**

#### *Peer-Reviewed*

1. Alexandro José Gradilla and Rodolfo D. Torres, “Capitalist Schooling and Constructing Young Latino Masculinities,” in *Latinos and Education (2<sup>nd</sup> edition)*, Antonia Darder and Rodolfo D. Torres, 2014.
2. Alexandro José Gradilla, “Chicano/Mexican ‘culture’ as Rational Instrument in the Human Sciences.” *Ethnic Studies Review* June 2010, 34 (1).
3. Alexandro José Gradilla, “The Darker Side of Modernity: Racialization as an Incomplete Project.” *Critical Studies in History* June 2009,2(1): 56-76, special issue “The Project of Modernity.”  
<http://history.theory.googlepages.com/csh21>

4. Alexandro Gradilla, "Student Movements, Chicano/a, 1960s-2000s," in *International Encyclopedia of Revolution and Protest: 1500 to Present*. I. Ness (ed.), Oxford, UK: Blackwell Publishing, accepted/forthcoming, 2009.
5. Alexandro José Gradilla and Rodolfo D. Torres, "Capitalist Schooling and Constructing Young Latino Masculinities," in *Metropedagogy: Power, Justice, and the Urban Classroom*, Joe Kincheloe and Kecia Hayes (eds.). Netherlands: Sense Publishers, 2006.

*Non-Peer-Reviewed*

1. Alexandro Gradilla and Rodolfo D. Torres, "Latino Social Movements," in *Oxford Encyclopedia of Latinos and Latinas*, Suzanne Oboler and Deena Gonzalez (eds.), New York, NY: Oxford University Press, 2005.
2. Alexandro Gradilla, "Childbirth," in *Encyclopedia Latina*, Ilan Stavans Grolier (ed.), Danbury, CT: Academic Reference, 2005.
3. Alexandro José Gradilla and Rodolfo D. Torres, "Latino Masculinities," in *Men and Masculinities: A Social, Cultural, Historical Encyclopedia*, Michael Kimmel and Amy Aronson (eds.), New York: ABC-CLIO, 2004.

Works in progress

1. Alexandro José Gradilla, Black women and Latinas as problematic risks/risky problems: racialized reproductive politics. *In progress*.
2. Alexandro José Gradilla, "The Paradox of the Epidemiologic Paradox: Cultural Protective Factors as 'Good for Your Health.'" *In progress*.
3. Alexandro Jose Gradilla, *Countering Coloniality: Chicana/o decolonial acts of survivance and epistemic disobedience* (book manuscript proposal for *Critical Insurgencies: A Book Series of the Critical Ethnic Studies Association*, Northwestern University Press).
4. Eligio Martinez and Alexandro Jose Gradilla, White washing diversity: erasing student of color activism that transformed higher education
5. From Black Lives Matter to the toppling of Father Serra: indigenous, Chicanx and Central American survivance
6. Alexandro Jose Gradilla, Rhetorics of Dehumanization: Racializing Structural Violence, book manuscript proposal for Lexington Books.



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**Education**

The Graduate Center, City University of New York

Ph.D. Comparative Literature (with Distinction), Fall 2009

Dissertation: “Resistance Histories: Contemporary Literary Reconstructions of National History”

M.A. Comparative Literature, Spring 2006

University of California, Berkeley

B.A. English (with High Distinction), Concentration in Multicultural and Anglophone Studies, Spring 2001

Università di Bologna, Italy, 1999-2000

**Academic Employment**

**California State University, Fullerton**; Dept. of Chicana and Chicano Studies, Fall 2012 – present

Associate Professor (Fall 2017 – present)

Department Chair (Fall 2022 – present)

Interim Department Chair (Spring 2022 – Summer 2022)

Assistant Professor (Fall 2012 – Spring 2017)

Lecturer (Fall 2010 – Spring 2011)

*Select Courses Taught*: Communication Skills, Mexican Literature Since 1940, Latin American Literature, Contemporary Chicana/o Literature; Mexican/Chicano Intellectual Thought (Chicana/o Studies 340); Border Cinema

**United States Naval Academy**, Annapolis, Maryland; Dept. of English, Fall 2011 – Spring 2012

Assistant Professor

**Mount Holyoke College**, South Hadley, Massachusetts; Dept. of Classics and Italian, Fall 2006 – Fall 2007

Visiting Lecturer in Italian

Courses taught: Elementary Italian, Intermediate Italian

**City University of New York** (Campuses: Queens College, Baruch College, York College); Spring 2004–Spring 2006

Adjunct Instructor

### **Research Interests**

Contemporary Chicana, Latina, and Latin American literature and film; literary and film representations of the U.S.-Mexico border and borderlands; Chicana and Latina non-fiction cultural forms, including documentary film and literary journalism; comparative border studies; definitions and conceptualizations of Latinidad; nationalisms and transnationalisms; literary interventions in historical representation; comparative migration literature

### **Publications**

#### ***Edited Books***

Hanna, Monica and Rebecca A. Sheehan, eds. *Border Cinema: Reimagining Identity through Aesthetics*. New Brunswick: Rutgers University Press, 2019.

Hanna, Monica, Jennifer Harford Vargas, and José David Saldívar, eds. *Junot Díaz and the Decolonial Imagination*. Durham, NC: Duke University Press, 2016.

#### ***Book Chapters***

Hanna, Monica. "The Cinematic Borderlands of Alejandro González Iñárritu's *Babel*." *Border Cinema: Reimagining Identity through Aesthetics*. Eds. Monica Hanna and Rebecca A. Sheehan. New Brunswick: Rutgers University Press, 2019. 81-99.

Hanna, Monica and Rebecca A. Sheehan. "Moving Images: Contesting Global Borders in the Digital Age." *Border Cinema: Reimagining Identity through Aesthetics*. Eds. Monica Hanna and Rebecca A. Sheehan. New Brunswick: Rutgers University Press, 2019. 1-18.

Hanna, Monica. "Reframing the Border in Contemporary Mexican American Documentary." *Latinx Ciné in the Twenty-First Century*. Ed. Frederick Luis Aldama. Tucson: University of Arizona Press, 2019. 67-87

Hanna, Monica. "A Portrait of the Artist as a Young Cannibalist: Reading Yunior (Writing) in *The Brief Wondrous Life of Oscar Wao*." *Junot Díaz and the Decolonial Imagination*. Eds. Monica Hanna, Jennifer Harford Vargas, and José David Saldívar. Durham, NC: Duke University Press, 2016. 89-111.

Hanna, Monica, Jennifer Harford Vargas, and José David Saldívar. "Junot Díaz and the Decolonial Imagination: From Island to Empire." *Junot Díaz and the Decolonial Imagination*. Eds. Monica Hanna, Jennifer Harford Vargas, and José David Saldívar. Durham, NC: Duke University Press, 2016. 1-29.

Hanna, Monica and Jennifer Harford Vargas. "Transnational Forms." *Latino/a Literature in the Classroom: 21<sup>st</sup> Century Approaches to Teaching*. Ed. Frederick Luis Aldama. New York: Routledge, 2015. 64-77.

Hanna, Monica. "In the Stacks." *With a Book in Their Hand: Chicano Readers and Readerships across the Centuries*. Ed. Manuel M. Martín-Rodríguez. Albuquerque: University of New Mexico Press, 2014. 71-74. [2015 Latino International Book Award for Best Latino-Focused Nonfiction Book]

### ***Journal Articles***

Hanna, Monica. "Chronicling Contemporary Latinidad." *American Literature* 88.2 (June 2016): 361-389.

Hanna, Monica. "Chronicling the New Transnational Migrant Experience: An Interview with Daniel Hernandez." *Label Me Latina/o* (Spring 2014).

<http://labelmelatin.com/wp-content/uploads/2014/02/Chronicling-the-New-Transnational-Migrant-Experience-An-Interview-with-Daniel-Hernandez.pdf>

Hanna, Monica. "'Reassembling the Fragments': Battling Historiographies, Caribbean Discourse, and Nerd Genres in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*." *Callaloo* 33.2 (Spring 2010): 498-520.

Hanna, Monica. "Remapping Community and Reconstituting History in the Work of Gloria Anzaldúa and Eavan Boland." *PLAT* (Prospettive translinguistiche e transculturali) 2 (2009): 49-61.

Hanna, Monica. "'Cien años de participación': Magical Realism and Italian History in Antonio Tabucchi's *Piazza d'Italia*." *Carte italiane* 2.5 (2009): 199-222.

Hanna, Monica. "'Non siamo gli unici polemici': Intersecting Difference and the Multiplicity of Identity in Igiaba Scego's 'Salsicce'." *Quaderni del '900* IV (2004): 67-76.

### ***Public Scholarship***

*The Mixed Babies' Bookshelf*. Creator and author of blog on reading and literature for children of color. 2022-present. <https://www.mixedbabiesbookshelf.com>

*Global Graffiti Magazine*. Co-creator and co-editor of site focused on world literature, arts, and culture, 2010-2012. <<http://www.globalgraffmag.wordpress.com>>.

### ***Translations***

Hanna, Monica and Giulia Po. Translation from Italian to English, "Waltz for Siglinda," by Clara Sereni. [Short story.] *Global Graffiti Magazine* 5 (October 2011).

<<http://globalgraffmag.wordpress.com/2011/10/19/waltz-for-siglinda/>>.

Hanna, Monica. Translation from Italian to English, "'A writer cannot believe two stories at once': Modes of Adaptation in *La lunga notte del '43* (Florestano Vancini, 1960)" by Federica Villa.

*Watching Pages, Reading Pictures: Cinema and Modern Literature in Italy*. Ed. Daniela De Pau and Georgina Torello. Cambridge: Cambridge Scholars Press, 2008.

Hanna, Monica. Translation from Italian to English, "Chicken Curry" by Laila Wadia. [Short story.] *Metamorphoses*, 14:1-2 (2006). Available online:

<<http://www.smith.edu/metamorphoses/issues/links/wadiachicken.html>>.

### **Reference Entries**

Hanna, Monica. "Junot Díaz." *Great Lives from History: Latinos*. Eds. Carmen Tafolla and Martha P. Cotera. Ipswich, MA: Salem Press, 2012.

Hanna, Monica. "Oscar 'Zeta' Acosta." *Great Lives from History: Latinos*. Eds. Carmen Tafolla and Martha P. Cotera. Ipswich, MA: Salem Press, 2012.

### **Non-Refereed Articles**

Hanna, Monica. "An Interview with Sesshu Foster." *Global Graffiti Magazine*, 1, July 2010.

<<http://globalgraffmag.wordpress.com/2010/07/02/an-interview-with-sesshu-foster/>>.

### **Reviews**

Hanna, Monica. "Of Migrants and Mirrors: A Review of Amara Lakhous's *Divorzio all'islamica a viale Marconi*." *Global Graffiti Magazine* 3 (February 2011). Available online:

<<http://globalgraffmag.wordpress.com/2011/02/19/of-migrants-and-mirrors/>>.

Hanna, Monica. Review of "The Fabric of Cultures," an exhibit at the Ternbach Museum (Queens College) and the Museum of Craft and Folk Art (San Francisco). *Zone Moda Journal*, 2009.

Hanna, Monica. Review of *Scontro di civiltà per un ascensore a piazza Vittorio* by Amara Lakhous. *Metamorphoses*, 14:1-2 (2006).

Hanna, Monica. Review of *Beyond Life is Beautiful: Comedy and Tragedy in the Cinema of Roberto Benigni* by Grace Russo Bullaro. *Journal of Modern Italian Studies*, 11:1 (2006).

Hanna, Monica. Review of *Cultural and Linguistic Policy Abroad: The Italian Experience* by Mariella Totaro-Genevois. *Geolinguistics*, Fall 2005.

### **Conference Papers**

Hanna, Monica. "Latinx Literary Journalism, Transnational Latinidad, and Social Justice." Association for Ethnic Studies annual conference. CSULA, November 2022.

Hanna, Monica. "The Cinematic Borderlands of Alejandro González Iñárritu's *Babel*." Society for Cinema and Media Studies (SCMS) annual conference. Chicago, IL, March 2017.

Hanna, Monica. "Communication, Corporeality, and Crossings: The Paradoxes of Global Borders in Alejandro González-Iñárritu's *Babel*." Border Cinema Symposium. California State University, Fullerton. Fullerton, California, April 2016.

Hanna, Monica. "Intersecting Lives, Intersecting Narratives: Literary Journalism in Daisy Hernández's *A Cup of Water Under My Bed*." American Comparative Literature Association (ACLA) annual conference. Cambridge, MA, March 2016.

Hanna, Monica. "Mexico City in U.S. Latino Chronicles." 2<sup>nd</sup> Biennial U.S. Latina/o Literary Theory and Criticism Conference (*Latina/o Utopias: Futures, Forms, and the Will of Literature*). New York, March 2015.

Hanna, Monica. "Mexico City Chronicles." American Comparative Literature Association (ACLA) annual conference. Seattle, March 2015.

Hanna, Monica. "U.S. Latin@ Journalists Chronicle Latin America: Cultural Capital and Representational Power." Tepoztlán Institute for Transnational History of the Americas. Tepoztlán, Mexico, July 2014.

Hanna, Monica. "On the Genres of Contemporary Latinidad: Latin@ Chronicles." American Comparative Literature Association (ACLA) annual conference. New York, March 2014.

Hanna, Monica. "Routing Latin@ Cosmopolitan Literature: Contemporary US Latin@ Writers Abroad." 1<sup>st</sup> Biennial U.S. Latina/o Literary Theory and Criticism Conference (*Haciendo Caminos: Mapping the Futures of U.S. Latina/o Literatures*). New York, March 2013.

Hanna, Monica. "A Portrait of the Artist as a Young Plátano: Reading Yunior (Writing) in *The Brief Wondrous Life of Oscar Wao*." American Studies Association annual conference. San Juan, Puerto Rico, November 2012.

Hanna, Monica. "'The Great American Doom': Embodied National Histories in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*." American Comparative Literature Association annual conference. Long Beach, California, April 2008.

Hanna, Monica. "Crossing Literary and Historical Borders: Experimentation in Contemporary Chicana/o Texts." Paper presented at the American Comparative Literature Association annual conference. Puebla, Mexico, April 2007.

Hanna, Monica. "'Curry di pollo' and the Problems of Digesting and Embodying Difference." Paper presented at the American Association of Italian Studies (AAIS) annual conference, Chapel Hill, North Carolina, April 15, 2005 and the Columbia Italian Graduate Student Conference, New York, April 2, 2005.

Hanna, Monica. "'Wild Tongues': Language, Aesthetics, and Shifting Concepts of Audience in Chicana Literature." Paper presented at the SUNY Stony Brook English Graduate Student Conference, February 26, 2005.

Hanna, Monica. “Impronte o non impronte?': Eks&Tra, Italophone Migrant Narratives, and the Creation of Hybrid Italian Identities.” Paper presented at “The Prodigal Text: Transgression and ‘Normatization’ in the Italian Literary Tradition” Conference. New York University, April 17, 2004.

### **Invited Presentations**

Hanna, Monica. “The Cinematic Borderlands of Alejandro González Iñárritu’s *Babel*.” CSUF Honors course on World Cinema, 16 November 2021. Invited by Dr. Jeanette Reedy Solano.

Hanna, Monica. “Decolonizing the Mind and the Heart: Junot Díaz’s *This Is How You Lose Her*.” Claremont Graduate School of Theology, “Ethics and the Decolonial Imagination” Graduate Seminar, Dr. Roberto Sirvent, March 2018.

Hanna, Monica. Presentation on *Junot Díaz and the Decolonial Imagination*. Faculty Author Series, HRDI, California State University, Fullerton, December 2016.

Hanna, Monica. “Artistry and Activism in *The Brief Wondrous Life of Oscar Wao*.” Visiting Scholar, Willamette University, Salem, Oregon, October 2016. Invited by Roy Pérez (Asst. Prof., Willamette University), in conjunction with his seminar course on Junot Díaz.

Hanna, Monica. Discussion of the work of author Daniel Hernandez and my research on US Latina/o literary journalism. Christina Guerrero’s English course at Universidad Anáhuac, Mexico, April 2014.

Hanna, Monica. “A Portrait of the Artist as a Young Plátano: The Ethics of Writing in *The Brief Wondrous Life of Oscar Wao*.” Junot Díaz: A Symposium. Stanford University, Center for Comparative Studies of Race and Ethnicity (CCSRE). Stanford, California, May 2012.

### **Grants**

Mellon Foundation Grant-supported project, “Latinx Literary Journalism Database,” Spring 2022, awarded for 2022-25

CSUF Summer 2021 Grant for Faculty Support on Scholarly or Creative Productivity

CSUF College of Humanities & Social Sciences Summer 2017 Research and Writing Stipend

CSUF College of Humanities & Social Sciences Summer 2016 Research and Writing Stipend

CSUF College of Humanities & Social Sciences Summer 2015 Research and Writing Stipend

CSU Fullerton FDC (Faculty Development Center) International Travel Grant (American Studies Association Conference in Puerto Rico 2012), 2013

### **Awards and Recognitions - CSUF**

Humanities & Social Sciences 2016-17 Outstanding Untenured Faculty Member Award

CSU Fullerton Faculty Scholarship Recognition, Spring 2016

Humanities & Social Sciences 2015-16 Miscellaneous Course Fee Award, Border Cinema Symposium

## **Curricular Innovation – CSUF**

Chicana/o Studies/Cinema and Television Arts 369 (Border Cinema), with Dr. Sheehan, Special Course approved 2013, New Course Proposal approved 2016, Online option approved 2020

African American Studies/Asian American Studies/Chicana/o Studies/English 250 (Introduction to Multiethnic Literatures), with Drs. Nuñez and Graham, New Course Proposal first submitted Fall 2015, approved 2017

Chicana/o Studies 337 (Contemporary Chicana/o Literature), Updated title and description, 2013

Chicana/o Studies 336 (Latin American Literature), Updated title and description, 2013

## **Service**

### ***Manuscript Reviewer***

Article Peer Reviewer, *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, Summer 2021

Article Peer Reviewer, *Symposium: A Quarterly Journal in Modern Literatures*, Fall 2018

Peer Reviewer, *Oxford Encyclopedia of Latina/o Literature*, Fall 2018

Article Peer Reviewer, *Twentieth Century Literature*, Fall 2018

Article Peer Reviewer, *PMLA* (Journal of the Modern Language Association of America), Fall 2015, Spring 2017

Article Peer Reviewer, *Journal of Transnational American Studies*, Spring 2014

Article Peer Reviewer, *MELUS: Multi-Ethnic Literature of the US*, 2011

### ***Conference Panel Organizing and Moderating***

“Border Cinema Symposium.” Co-organizer with Rebecca Sheehan (CSUF). California State University, Fullerton, April 2016.

“Forms of Injustice.” Panel co-organizer with Julie Minich (University of Texas at Austin). American Comparative Literature Association (ACLA) annual conference, March 2014.

“Junot Díaz: A Symposium.” Co-organizer with José David Saldívar and Jennifer Harford Vargas. Stanford University, Center for Comparative Studies of Race and Ethnicity (CCSRE). Stanford, California, May 2012.

“Dressing Cities: Creativity and Public Space in Global Contexts.” Panel Moderator. The Fabric of Cultures: Fashion, Identity, Globalization from the Early Modern to the Postmodern Interdisciplinary Conference. CUNY Graduate Center, March 10, 2006.

“Coming In and Going Out: Poetry and National Identity.” Panel Moderator. CUNY Conference on Contemporary Poetry, CUNY Graduate Center, November 4, 2005.

### ***Membership on Department, College, or University Committees, CSUF***

Humanities and Social Sciences Council of Chairs, Spring 2022 - present  
University Council of Chairs, Spring 2022 - present  
CHIC Curriculum Committee Chair, Fall 2021  
CHIC Assessment Committee Chair, Spring 2020  
Latin American Studies Council, Member, Fall 2013-Spring 2022  
WGST Department Personnel Committee, Member, 2018-19  
CHIC Department Personnel Committee, Member, 2017-18  
CHIC Department Personnel Committee, Co-Chair, 2015-16: Evaluations of 13 lecturers  
CHIC Assessment Committee Chair, 2014-15  
CHIC GE Recertification (Category A1) lead reviewer and implementer, 2014-15

***Administrative Service, CSUF***

Department Chair (Elected), Fall 2022 - present  
Department Chair (Interim), Spring-Summer 2022  
New part-time lecturer faculty orientation and full faculty mixer, August 2022 (6 new lecturers hired Spring/Summer 2022)  
Strategic planning retreat for tenured and tenure-track faculty, June 2022  
CHIC 102 course alignment, 2014-15

***Student Advisement/Mentoring***

Departmental Student Advisor (lead), Summer 2022  
Transfer Student Orientation departmental advising, Summer 2022  
META (Making Education the Answer) Mentor, 2018-19  
Student Advisor, Fall 2015  
EPOCHS Mentor, 2012-13: Mentored 3 graduate students and attended monthly workshops, training sessions, and social events

***Student Group Faculty Advising***

Chicana and Chicano Studies Alliance (C@SA) Faculty Advisor, Fall 2013 – Spring 2016

***Professional Development/Trainings***

Digital Humanities trainings, “Macroscopic Reading through Text Mining” and “A Gentle Introduction to Text Analysis with R,” CSUF DH Summer Connect (Dr. Jamila Moore-Pewu Mellon project), August 2022  
Quality Matters Applying the QM Rubric Training and Certification, November 2020  
CSUF Training Session, 2014-15: Conversations about Assessment



### ***Independent Study Guidance***

Independent studies with students: 1 undergraduate Spring 2018; 1 undergraduate Spring 2016; 1 graduate Spring 2015; 1 graduate Spring 2014; 1 undergraduate Fall 2012

### ***Teaching Assistant (TA) Mentorship***

1 undergraduate Spring 2018; 3 undergraduates Spring 2017; 2 undergraduates Fall 2015; 1 undergraduate Spring 2015

### ***Service on Students' Theses/Projects***

Honors Thesis Advisor, Melissa Ravelo, "Trauma in Latin@ Literature," 2016-17  
MA Exam Committee Member: Maria Salazar (Spanish Department, 2014-15, 2015-16)  
MA Thesis Committee Member: Alberto Gallegos (Spanish Department, 2016)  
MA Thesis Committee Member: Alberto Rodriguez (History Department, proposal defense May 2013)

### ***University Service***

Chicana and Chicano Studies Department student scholarship, creation of application and review of applications, Spring 2016, Spring 2017, Spring 2018, Spring 2020  
EOP Summer Bridge Presentation, "First Gen Students: Recognizing Challenges & Cultivating Our Strengths, June 2019  
Speaker, *Instructional Frameworks to Draw on the Strengths of First-Generation College Students*, FDC workshop organized by Drs. Estela Zarate and Rebecca Gutierrez Keeton, June 2018  
Vanessa Angélica Villarreal poetry reading of selections from *Beast Meridian*, CSUF, October 2018  
Rodrigo Reyes film screening and director Q&A, *Purgatorio: A Journey to the Heart of the Border*, Pollak Library, CSUF, February 2018  
Meeting with Mellon Mays Undergraduate Fellowship program representatives (with Dean, other faculty, and students), CSUF, March 2017  
University of Guadalajara, visit to partner university for study abroad program development, Nov.-Dec. 2015  
"Los Otros Dreamers" Event with Jill Anderson and Maggie Loredó (reading and visit), Organizer, Titan Dreamer Resource Center, CSUF, October 2015  
Reyna Grande author reading, Organizer, Titan Dreamer Resource Center, CSUF, Fall 2014  
Departmental Brown Bag Series, Spring 2016: Organized roster of visits and talks for majors and minors (educational and recruitment tool) on topics including careers, political involvement, research, etc.

### ***Community Service***

Consultant, *Wakanda Forever (Black Panther 2)*, advising on Latin American and Latinx content and representation, Fall 2020

Juror, National Association of Hispanic Publications' José Martí Awards (Editorial Category), September 2020

Juror, International Latino Book Awards (Latino Literacy Now), Spring 2015, Spring 2019

Moderator, Community screening of *Ruben Salazar: Man in the Middle*, CSUF, Hispanic Heritage Month activities, October 2014

Content Advisory Board, documentary on Oscar "Zeta" Acosta, *The Rise and Fall of the Brown Buffalo* (aired on PBS in June 2018), July 2014

Speaker: Invited speaker on faculty panel regarding the graduate school experience at the McNair Summer Institute at CSUF, August 2013

Reviewer, *Ruben Salazar: Man in the Middle* documentary (aired on PBS in April 2014), July 2013

Juror, Zerilli-Marimò/City of Rome Prize for Italian Fiction, Fall 2012

### **Languages**

English (native), Spanish (fluent), Italian (fluent), French (basic)

Current as of January 2023

## Curriculum Vitae

**Gabriela Nuñez, Ph.D.**

California State University, Fullerton, 800 N State College Blvd. H-314, Fullerton CA, 92831

[gnunez@fullerton.edu](mailto:gnunez@fullerton.edu)

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\*Items in dark orange font indicate all work items completed since I submitted my Working Personnel Action File (WPAF) for tenure and promotion in Fall 2018\*

### Academic History

- Ph.D. Literature, University of California, San Diego, 2007
- M.A. Literature, University of California, San Diego, 2003
- B.A. Literature, University of California, Santa Cruz, 1998
- Study Abroad, Universidad de Alcalá de Henares, Spain, 1997-98

### Professional Experience

- Director & Co-Principal Investigator, *Latinx Lab for Storytelling and Social Justice*, supported by \$1.2 million grant from the Mellon Foundation to CSUF, College of Humanities and Social Sciences (H&SS), Spring 2022-Spring 2025  
<https://hss.fullerton.edu/latinxlab/about.html>
- Chair, Department of Chicana and Chicano Studies, CSUF, Fall 2021
- Associate Professor, Chicana and Chicano Studies Department, CSUF, Fall 2019-present
- Assistant Professor, Chicana and Chicano Studies Department, CSUF, Fall 2012
- Lecturer, Chicana and Chicano Studies Department, CSUF, Fall 2011-Spring 2012
- Assistant Professor, Department of English, U of Louisville, Fall 2008-Spring 2011
- Andrew W. Mellon Postdoctoral Fellow, English Department and Latina/o Studies, Northwestern University 2007-08

### Teaching and Research Areas

Contemporary Chicana/Latinx Literature and Culture, Cultural Studies, Environmentalism, Ethnic U.S. Literatures, Fashion & Style Studies, Food Studies, Genre Fiction, Latinx Recreation.

## TEACHING

### CSU Fullerton

Summary of Courses Taught at CSUF from Fall 2011-present:

Total of 76 sections with 16 distinct preps. These preps include in-person, online synchronous and online asynchronous modalities. I have taught 3 or more courses per semester for 17 semesters.

I have taught 26 sections since I submitted my WPAF for tenure and promotion in Fall 2018.

Ideas and Experiences in HSS (HUM 100):	2 sections in person
Communication Skills (102):	2 sections in person
Introduction to Chicano Studies (106):	1 section in person
Chicana/o Environmentalisms (201):	2 sections: 1online synchronous, 1 online asynchronous
Chicana/o Identities (220):	1 section in person
Chicana/o Food Cultures (227):	2 sections in person
Ancient Mexican Culture (302):	3 sections in person
Chicana/o Families (305):	29 sections: 11 in person, 18 online asynchronous

La Chicana (313): 3 sections: 1 in person, 2 online asynchronous  
 Contemporary Chicana/o Literature (337): 25 sections: 5 in person, 20 online asynchronous  
 Chicano/Latino Theater (315): 6 sections in person, 1 online asynchronous during the mid-semester pandemic switch.

Detailed Course List by Semester:

Winter 2023: Contemporary Chicana/o Literature 337-50  
 Fall 2022: Chicana/o Environmentalisms 201-50  
 Summer 2022: Contemporary Chicana/o Literature 337-50  
 Spring: 2022: Sabbatical  
 Winter: 2022: Contemporary Chicana/o Literature 337-50  
 Fall: 2021: Chicana/o Environmentalisms, 201-50, Honors Project Supervision 497-62  
 Summer 2021: La Chicana 313-51; Contemporary Chicana/o Literature 337-50, 337-70  
 Spring 2021: Chicana/o Families 305-51, 305-01; Contemporary Chicana/o Literature 337-50  
 Winter 2021: Contemporary Chicana/o Literature 337-50  
 Fall 2020: Families First Coronavirus Response Act (FFCRA) Leave  
 Summer 2020: Contemporary Chicana/o Literature 337-51  
 Spring 2020: Chicana/o Families 305-51; Contemporary Chicana/o Literature 337-50;  
 Chicano/Latino Theater 315-01/THTR 315-01  
 Winter 2020: Chicana/o Families 305-50  
 Fall 2019: Chicana/o Families 305-50; Contemporary Chicana/o Literature 337-51; Ideas and Experiences in HSS - Humanities 100-03, 100-07  
 Summer 2019: Chicana/o Families 305-51; Contemporary Chicana/o Literature 337-51  
 Spring 2019: Chicana/o Families 305-50; Contemporary Chicana/o Literature 337-51;  
 Chicano/Latino Theater 315-01/THTR 315-01  
 Fall 2018: Chicana/o Families 305-02, 305-51; Contemporary Chicana/o Literature 337-50  
 Summer 2018: Chicana/o Families 305-52  
 Spring 2018: Chicana/o Families 305-51/305-75; Chicano/Latino Theater 315-01/THTR 315-01; Contemporary Chicana/o Literature 337-50  
 Winter 2018: Contemporary Chicana/o Literature 337-50  
 Fall 2017: Chicana/o Food Cultures 227-01; Chicana/o Families 305-51; Contemporary Chicana/o Literature 337-50  
 Summer 2017: Chicana/o Families 305-51; La Chicana 313-52/313-20; Contemporary Chicana/o Literature 337-50  
 Spring 2017: Chicana/o Food Cultures 227-01; Chicana/o Families 305-51, 305-52  
 Fall 2016: Chicana/o Families 305-50; Contemporary Chicana/o Literature 337-50  
 Summer 2016: Contemporary Chicana/o Literature 337-50 & 337-51  
 Spring 2016: Chicana/o Families 305-50, 305-51; Contemporary Chicana/o Literature 337-01  
 Fall 2015: Chicana/o Families 305-50, 305-51; La Chicana 313-02  
 Spring 2015: Ancient Mexican Culture 302-02, 302-03; Contemporary Chicana/o Literature 337- 50; medical leave at week 10 of the semester  
 Fall 2014: Chicana/o Identities 220-01; Chicana/o Families 305-01, 305-04  
 Summer 2014: Ancient Mexican Culture 302-01  
 Spring 2014: Chicana/o Families 305-03, 305-04; Chicano/Latino Theater 315-01  
 Fall 2013: Communication Skills 102-05; Contemporary Chicana/o Literature 337-01;  
 Independent Graduate Research 599-05  
 Spring 2013: Communication Skills 102-04; Chicano/Latino Theater 315-01  
 Fall 2012: The Chicano Family 305-04; Contemporary Chicano Literature 337-01  
 Spring 2012: Intro to Chicano Studies 106-02; The Chicano Family 305-03, 305-04  
 Fall 2011: The Chicano Family 305-01, 305-02; Contemporary Chicano Literature 337-01

### **CSUF Curriculum Innovation**

- “Storytelling Module for Area F Courses” Latinx Lab for Storytelling & Social Justice, Winter 23.
- Chicana/o Studies 201: Chicana/o Environmentalisms, sole instructor, online, synchronous modality. Fall 22.
- Chicana/o Studies 201: Chicana/o Environmentalisms, new “Area F” course with Dr. Alvarez, Fall 2020. Co-teaching model, online, synchronous.
- Humanities 100, new course with Drs. Stern and Yeolekar, Fall 2019.
- Chicana/o Studies 227: Chicana/o Food Cultures, new course Spring 2017.
- Chicana/o Studies 337-50: Contemporary Chicana/o Literature, conversion to online format, Spring 2015-present.
- African American Studies/Asian American Studies/Chicana/o Studies/English 250: Introduction to Multiethnic Literatures), with Drs. Hanna and Graham, Fall 2015.
- Chicana/o Studies 337: Contemporary Chicana/o Literature, Updated title and description, Spring 2013.
- Chicana/o Studies 350: Chicana/o Families, Updated title and description, Spring 2013.

### **CSUF Pedagogical Innovation**

- Creator. CHIC Syllabus Template for 101, 102, general. Fall 2021.
- Organizer and facilitator. “Pedagogy Happy Hour Zoom Conversations for Ethnic Studies.” September and December 2021.

### **CSUF Fullerton Pedagogical Training**

FDC: Digging into Diversity – How to be an Anti-Racist, Fall, 2022.

FDC: Asynchronous Remote Teaching in Canvas Workshop, Summer 2021.

FDC Advanced Asynchronous Remote Teaching in Canvas Workshop, Summer 2021.

FDC: Flipgrid in Canvas, Summer 2020.

FDC: Teaching Remotely: Intermediate Level, Summer 2020. FDC: Teaching Remotely: Beginner Level, Summer 2020.

FDC: iClicker/Reef Student Response System, January 2018. FDC: FEID Grant Proposal Workshop, March 2018.

FDC: Faculty-Led, Short-Term Study Abroad Programs, November 2015. FDC: Grading Essentials in TITANium, December 2011.

FDC: Rubrics, Scoring Guides, and Feedback, August 2012. FDC: Thinking About Teaching Online? June 2014.

### **U of Louisville, Department of English**

Minority Traditions in American Literature: Latina/o Crime Fiction, Cross-listed with Latino Studies, Spring 2011.

American Literature from 1960 to the Present: Introduction to Chicana/o Literature, Spring 2011.

Women’s Personal Narratives: Women of Color in the U.S., Cross listed with Women & Gender and Latino Studies, Fall 2010.

Minority Traditions in American Literature: Latina/o Identities, Cross-listed with Latino Studies, Spring 2010.

Studies in Post-Colonial and/or Ethnic Literatures: Borderland Cultures, Cross-listed with Women & Gender and Latino Studies, Fall 2009.

American Literature from 1960 to the Present: Race and Speculative Fiction, Fall 2009. Writing About Literature: Drama, Fiction & Poetry, Spring 2009, Spring 2010, Fall 2010.

Studies in Post-Colonial and/or Ethnic Literatures: Ethnicity in Detective Fiction, Cross listed with Women & Gender and Latino Studies, Spring 2009.

Women in Literature: Chicana Literature, Cross-listed with Women & Gender and Latino Studies, Fall 2008.

Minority Traditions in American Literature: Latina/o Popular Culture: Film, Music, & Performance, Cross-listed with Women & Gender and Latino Studies, Fall 2008.

### **Northwestern U, Department of English**

Studies in American Literature: Ethnic Detectives, Fall 2006.

Studies in American Literature: Latina/o Popular Culture, Winter 2007.

## **SCHOLARLY & CREATIVE ACTIVITIES**

### **Academic Grants and Honors**

- Consolidated Course Fees 2022-23 Proposals. Submitted, not funded. Summer 2022.
- Office of Research and Sponsored Projects (SRSP) Advanced Grant Writing Academy (AGWA) Awardee, \$5,000 grant. Summer 2022-Spring 2023.
- Mellon Foundation Grant, 1.2 million dollars to support *The Latinx Lab for Storytelling and Social Justice*, CSUF, H&SS, Chicana and Chicano Studies, Spring 2021.
- Sabbatical Award, Spring 2022. CSUF.
- Sabbatical Award for AY 2018-19. CSUF. Not taken.
- Faculty Recognition Service Award. Faculty Development Center, CSUF, Fall 2017.
- Office of Research and Sponsored Projects (IRSP) Junior/Senior Intramural Grants Program. Submitted, not awarded, CSUF, Spring 2017.
- Outstanding Teaching Award, Office of the Provost and Faculty Development Center, CSUF, Fall 2016.
- Arts & Sciences Diversity Champion Award, Honorable Mention, U of Louisville, 2010.
- Richard and Constance Lewis Fellowship in Latin American Studies, Latin American and Latino Studies Program, University of Louisville, 2009.
- Andrew W. Mellon Postdoctoral Fellowship in Latina/o Studies and English, Northwestern U, 2007-08.

### **Peer-Reviewed Publications**

*The Latinx Lab for Storytelling and Social Justice*. Project Rationale for the Chicana/o Studies Department grant application. **Main author, conceptual designer, and organizer**. Fall 2021. \$1.2 million funded by the Mellon Foundation, Spring 2022.

*Latinx Recreation and Sports*. Call for Papers. **Co-author** with Sarah Wald, David Vásquez, Priscilla Solís Ybarra. Special Issue, *Diálogo Journal*, Center for Latino Research. In process during Fall 2022.

*The Humanities and Justice in Activism (HIJA)*. Project Rationale for the Mellon grant application. **Co-author** with Erualdo Gonzalez, Alexandro Gradilla, Patricia Pérez, Estela Zarate. Not funded. Revise and resubmit. Fall 2022.

“Justice is a Living Organism: An Interview with Lucha Corpi.” *Latinx Environmentalisms: Place, Justice, and the Decolonial*. Sarah Wald, David J. Vásquez, Priscilla Solís Ibarra, Sarah Jaquette Ray, editors. Temple University Press, November 2018. **Winner of the MLA Prize for an Edited Collection, December 2022.**

“The Future of Food? Indigenous Knowledges and Sustainable Food Systems in Latin@ Speculative Fiction.” *Altermundos: Latin@ Speculative Literature, Film, and Popular Culture*. Cathryn Josefina Merla-Watson and B.V. Olguín, eds. UCLA Chicano Studies Research Center Press, December 2016. American Book Award Winner, Fall 2018.

“The Future of Food? Indigenous Knowledges and Sustainable Food Systems in Latin@ Speculative Fiction.” *Aztlán: Journal of Chicano Studies* 41.1 (Spring 2016): 203-216.

“The Latino Pastoral Narrative: Backstretch Workers in Kentucky,” *Latino Studies Journal* 10.1-2 (Spring/Summer 2012): 107-127.

### Reviews in Peer-Reviewed Journals

“Contemporary Hispanic Crime Fiction: A Transatlantic Discourse on Urban Violence,” Glen S. Close. Book Review, *Comparative Literature Studies*, The Pennsylvania State U, June, 2009.

### Works in Progress

*Latinx Recreation: A Symposium*. **Organizer**. CSFU, Fall 2023. Latinx Lab Project.

*Latinx Recreation*. Edited collection in *Diálogo: An Interdisciplinary Studies Journal*. **Co-editor** with David Vásquez, Priscilla Solis Ybarra, and Sara D. Wald. Fall 2022. Publication Date Spring 2025. Latinx Lab project.

*Dressing Latinx: Latinx Fashion, Style and Identity Stories*. Course Syllabus, Social Media Platforms and Blog. Fall 2022.

Collaborative Research Grant application, National Endowment for the Humanities. “Latinx (Re)creation: Narratives of Everyday Recreation in the U.S.” Summer-Fall 2022.

Núñez, Gabriela and Alvarez Jr., Eddy Francisco. **Co-author**. “Parking Lot Memories: Latinx Los Angeles.” Spring 2021-Fall 2022.

### Writing Communities

- Ethnic Studies Writes, CSUF. Organizer and Participant. September 23, October 14, 28, November 4, December 9, 2021
- Excellence in Indigenous Methods Writing Retreat by Michelle Jacob. Participant. April-May 2021, July-August 2021
- Women of Color Writing Group, California State University Faculty. Participant. Summer 2020-Fall 2021
- RACE Writing Group, CSUF. Participant. Fall 2017-Spring 2018

### Media Interviews and Mentions

*Insight Into Diversity Magazine*. “Latinx Lab Uses Storytelling, Humanities to Advance Social Justice. Insight Staff. (October 18, 2022)

<https://www.insightintodiversity.com/latinx-lab-uses-storytelling-humanities-to-advance-social-justice/>

*Los Angeles Times*. “This college Latinx Lab won’t X-out Chicanos. It plans to preserve Chicano history, embrace inclusion.” Itzel Luna. (August 27, 2022, Updated September 1, 2022)

<https://www.latimes.com/california/story/2022-08-27/college-latinx-lab-chicano-studies-cal-state-fullerton>

*Crosscut*. “Meet the BIPOC groups working to make the outdoors accessible.” Maleeha Syed. (August 12, 2022)

<https://crosscut.com/equity/2022/08/meet-bipoc-groups-working-make-outdoors-accessible>

*Orange County Register*. "CSUF's Latinx Lab will develop storytelling in Chicana Studies." Nicole Gregory. (June 20, 2022).  
<https://www.ocregister.com/2022/06/20/csufs-latinx-lab-will-develop-storytelling-in-chicana-studies/>

*Daily Titan*. "The Chicana and Chicano Studies Department receives \$1.2 million grant." Audrey Parayno. (May 11, 2002)  
[https://dailytitan.com/news/campus/the-chicana-and-chicano-studies-department-receives-1-2-million-grant/article\\_07672fac-cb42-11ec-9dad-0f9317de7ce6.html](https://dailytitan.com/news/campus/the-chicana-and-chicano-studies-department-receives-1-2-million-grant/article_07672fac-cb42-11ec-9dad-0f9317de7ce6.html)

### **Peer-Reviewed Conference Papers**

"(Re)Creating Fitness: Decolonial Running Justice." The Association for the Study of Literature and Environment Biennial Conference. Emergence/y. Virtual. 2021

"Outspoken Latinx Cycling Narratives." The Association for the Study of Literature and Environment Biennial Conference. Paradise on Fire. Davis, California. June 2019.

"Latinas/o and the Nature of Gentrification." American Studies Association American Studies Association Annual Conference: Pedagogies of Dissent. Chicago, IL, October 2017.

"Latina Environmentalism in Los Angeles: The Ovarian Psychos Bicycle Brigade." UC-CSU KAN Conference: A Nearly Carbon-Neutral Conference. [WWW.ehc.english.ucsb.edu/?p=16793](http://WWW.ehc.english.ucsb.edu/?p=16793). June 2017.

"Reading Latin@ SF through the Lens of Climate Change and El Buen Vivir," 3rd Biennial Latina/o Literary Theory & Criticism Conference: Latinx Lives Matters, and Imaginaries, New York, NY, April 2017.

"Renegade Latina Environmentalist Activism in Los Angeles: The Ovarian Psychos Bicycle Brigade," Latina/o Studies Association: Deliberating Latina/o Studies: Promiscuity, Incivility & (Un) Disciplinarity, Pasadena, CA, July 2016.

"Unearthing Neoliberal State Crimes in The Uncomfortable Dead." Modern Language Association: Negotiating Sites of Memory, Vancouver, BC, January 2015.

"The Fun Future of Food and Urban Farming in Los Angeles." American Studies Association: The Fun and the Fury: New Dialectics of Pleasure and Pain in the Post-American Century. Los Angeles, CA, November 2014.

"Campfire Activism in Chicana/o Cultural Production." Latina/o Studies Conference: Imagining Past, Present, and Future. Chicago, IL, July 2014. Proposal Accepted.

"A Genealogy of Campfires: Chicana/o Social Activism and Camping." The Louisville Conference on Literature and Culture Since 1900, Louisville, KY, February 2014.

"A Sustainable Future?" Ecocriticism and Latin America Preconference Symposia, Association for the Study of Literature and the Environment: Changing Nature ASLE Tenth Biennial Conference, Lawrence, KS, May-June 2013.

"The Subversive Possibilities of Food and Labor in Chicana/o Literature," U.S. Latino/a Literary Theory and Criticism Conference, Haciendo Caminos: Mapping the Futures of U.S. Latina/o Literatures, New York, NY, March 2013.

"Hacking Border Technologies: Cybraceros and Speculative Futures in Alex Rivera's Sleep Dealer," American Studies Association, San Antonio, TX, November 2010.



“El Nuevo Kentucky: Horse Industry Workers and New Latina/o Communities,” Latinas and Latinos in the U.S. South: Immigration, Integration, and Identity Conference, U of Alabama, Tuscaloosa, AL, February 2010.

“La Voz: Gender, Narration and Audience Reception in *El Cantante* (2007),” National Association for Chicana and Chicano Studies, Austin, TX, March 2008.

### **Invited Talks & Presentations**

#### **Guest Classroom Lectures**

“Storytelling through Art.” CSUF, ENG 301, Advanced College Writing (Focus: Travel Writing) HSS 350, Life and Culture Abroad (Focus: Rivers, Channels, and Canals). Study abroad course, Vienna, Austria, Dr. Seymour, Summer 2022.

“What is Chicana and Chicano Studies?” CSUF, Dr. Yeolekar, October 2019.

“Josefina Lopez: Theater, Film and Activism in Los Angeles,” Flintridge Prep High School, April, 2013.

“Ecocriticism and Chicana/o Literature: Ana Castillo’s novel *So Far From God*,” Dr. Nicole Seymour, Minority Traditions in English Literature, U of Louisville, January, 2011.

“Maria Amparo Ruíz de Burton and 19th Century Testimonios,” Professor Brian Leung, American Literature from 1865-1910, U of Louisville, Kentucky, October, 2008.

“Corridos and the U.S.-Mexico Border, Brian Leung,” American Literature from 1865-1910, U of Louisville, Kentucky, October, 2008.

“Sandra Cisneros & Caramelo,” Dr. Tom Byers, The Commonwealth Center for the Humanities Institute on Contemporary American Literature, U of Louisville, Kentucky, July, 2008.

#### **Public Scholarship Presentations**

Co-Presenter with Dr. Lisa Ingarfield, Dr. Shaunna Payne Gold. “Inclusive Sports Leadership Workshop. Outspoken Summit. The Leadership Gathering for Women in Endurance Sports. Tempe, Arizona. November 2022.

Presenter. “The Unspoken Toll on Women’s Performance Invisible Hurdles for BIPOC Athletes.” Live Feisty Womxn’s Performance Summit via Zoom, March 28, 2021.

Presenter. “Tri Taking Action in Antiracism.” Live Feisty Media Event via Zoom, June 17, 2020.

Presenter. “Introspection on Privilege in Triathlon.” Outspoken: Women in Triathlon Summit. Leading from the Inside Out. Tempe, Arizona. November 2019.

Presenter. “Why I Tri. How to Train for Life.” Casa Dumetz Words to Live By Speaker Series, Los Alamos, January 2019.

#### **Academic Presentations**

Workshop Co-leader and organizer with Priscilla Ybarra Solís. “Latinx Recreation: A Workshop.” Association for the Study of Literature and Environment. Reclaiming the Commons. Biennial Conference. Portland, Oregon, 2023. Proposal accepted in Fall 2022.

Presenter and Panel Organizer, “Why Storytelling? Storytelling as a tool for Social Justice in the Latinx Lab.” Association for Ethnic Studies, CSULA, Fall 2022.

Presenter and Panel Organizer, “Why Storytelling? Storytelling as a tool for Social Justice in the Latinx Lab.” CSUF HSS Lecture Series. Fullerton, CA, February 2023. Proposal Accepted in Fall 2022.

Presenter for Roundtable, *Latinx Environmentalisms: Place, Justice and the Decolonial*. Latina/o Studies Association Biennial Conference: Latinx Studies Now. Washington D.C. July 2018.

Presenter. “The role of Chicana Literature in Food Studies.” CSUF Sociology Week on Food and the Environment. Fullerton, CA, April 2018.

Presenter, Symposium on Environmental Justice, Race and Public Lands. Department of English, University of Oregon, Eugene, OR. Spring 2018. Invited, but could not attend.

Presenter, “Investigating the Border: Chicana Feminism and Detective Fiction,” CSUF HSS Lecture Series. Fullerton, CA, March 2017.

Presenter, “Los Angeles Nature Writing and Contemporary Latina/o Literature.” Institute on Contemporary American Literature, Los Angeles, CA, July 2015.

Presenter, “Faculty Food Studies Research Roundtable: Food Epistemologies in Chicana/o Literature,” Traditions and Transformations: An Interdisciplinary Food Studies Conference, CSU Fullerton, CA, April 2013.

Presenter, “Youth in the Borderlands: Contemporary Film, Documentary and Journalism,” The Ohio State U, Columbus, OH, March 2010.

Presenter, “El tren de la muerte: Child and Adolescent Border Crossing Narratives,” Newberry Seminar in Borderland and Latino Studies, Newberry Library, Chicago, IL, January 2010.

Presenter, “Border Noir: Theorizing Crime Fiction on the U.S.-Mexico Border,” Dartmouth U Institute on the Futures of American Studies, Hanover, NH, June 2009.

Presenter, “From Domestic to Detective: Racialized and Gendered Labor in Chicana Crime Fiction,” Faculty Research Forum, The Commonwealth Center for the Humanities & Society, U of Louisville, KY, October 2009.

Presenter, “Maid to Sleuth: Chicana Detective Fiction and Labor,” “E/Racing Difference EN/Gendering Collaboration Symposium, Northwestern U, Evanston, IL, May 2008.

### **Conference Panel Organizing and Moderating**

Chair, “Food as a Symbol in Literature and Film,” Traditions and Transformations: An Interdisciplinary Food Studies Conference, CSU Fullerton, CA, April 2013.

Chair and Moderator, “Social-Scientific Racism—Understanding the Stereotypes that Permeate “Pop” Social Science, American Studies Association, San Juan, Puerto Rico, November 2012.

Chair and Moderator, “Immigration and Its Contemporary Discontents: Mass Deportation, Push Back, and the Attack on Ethnic Studies in the U.S.,” Latin American Studies Association, San Francisco, CA, May 2012.

Chair and Moderator, ““But Don’t They Deserve It?”: Teaching Multi-Ethnic Literatures at Comprehensive State Universities,” The Society for the Study of the Multi-Ethnic Literature of the United States, Santa Clara, CA, April 2012.

Chair and Moderator, “Narrating Narco Culture,” Cultural Studies Association, San Diego, CA, March 2012. Panel accepted.

Chair and Moderator, “Mexican Detective Novels and Social Inequality,” Latin American Studies Association, Rio de Janeiro, Brazil, June 2009.

Chair, “Combating Inequalities in Higher Education: An Agenda for Tough Times,” Co-Chair, American Studies Association, Washington D.C., November 2009.

Chair, “Performing Race,” The Louisville Conference on Literature and Culture, KY, February 2008.  
Respondent, Sheehan Lecture on 19th Century Latina/o Literary History, Department of English, U of Louisville, KY, April 2008.

Chair and Moderator, “Brown Noir: Chicana/o Detective Fiction, A Roundtable Discussion and Author Reading,” National Association for Chicana and Chicano Studies, San Jose, CA, April 2007.

Chair, “Latino, Border, and Mexican-American Fiction,” The Louisville Conference on Literature and Culture, KY, February 2007.

Media Interviews and Mentions

## **SERVICE**

### **Latinx Lab for Storytelling and Social Justice, Chicana/Chicano Studies Department**

- Director and Co-PI duties include:
  - o Chair and Search Committee Member, Program Coordinator. Summer-Fall 2022
  - o Chair and Search Committee Member, Visiting Scholar of Creative Writing. Summer-Fall 2022
  - o Writer and designer of curricular revisions – Area F Humanities Course Modules, the Latinx Lab Canvas page, the Storytelling Module. Summer-Fall 2022
  - o Writer, researcher, coordinate symposium on the topic of Latinx Recreation. Summer-Fall 2022.
  - o Writer and facilitator of promotional materials and website. Summer-Fall 2022
  - o Develop, organize, and update shared lab electronic documents, data, and folder
  - o Faculty Project Support Lead. Summer-Fall 2022
  - o Supervisor for Program Coordinator, Student Assistant, and daily workings of the grant. Summer-Fall 2022
  - o Representative for the grant for media requests. Summer-Fall 2022.
  - o Meet with potential campus partners to strengthen the sustainability of the grant
  - o Fundraising networking with Somos Titans. Fall 2022.

### **CSUF Chicana/Chicano Studies Department**

- Contributor PPR, Fall 2022
- Lead for Department Personnel Standards (DPS) Revisions, Fall 2022

- Department Personnel Committee (DPC), Chair, Fall 2022
- Department Peer Review Committee (DPRC), Chair, Fall 2022
- Retreat Designer, in collaboration with Dr. Hanna, Dr. González and Dr. Obando, Summer 2022
- Create, maintain and update the CHIC Faculty Community Canvas Page, Fall 2021-Spring 2022.
- Chicana/o Studies Department Chair, Fall 2021
- Grant Organizer for the Latinx Lab for Storytelling and Social Justice, Mellon Foundation Grant, Fall 2021.
- Area F Assessment Committee, Fall 2021
- Co-Organizer with Dr. Mario Obando, *Covid-19 and the Latinx Community Panel Event*, Spring 2021
- Committee Member, Faculty Search, Spring 2021
- Co-Writer with CHIC Faculty, Letter of Support, APIDA Statement, Spring 2021
- Co-Writer with CHIC Faculty, Statement in Support of Black Lives Matter, Summer 2020
- Member, AB-1460, Ethnic Studies Planning and Organizing Committee, Fall 2020
- DPRC, Chair, Spring 2020, Fall 2022
- 50<sup>th</sup> Departmental Anniversary Planning Committee, Leader for the Archive Committee, Fall 2019- Spring 2020
- Committee Member, Faculty Search, Fall 2019
- DPC, member. Spring 2016
- Active Departmental Committee Member, including assessment, curriculum, recruitment, program planning, Fall 2012-present
- Undergraduate Advisor, Fall 2015-2018
- Conference Working Group Leader and Organizer, Fall 2012-Spring 2016
- Organizer, Active Shooter Workshop for all Ethnic Studies faculty, Spring 2016
- Department Representative, HSS Fall Welcome Day, Fall 2016 & Fall 2018
- Department Representative, Welcome to Fullerton Day, Spring 2013 & 2015
- *Café Con Leche* Lecture Series Organizer, once a semester from Fall 2012-Spring 2015

### **CSU Fullerton University Wide Service**

- Committee Member, Study Abroad Committee, CSUF, Fall 2022.
- Member, Department Personnel Committee, Women and Gender Studies, CSUF, Fall 2022.
- Organizer, CHIC Charla, Forum for Chicana/o Faculty Research, Fall 2022.
- Organizer, CV Virtual Workshop for Ethnic Studies Faculty, Summer 2022.
- Advisor, Baile Folklórico de CSUF, Fall 2019-Fall 2022.
- Organizer, Pedagogy Happy Hour for Ethnic Studies Faculty, Virtual Workshops (2), Fall 2021.
- Organizer, Ethnic Studies Writes. Virtual Writing Support Sessions (3), Fall 2021.
- Co-Organizer with CFA, CFA & Ethnic Studies Dialogue; Faculty Safety and Rights, Fall 2021.
- Mentor, Graduate Student Mentoring Program, upGRADS, Fall 2020-Spring 2021.
- Mentor, Pa'lante Fellowship Program, Spring 2020-Spring 2021.
- Graduate Advisor, Environmental Studies Department, Fall 2020.
- DPRC, Member, African American Studies Department, Spring 2020.
- Member, H&SS Committee on Equity and Diversity (COED), Fall 2018-Spring 2019.
- Member, General Education (GE) Faculty Learning Community, Fall 2017-Summer 2018.
- Organizer, Food Justice and Sustainability Symposium, in collaboration with African American Studies and Liberal Studies, Spring 2017.
- Member, HSS Curriculum Committee, elected for Fall 16-Spring 2018. Member, University Curriculum Committee, Fall 2014-Spring 2016.
- Mentor, Graduate Student Mentoring Program, Fall 2014-Spring 2017. Member, Latin American Studies Council, Fall 2015.
- Chair, "Food as a Symbol in Literature and Film," Traditions and Transformations: An Interdisciplinary Food Studies Conference, Spring 2013.

- Volunteer, Migrant Families: Together Building Our Future, Spring 2012. Volunteer, Chicana/o Student Association Day of the Dead Event, Fall 2012.

### **Community Service**

- Shift Sports Non-profit, Co-Founder, Board Member and Secretary, Fall 2021-2023
- Fundraiser and Organizer, Rise to Reunite. Summer 2018-2022.
- Volunteer, Get Out the Shot: Los Angeles. Vaccination bilingual appointment assistance for the Covid-19 vaccination, Spring 2021.
- Voter Registration, CSUF, October 2018.
- Fundraiser, Proyecto Jardín Community Urban Garden, Spring 14-Spring 2018. Advisory Board Member, Eastside Heritage Consortium, Fall 2012-2014.

### **Professional Academic Service**

- Peer Reviewer. *Association for the Study of the Arts of the Present Journal (ASAP)*, Spring 2020.
- Peer Reviewer. *Latino Studies Journal*, Spring 2018.
- Co-Organizer and Host for the UC-CSU Knowledge Action Network for Transformative Climate and Sustainability Education and Action. CSUF, Fullerton, CA, March 2017.
- Co-Chair, Latina/o Section, Latin American Studies Association, Fall 2010-Spring 2013.
- Member, Minority Scholars' Committee, American Studies Association, Spring 2009-2012. Peer Reviewer. *Aztlán: A Journal of Chicano Studies*. UCLA Chicano Research Center, Fall 2008-present.
- Peer Reviewer. MELUS: Society for the Study of Multi-Ethnic Literatures of the United States. Oxford University Press, Fall 2012-present.

### **CSU Fullerton Professionalization Trainings**

- CSU Discrimination Harassment Prevention Program, Fall 2022.
- Conducting Equitable and Inclusive Searches, Fall 2022.
- All Chair Retreat, Fall 2021.
- H&SS Chair Retreat, Fall 2021.
- Return to Campus During Covid-19, Version II. ETC, Summer, 2021.
- Gender Equity and Title IX. ETC, Summer 2021, Fall 2022.
- Data Security and FERPA, ETC, Fall 2015-Fall 2022.
- Student Organization Advisor Training, FDC, Fall 2019.
- Faculty Open Lab for Tenure Review Support for Interfolio, Spring 2017, Fall 2018.
- Faculty Open Lab for Abbreviated Review Support for Interfolio, Fall 2017.
- Sabbatical Eligibility Workshop, Fall 2017. Preparing the RTP Portfolio, Fall 2016.
- Data, Security & Privacy, FDC, Fall 2015-Spring 2020.
- Defensive Driver Training, Online Course, Fall 2014-present.
- Preventing Discrimination and Harassment for Non-Supervisors, ETC, Spring 2017-present.
- Curriculog Training, Fall 2015.
- Campus Solutions IT Online Course, Fall 2015.
- Campus Solutions FERPA Online Course, Fall 2015.
- Campus Health and Safety Requirements, Fall 2015-present.
- Diversity and Retention Workshop Spring 2015.
- Private Vehicle Authorization, Fall 2014.
- HSS Faculty Writing Workshop, Fall 2014.
- University Driver License Record, Fall 2014.
- University Assessment Training, Fall 2014.
- Preparing the RTP Portfolio, Spring 2013.
- Documenting Faculty Success Through the RTP Process, Fall 2012.

- Establishing and Sustaining a Successful Research Agenda, Fall 2012.

### **Leadership Training (General)**

- Centering People During Organizational Change and Transition Two-Part Virtual Workshop, Compass Point, Spring 2021.

### **University of Louisville**

Committee Member, Latin American and Latino Studies Committee, Fall 2008-2011. Committee Member, Women & Global Issues Committee, Fall 2008-2011.

Committee Member, University of Louisville Book-In-Common, Fall-Spring 2008-09.

Committee Member, Watson Conference, Fall 2009.

Committee and Planning Member, The Louisville Conference, Fall 2008-Spring 2010. Collaborator with the Commonwealth Center for Filmmaker Alex Rivera's visit to my class "Borderland Cultures," the screening of his film *Sleep Dealer*, and Post-Screening Q& A, Fall 2009. Discussion Leader

(post-screening), "Señorita Extraviada: Missing Young Woman (2005)," PEACC, Workshop Presenter, "Luis Alberto Urrea's *The Devil's Highway*: Pedagogy Workshop," English Department, Spring 2009.

Organizer, "Anayansi Prado's Children in No-Man's Land": filmmaker visit and screening, Latin American and Latino Studies Program, Spring 2009.

Cross-Campus Collaboration with Dr. M. Taylor-Archer, "Future Ideas for Recruiting and Retaining Faculty of Color," Spring 2009.

### **Northwestern University**

Co-Organizer with Dr. Kim, "E/Racing Difference EN/Gendering Collaboration Symposium, including the organizing of an academic panel and visit performance from theater group Teatro Luna, Spring 2008.

### **Professional Memberships**

- Association for the Study of Literature and the Environment (ASLE)
- American Studies Association (ASA)
- Latina/o Studies Association (LSA) Modern Language Association (MLA)
- Multi-Ethnic Literatures of the United States (MELUS)
- National Association for Chicana and Chicano Studies (NACCS)

January 2023

**Dr. Mario Alberto Obando Jr., Ph.D.**

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Fullerton, CA 92831

657-278-3731

maobando@fullerton.edu

**CURRENT POSITION**

Assistant Professor, Department of Chicana/o Studies, August 2020-Present  
California State University Fullerton; Fullerton, CA

**EDUCATION**

Ph.D., American Studies, June 2018, University of Minnesota-Twin Cities; Minneapolis, MN

Dissertation: *Articulations of Responsible Freedom: Black, Chicanx and Latinx Life and Interiority Beyond Statist Redemption*

M.A., American Studies, May 2016, University of Minnesota-Twin Cities; Minneapolis, MN

B.A., History, Minor in Political Science, May 2013, Whittier College; Whittier CA

Honors: Summa Cum Laude, "Outstanding Graduate in History"

**TEACHING**

*Courses Taught*<sup>[1]</sup>

*Fall 2022*

CHIC/RLST 367: Religion in Latina/o Life

CHIC 305: Chicana/o Families

CHIC 190: Survey of American History, Emphasis on Ethnic Minorities

*Summer 2022*

CHIC/RLST 367: Religion in Latina/o Life

*Spring 2022*

CHIC 105: Introduction to Central American Studies

CHIC 190: Survey of American History, Emphasis on Ethnic Minorities

*Fall 2021*

CHIC 367/RLST 367: Religion in Latina/o Life

CHIC 190: Survey of American History, Emphasis on Ethnic Minorities

*Summer 2021*

CHIC 367/RLST 367: Religion in Latina/o Life

*Spring 2021*

CHIC 190: Survey of American History, Emphasis on Ethnic Minorities

CHIC 220: Chicana/o Identities

*Fall 2020*

CHIC 190: Survey of American History, Emphasis on Ethnic Minorities

CHIC 220: Chicana/o Identities

*New Course Proposals*

CHIC 365: Cariño in the Time of Pandemic

CHIC 105: Introduction to U.S. Central American Studies

## **RESEARCH**

### *Publications*

Obando Jr., Mario Alberto. "Rest and the Five Remembrances" *Arrow: Journal of Wakeful Society, Culture & Politics*, "Rest and Creativity" Vol. 9, Issue 1, Spring 2022, pp. 18-25.

Obando Jr., Mario Alberto. "Beyond Essential Workers, Towards Globalized Mortals in and Beyond the Ethnic Studies Classroom during the Early Months of the COVID-19 Pandemic" *Kalfou: Journal of Comparative and Relational Ethnic Studies*, Special Issue "The Enduring Dangers of Essentializing Labor and Laborers", Temple University Press, Vol. 8, Issue 1, December 2021, pp. 154-167.

Obando Jr., Mario Alberto. "Centering Interracial Solidarity" *Latinx Talk*, "Latinx for Black Lives" 1 September, 2021, <https://latinxtalk.org/2021/09/01/centering-interracial-solidarity/>. Accessed 11 August 2022.

Obando Jr., Mario Alberto. "Archives of Pain, Methodologies of Care: Caring for the 'Gold' and 'Diamonds in the 1992 Notes of Al Moreno", *Journal of American Ethnic History*, Volume 39, Number 4, "Undocumented Histories: Generative Approaches to Undocumented Immigrant Experience and Immigration Histories", August 2020, pp. 75-86.



Obando Jr., Mario Alberto. "Luna Lovers" in *Sparked: George Floyd, Racism and the Progressive Illusion*, Edited by Walter Jacobs, Wendy Thompson Taiwo, and Amy August, Minneapolis: Minnesota Historical Society, May 18, 2021.

#### *Forthcoming Publications*

Obando Jr., Mario Alberto. "Pleasure in the Last Gilded Age" *Border-Lines Journal*, Vol. XVI, "Jotería Arts, Activism, and Scholarship" Forthcoming.

Obando Jr., Mario Alberto. "Emotive Alchemies in Central American Student Activism, Curriculum and Community at CSU Fullerton and Beyond" Single Author, Peer Review, for *Latinx Experience: Interdisciplinary Perspectives* Edited by Dr. Hortencia Jimenez and Dr. Maria Villaseñor, Projected Publication: Forthcoming 2023.

Obando Jr., Mario Alberto, and Daniel Topete. "Teaching Podcasting in Ethnic Studies Classrooms: *The Alchemist Manifesto Podcast*, Digital Literacy Pedagogies and Lessons from Student Projects in and beyond the Global Pandemic," *Transformative Practice in Critical Media Literacy: Radical Democracy and Decolonized Pedagogy in Higher Education*, Edited by Dr. Steve Gennaro, Dr. Nolan Higdon and Dr. Michael Hoehsmann. Routledge Press, Forthcoming 2023

#### *Public Pedagogy*

Co-Host, Co-Writer, and Co-Producer of *The Alchemist Manifesto Podcast* with Dr. Daniel Topete, Streaming on Spotify, SoundCloud, Apple Podcast, Google Podcast, and Anchor FM.

"Season 3: Public Pedagogy"

Episode 1: "Destruction: Decolonial Thought and the Colonial Archive"; Release Date: Thursday, September 1st, 2022, Running Time: 1:02:42

Episode 2: "Sacredness: Indigenous Eroticism + Holistic Retrieval" Release Date: Thursday, September 8<sup>th</sup>, 2022, Running Time: 52:24

Episode 3: "Fantasy: Mesoamerican + Central American Decolonial Stories" Release Date: Thursday, September 15<sup>th</sup>, 2022, Running Time: 1:08:36

Episode 4: "Entanglement: Border, Rule + Interoceanic Solidarities" Release Date: Friday, September 30, 2022, 1:09:39.

Episode 5: "Space: Jim Crow in the Hemisphere" Release Date: Friday, September 30, 2022, Running Time: 1:02:39.

Episode 6: "Preservation: Postnational Asian-American and Native Americans Ties", Friday, September 30, 2022, Running Time: 1:04:44.

Episode 7: "Confidence: Confianza in Decolonial Memory", Friday, October 15, 2022, Running Time: 1:02:53.

Episode 8: "Amor" Release Date, Friday, November, 2<sup>nd</sup>, 2022, Running Time: 59:51.

Episode 9: "Luz" Release, Tuesday, November 15<sup>th</sup>, 2022, Running Time: 1:17:00.

"Season 2: Pandemic Manifestos of Collaboration, Critical Theory and Writing"

Episode 1: "*Sounds From the Other Side: A Conversation with Dr. Elliott Powell*", Release Date: April 4<sup>th</sup>, 2021, Running Time: 75 Minutes

Episode 2: "Contemplating the Dangers of Essentializing Labor and Laborers: A Conversation with Dr. Lilia Soto y Dr. Salvador Zarate" Release Date April 8<sup>th</sup>, 2021, Running Time: 73 Minutes

Episode 3: "'We Have Worthy Work to Do Anywhere We Are': A Conversation with Dr. George Lipsitz and Janelle Levy", Release Date April 11, 2021, Running Time: 62 Minutes

Episode 4: "The Wonderful and the Wretched: A Conversation with the Editors of *Sparked: George Floyd, Racism and the Progressive Illusion*" Release Date: June 9<sup>th</sup>, 2021, Running Time: 82 Minutes

Episode 5: "Turning Poison into Medicine:" Contemplating Race, Meditation and Buddhism, Release Date: October 29<sup>th</sup>, Running Time: 1hr, 15minutes

Episode 6: "Transformative Manifesting:" Healing with the Editors and Writers of *Transmovimientos: Latinx Queer Migrations, Bodies and Spaces*, Release Date: November 24<sup>th</sup>, Running Time: 1 hour, 23 minutes

"Season 1: The Alchemist Manifesto: Towards a Holistic Ethnic Studies"

Episode 1: Getting to Know Us, Part I: Interview with Dr. Daniel Topete”, Release Date: January 12<sup>th</sup>, 2021, Running Time: 47 minutes

Episode 2: “Getting to Know Us, Part II: Interview with Dr. Mario Obando”, Release Date: January 12<sup>th</sup>, 2021, Running Time: 46 minutes

Episode 3: “Y Aprender a Ver” Liberating our Hearts in Teaching and Learning”, Release Date: January 24<sup>th</sup>, 2021, Running Time: 48 minutes

Episode 4: “Levántate y Mira La Montaña: Liberating Our Hearts in Teaching and Learning, Part II” Release Date: February 3<sup>rd</sup>, 2021; Running Time: 48 minutes

Episode 5: “Anhedonia y Amistad, Part I” Release Date: February 26<sup>th</sup>, 2021, Running Time: 72 minutes

Episode 6: “Anhedonia y Amistad, Part II” Release Date: March 29<sup>th</sup>, 2021

## **PRESENTATIONS AND TALKS**

### *Workshop Facilitator*

Workshop Facilitator, “Meditating on Pedagogies of Mortality” CSU Los Angeles, Department of Women’s, Gender and Sexuality Studies and Liberal Studies, Dr. Reina Rodriguez’s course “Theories in Women’s, Gender and Sexuality Studies” March, 9, 2022.

Workshop Facilitator “Crossroads of Chicana and Central American Studies” CSU Los Angeles, Department of Chicana/o and Latina/o Studies, Dr. Daniel Topete’s course “Race, Gender and Hybridity in the Americas” Thursday, November 4, 2021.

Workshop Facilitator, “Healing Journeys in Writing and Remembering” CSU Los Angeles, Department of Women’s, Gender and Sexuality Studies and Liberal Studies, Dr. Reina Rodriguez’s course “Knowledge, Power and Research Justice in Women’s, Gender and Sexuality Studies, “Wednesday, September 29<sup>th</sup>.

Workshop Facilitator, “Writing and Embodying Manifestos for *The Alchemist Manifesto Podcast*”, for Prof. Julián Ávila Seminar on “Academic and Creative Writing” at the Universidad del Valle, Cali, Colombia, April 9, 2021.

Workshop Facilitator, “Critical Consciousness: Protest and Dissent” CSU Fullerton, Latinx Community Resource Center, Tuesday, February 23<sup>rd</sup>, 2021.

#### *Conference Presentations/Invited Talks*

Panelist, “Why Storytelling?: Storytelling as a tool for Social Justice in the Latinx Labor” Association for Ethnic Studies, CSU Los Angeles, November 3<sup>rd</sup>-November 5<sup>th</sup>, 2022.

Presenter, “Archives of Mortality, Pedagogies of Cariño” for 2022 Oral History Association Conference “Walking Through the Fire: Human Perseverance in Times of Turmoil,” October 22<sup>nd</sup>, 2022.

Presenter, “Summer Undergraduate Research Academy Workshop: Academic Trajectories,” July 11<sup>th</sup>, 2022.

Panelist, “The Pedagogical Lessons of Oral History: From Latinx Interviews to Syllabus on War on Terror” for “From the Field to the Classroom: Narrating Oral History Projects and Pedagogies”, *Oral History Association Conference*, Wednesday, October 13, 2021.

Panelist, “Re-Narrating the Last Four Years: Revealing, Witnessing and Healing the Temporal Oscillations of Trauma through Popular Culture“ for “Memory, Trauma, Diagnosis and Pain,” *American Studies Association Annual Meeting*, Tuesday, October 12, 2021.

Co-Panelist with Dr. Daniel Topete, “The Alchemist Manifesto Podcast, Connecting with Chicana/Latinx Communities Beyond the Academy with Liberated Hearts”, *11<sup>th</sup> Annual La Academia Del Pueblo Conference*, ‘Latinidad and Technology: Exploring Digital Borders’, Wayne State University, Saturday, April 17<sup>th</sup>, 2021.

Panelist, “Session 1: The Dangerous Essentialization of Education” for “The Enduring Dangers of Essentializing Labor and Laborers: Presentation and Discussion of this Special Issue for *Kalfou: A Journal of Comparative and Relational Ethnic Studies*” Tuesday, April 13<sup>th</sup>, 2021.

Speaker, “Teaching Critical Ethnic Studies in the Age of Trump” CSU Fullerton Pollak Library “Faculty Noon Talk”, Tuesday, April 13<sup>th</sup>, 2021.

Panelist, “Dissertation Writing: Ethics and Strategies”, for Department of American Studies, University of Minnesota, November 12<sup>th</sup>, 2020.

Panelist, “Mellon Mays Fellows of Color in their Careers”, 2020 West Coast Regional Conference, Saturday, November 7<sup>th</sup>, 2020.

## **SERVICE**

### *Mentoring/Advising*

Faculty Mentor, 2022 Summer Undergraduate Research Academy (SUREA) at California State University, Fullerton (CSUF) for Project Entitled “Archives of Mortality: Year 2 of Remembering Year 1 of Racialized Pandemic con Cariño” for work with Undergraduate Students Allyson Blanco (Child and Adolescent Studies Major, Class of 2023) and Vanessa Washington (Public Health Major, Class of 2023).

Faculty Mentor, 2021 Summer Undergraduate Research Academy (SUREA) at California State University, Fullerton (CSUF) for Project Entitled “Archives of Mortality: Listening with Cariño in Researching the COVID-19 Pandemic and Latinx Communities” for work with Undergraduate Students Stephanie Rivera (CHIC Major, Class of 2022) and Krys Orenday (CHIC Minor, Class of 2021) and Graduate Research Assistant Amber Orozco (PhD Student, Geography, University of Georgia).

Faculty Mentor, Faculty-Graduate Student Mentoring Program, Mentees: Humberto Mendez Valadez (Master’s in History), Diana Martinez-Blanco (Master’s in Counseling, Animó: Latinx Counseling Emphasis), and Danny Paniagua-Rodriguez (Master’s in Applied Mathematics), Fall 2020-Present.

Faculty Adviser, Central Americans for Empowerment (CAFÉ) Student Organization, Spring 2019-Spring 2022.

Consultant, College of Humanities and Social Science Commencement Ceremony Speech for Department of Chicana/o Studies, Written by Marisela Dorado, May 2022.

### *Committee Work*

Committee Member, Department of Chicana/o Studies 2022 Summer Retreat Design Committee, June 2022.

Committee Member, Mellon Mays Undergraduate Fellowship Selection Committee, Chair: Dr. Jochen Burgdorf, Committee: Dr. Patricia LITERTE and Jordan Mosby, March 2021.

Committee Member/Curriculum Lead for CHIC 102, CSUF Department of Chicana/o Studies Curriculum Committee, Revisions to Departmental Learning Outcomes and Common Syllabus for Chicana/o Studies 102: Communication Skills, Fall 2020-Spring 2021.

Committee Member, Ad-Hoc Ethnic Studies Requirement, AB1460 Implementation Committee, Fall 2020.

### *Programming*

Co-Organizer with Dr. Gabriela Nuñez for Panel “COVID-19 and the Latinx Community”, Hosted by the Department of Chicana/o Studies Held on April 15, 2021, Spring 2021.

Event Organizer + Moderator, “*Raza Sí, Migra No!: Chicano Movement Struggles for Immigrant Rights in San Diego*, The A Book Talk and Conversation with Dr. Jimmy Patiño,” April 21<sup>st</sup>, 2021, Spring 2021.

## **RECOGNITION/AWARDS**

Awardee, 2022 CSUF Faculty Development Center, Faculty Recognition of Teaching.

Awardee, 2021 CSUF Faculty Development Center, Faculty Recognition of Scholarly and Creative Activity: *The Alchemist Manifesto Podcast with Dr. Mario Obando and Dr. Daniel Topete*, “Season 1: The Alchemist Manifesto: Towards a Holistic Ethnic Studies” and “Season 2: Pandemic Manifestos of Collaboration, Critical Theory and Writing”

<https://fdc.fullerton.edu/awards/facultyrecognition2021.php>

Interview in *Los Angeles Times*. Luna, Itzel. “This college Latinx Lab won’t X-out Chicanos. It plans to preserve Chicano history, embrace inclusion,” *Los Angeles Times*, August 27, 2022

## **ONLINE TEACHING CERTIFICATION**

Certification for Online Teaching, “Introduction to Teaching Online Using QLT” CSU Training, May 2020 – June 28, 2020.

### **PROFESSIONAL MEMBERSHIPS**

Member, American Studies Association (ASA)

Member, Oral History Association (OHA)

### **LANGUAGES**

Bilingual and Biliterate: English and Spanish

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<sup>[1]</sup> Courses taught at California State University, Fullerton as Tenure-Track Professor start date in the Fall of 2020.

**Marlén Ríos-Hernández**

*Assistant Professor*

Department of Chicana and Chicano Studies, CSU Fullerton

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[www.marlenrioshernandez.com](http://www.marlenrioshernandez.com)

AREAS OF STUDY

Chicanx Studies, Gender and Sexuality Studies, Cultural Studies, Queer of Color Critique, Afro/Latina and Afro/Chicana Punkera Oral Testimonio, Critical Ethnographies, Sound Studies, Punk Film, Hemispheric Punk Movements and Policing, “Post”-COINTELPRO, Feminist Musicology, Women of Color Feminisms, Punk Pedagogy and Archival Research Methods

EDUCATION

Ph.D.	Ethnic Studies	2019
	<i>University of California, Riverside</i>	
M.A.	Ethnic Studies	2015
	<i>University of California, Riverside</i>	
B.A.	Musicology and Women’s Studies	2012
	<i>University of California, Los Angeles</i>	

PUBLICATIONS

Ríos-Hernández, Marlén, “Don’t Call Us Posers: Beyond White, Straight, Suburban Punk Histories.” *U.S. Intellectual History Blog*, 2022.

Ríos-Hernández, Marlén, “Policing Punk and the Surveilling of Difference: The Elks Lodge Police Riot in the Context of ‘Post’-COINTELPRO Los Angeles.” *Aztán: a Journal of Chicano Studies* (University of California Regents) 2022.



Ríos-Hernández, Marlén, “Don’t Be Afraid to Pogo!”: A Queer Chicana (re)covery of the Pogo and the Story of How Punk Became White” (eds) Gina Arnold and George McKay. *The Oxford Handbook of Punk Rock* (New York: Oxford University Press) 2022.

Ríos-Hernández, Marlén, “Review of Vivien Goldman’s *Revenge of the She-Punks: A Feminist Music History from Poly Styrene to Pussy Riot*.” *Journal for Popular Music Studies*. 2019.

Ríos-Hernández, Marlén, “If La Llorona Was a Punk Rocker: Detonguing The Off- Key Caos and Screams of Alice Bag” S/O: *Sounding Out!*, 2017.

Ríos-Hernández, Marlén, “Don’t Be Afraid to Pogo!’: Chicana Hollywood Punks Negotiate ‘h/home’ After Hardcore Takes L.A.” S/O: *Sounding Out!*, 2017.

## HONORS AND AWARDS

UC President’s Postdoctoral Fellowship, 2019-2021

Association of American University Women (AAUW) Dissertation Fellowship, 2018-2019

UC Riverside Dissertation Quarter Fellowship, 2018

Ford Foundation Dissertation Fellowship (Alternate), 2018

UC Riverside Eugene Cota Robles Fellowship, 2013-2017

UC Riverside César E. Chávez Scholarship, 2016

Ford Foundation Predoctoral Fellowship (Alternate), 2015-2016

UC Riverside Chicano Education and Cultural Fund Scholarship, 2013-2014

## PROFESSIONAL AFFILIATIONS

American Association of of Hispanics in Higher Education (AAHHE)

American Studies Association (ASA), Latin American Studies Association (LASA), National Association for Chicana Chicano Studies (NACCS), Association of American University Women (AAUW)

## TEACHING EXPERIENCE

California State University, Fullerton, Assistant Professor  
*Department of Chicana and Chicano Studies*

Fall 2021-present

Introduction to Ethnic Studies, La Chicana, Survey of American History with Emphasis on Ethnic Minorities, Introduction to Chicano Studies, Border Cinema

UC Riverside, Lecturer

Summer 2017

*Introduction to Chicano Studies (ETST 002)*

Undergraduate course of 20 students exploring new and reoccurring issues pertaining to the Latinx/Chicanx communities including but not limited to the U.S. Southwest. Relied on mixed method pedagogical approaches combining: dance, social media, visual print and film analysis, and community-based research methods such as oral testimony for final project

UC Riverside, Teaching Assistant

*Department of Ethnic Studies*

Introduction to Race, Class, Gender (Fall 2014, Spring 2015) Introduction to African American Studies (Summer 2015, Summer 2018) Introduction to Chicana/o Studies (Fall 2015, Winter 2017) Introduction to Race and Ethnicity (Summer 2014, Winter 2015, Winter 2016, Spring 2016, Winter 2017)

UC Riverside, Teaching Assistant

*Department of Media and Cultural Studies* Introduction to Cultural Studies (Fall 2017)

UC Riverside, Teaching Assistant

*Department of Gender and Sexuality Studies*  
Introduction to Gender and Sexuality (Spring 2017, Spring 2018)

UC Riverside, Teaching Assistant  
*Department of Media and Cultural  
Studies* Introduction to Cultural  
Studies (Fall 2017)

UC Riverside, Teaching Assistant  
*Department of Gender and Sexuality Studies*  
Introduction to Gender and Sexuality (Spring 2017, Spring 2018)

UC Riverside, Teaching Assistant  
*Department of Dance*  
Dance, Cultures, and Context (Fall 2016)

#### REMOTE LEARNING AND TEACHING SOFTWARE SKILLS

Wet Ink, Zoom, Stack, Jisti, Padlet, Menti.  
Center for the Integration of Research, Teaching and Learning  
(CIRTL) Associate Star Certification (forthcoming)

#### STUDENT ADVISING

Adriana Garcia. Graduate Student in the Department of  
Cultural Anthropology at CSUF. *Outside Committee Member  
and Research Advisor for Master's Project.* (Fall 2022-Current)

#### SERVICE

CSUF Department of Chicana/o Studies Latinx Storytelling  
Lab, Zine Facilitator  
Zine curator and workshop facilitator (April 2022-Current)

Post-Punk and US Latinidad Book Talk, Moderator  
Guest moderator for book talk at LibroMobile with Dr.  
Richard T. Rodriguez's new book *A Kiss Across the  
Ocean: Transatlantic Intimacies of British & US  
Latinidad*. (September 2022)

Latinx Science Fiction Special Collections, Zine Curator  
Creating a collection of student zines for the Latinx Science  
Fiction Zine Collection at CSUF Special Collections  
with Dr. David Sandner from the English Department.  
(April 2022-Current)

CSUF Department of Chicana/o Studies, Curriculum  
Committee  
Updated and revised existing courses within the  
Chicana/o Department. (September 2022- Current)

UC Davis Arab American Institute, Workshop  
Facilitator Collaborated with a long-time activist and  
educator and other K-12 teachers to streamline Arab  
American Studies via curriculum design and lesson  
planning. (June and July 2022)

CSUF Mc Nair Scholars Program, Faculty Speaker  
Participated in a faculty panel about research  
mentors for the summer cohort of the McNair  
Scholar's Program. (July 2022)

Talk with Marcela Saavedra  
Hosted a guest lecturer and Critical Race Theory expert  
for the undergraduate course "LaChicana." (March  
2022)

CSUF GI 2025 Cohort

Structured meetings for early career faculty of color support with the goal to design a CSUF-based academic journal. (September 2021- Current)

CSUF Department of Chicana/o Studies, Outreach Committee Organized our first openhouse as a department to connect in-house adjunct faculty, full time staff and faculty, and students.(April 2022- Current)

CSUF Department of Chicana/o Studies, Area F Assessment Collaborated with along-time in-house adjunct professor to streamline the *Introduction Ethnic Studies* course assessment and student learning outcome strategies. (April 2022)

CSUF Latinx Community Resource Center, Faculty Liaison Coordinated with the LCRC 50th Anniversary Committee for the center's 50th anniversary Fall 2021 kick off and main celebration during Latinx Heritage Month 2022. (December 2021-Current)

UC Riverside, Workshop Facilitator

Guest presenter for Chicano Student Programs' annual ADELANTE series "Writing a Successful Statement of Purpose." (February 2022)

University of the Pacific, Guest Lecturer

Returning guest lecturer for undergraduate special topics course "History of Punk." (March 2019, March 2020)

UCLA, Guest Presenter

Guest presenter for the 27th Annual Raza Youth Conference at the University of California, Los Angeles on "College 101: A First Genner's Guide to Applying to College." (February 2020)

UC Riverside, Latinx Film Project Advisor

Monthly film screening grassroots collective focused on showcasing queer cinema in the surrounding Riverside area. (September 2018-2019)

UC Riverside, Chicano Student Programs Graduate Student Staff

Graduate student support and programming focused on Latin@/Chican@ identified graduate students. (May 2017-2019)

UC Riverside, Chicano Student Programs Semana De La Mujer Coordinating Committee  
Event Coordinator, UC Riverside, (Dec. 2017)

UC Riverside, Ethnic Studies  
Graduate Student Faculty-Liaison  
Co-Chair, UC Riverside. (Nov. 2015-June 2017)

UC Riverside, Demystifying Graduate School for the Humanities Founder and Advisor

Facilitator and organizer of a working group for first-generation college students from the Inland Empire applying to graduate programs, UC Riverside, ( Nov. 2014 -June 2016 )

## CONFERENCE PRESENTATIONS

"We Were There": Post-COINTELPRO L.A. and the Elks Lodge Police Riot" OAH (Organization of American Historians) Boston, Massachusetts, 2022.  
*Endorsed by the Immigration and Ethnic History Society (IEHS) and Western History Association*

"Never Mind the Pigs, Here Come the Ponks!:' Latinx and Chicana Punk Practices in Times of Revolt" ASA (American Studies Association), 2021. Online/Zoom.

"We Will Bury You!': Listening For Chicana Punk and Other Subaltern Queer Auralities on Vinyl," ASA (American Studies Association) Atlanta, Georgia, 2018.

*Endorsed by the ASA Sound Studies Caucus*

"How Many Queers Are Here Tonight?': The AIDS Epidemic and Punk as Contagion From Gobbing, Cruising, to Los Frikis," Latinx Studies, Washington, D.C., 2018.

"Listening in Rounds: An Analog Love Letter to Xicana Punk Sonic Pedagogies," ASA (American Studies Association) Denver, Colorado, 2017.

"Don't Be Afraid to Pogo': Chicana Hollywood Punks Negotiate 'h/home' After Hardcore Takes L.A.," ASA (American Studies Association) Denver, Colorado, 2016.

*Endorsed by the ASA Sound Studies Caucus*

"Distortion Makes Everything Sound Better': Politicizing Noise Within Chicana Performances of Punk Rock," AWP (Association of Writers & Writing Programs) Los Angeles, California, 2016.

"Song of the She-Beast: NAFTA, Gender, Sexuality, and Gloria Trevi," NACCS (National Association for Chicana and Chicano Studies) San Francisco, California, 2015.

"Spiking the Honey: Unpacking the Power of the Female in the Punk Rock World," Women Who Rock Conference Panel Moderator. Seattle, Washington, 2014.

"Who Run The World?': Afrofuturisms and Feminist of Color Interventions in Born in Flames," (Dis)junctions Race and Science Fiction. University of California, Riverside, 2013.

CONFERENCE  
ORGANIZING

UC Riverside, *Punk Con*  
Bi-annual Conference Co-Organizer and Founder

INVITED  
INTERNATIONAL  
CONFERENCE  
PRESENTATIONS

Ríos-Hernández, Marlén and Anonymous Undocuqueer Activist.  
“When Mexico sends its people, they’re not sending their best”: El  
Movimiento #Abolishice y el Consumo Capitalista de la Separación de  
Familias en la Era de Trump,” Primero Congreso Enlace Universitario  
Banxico FES Aragón, National Autonomous University of Mexico,  
Mexico City, 2018.

RESEARCH  
EXPERIENCE

UC Riverside, 2013-2018  
*Research Assistant*, Dr. Deborah Vargas  
Translated lyrics from rare and out of  
circulation audio/visual recordings of Mexican  
and Latina musicians from Spanish to English  
for second book manuscript.

UC Riverside and National Autonomous University of Mexico  
(UNAM), 2018  
*Research Assistant*, Dr. Xóchitl Chávez  
Filmed and recorded qualitative interviews in documentarian style in  
Mexico City and Oaxaca with indigenous philharmonic brass  
ensembles.

LANGUAGE SKILLS

Fluent in English and Spanish



**Nadia Zepeda**  
**California State University, Fullerton**  
**800 N. State College Blvd. H-314, Fullerton, CA 92813**  
**phone: (657) 278-3463 | email: nzepeda@fullerton.edu**

## **CURRENT POSITION**

2021-Present California State University, Fullerton –Fullerton, CA

Assistant Professor, Department of Chicana and Chicano Studies

## **EDUCATION**

2021 PhD, Chicana and Chicano Studies

University of California, Los Angeles

2017 MA, Chicana and Chicano Studies

University of California, Los Angeles

2010 BA, Chicano/Latino Studies & Spanish

California State University, Long Beach

## **RESEARCH & TEACHING INTERESTS**

Chicana feminisms, Healing Justice, Transformative Justice, Institutional Violence, Community Accountability, Healing and Self-Care, Oral History, Chicana/o/x Student Movements, Chicana/o/x History, Women of Color Feminisms, Queer Theory, Chicana Indigeneity, Chicana Spirituality.

## **TEACHING EXPERIENCE**

Assistant Professor, California State University, Fullerton (Fullerton, CA)

Chic 313 La Chicana (3x In Person & 1x Asynchronous)

Chic 106 Introduction to Chicana/o/x Studies (3x Asynchronous)

## **Professional Development**

Canvas for Beginners (2021)

FDC New Faculty Support Series (2021-2022)

Mentor Connex (2021-2022)

## **PUBLICATIONS**

### **In Review:**

#### ***Peer-Reviewed Collaborative Article:***

Rojas Durazo, Ana Clarissa and Nadia Zepeda. “Fuego: Kindling the Deepest Fire or Unleashing Queer Chicana/Latina Rebellion, Counterpublics and Imagination in the Public University”  
Submission in Review to *Journal of Lesbian Studies*, June 2022.

#### ***Peer-Reviewed Individual Book Chapter:***

Zepeda, Nadia. “Coyolxauhqui Full Moon Circle: Self-Care as Community Care” in *Mujeres de Maíz en Movimiento: Spiritual Activism, Healing Justice, and Feminist Praxis*. University of Arizona Press, Submission in Review, April 2022.

#### ***Co-Editor of Collection:***

Gonzalez, Amber Rose, Felicia Montes, and Nadia Zepeda, eds. *Mujeres de Maíz en Movimiento: Spiritual Activism, Healing Justice, and Feminist Praxis*. University of Arizona Press, (Forthcoming).

### **Other Scholarly and Creative Activities:**

#### ***Public Scholarship:***

Presenter and Producer. “Coyolxauhqui Re-Membered: Full Moon Conocimiento Circle” Mujeres de Maíz. Virtual; May 2022.

## ACADEMIC CONFERENCES: PRESENTATIONS AND ROUNDTABLES

2022 Presenter. “Mujeres de Maíz en Movimiento: 25 Years of Spiritual ARTivism, Healing Justice, and Feminist Praxis.” *National Women’s Studies Association* (NWSA), Minneapolis, MN; November 2022. (Forthcoming).

Presenter. “Sites of Healing, Transformation & Space making: Centering the Life Histories of Chicana/Latina People in California.” *Oral History Association* (OHA), Los Angeles, CA; October 2022. (Forthcoming).

Presenter. “Virtual Ofrendas: Spaces of Possibility Through the Creation of Online Community.” *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, Colorado State University, Fort Collins; July 2022.

Roundtable Participant. “Mujeres de Maiz en Movimiento: Spiritual ARTivism, Healing Justice, and Feminist Praxis.” *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, Colorado State University, Fort Collins, CO; July 2022.

Roundtable Participant. “Mujeres de Maíz Traditions and Transitions: Commemorating 25 Years of Spiritual ARTivism and Scholarship” in *National Association for Chicana and Chicano Studies*, online; April 2022.

Roundtable Participant. “From Movimiento Demands to Demanding further Movimiento: Institutionalizing Chicana/o/x Studies from Chicana/o/x PhD Graduates” in *National Association for Chicana and Chicano Studies*, online; April 2022.

2021 Roundtable Presenter. “Addressing Global Crises in Real Time: Lessons from a Community-Engaged Research Course on Transborder Migrant Justice.” In *International Association for Research on Service Learning & Community Engagement (IARSLCE)*, Tulane University; November 2021.

Presenter. “Mujeres de Maíz: Reflexiones en Tiempos de COVID y Revolución.” *National Association for Chicana and Chicano Studies*, online; April 2021.

2019 Presenter. “Punks, Lesbians, Native Solidarity: The Radical Politics and Poetics of Preserving Queer Brown Genealogies.” In *Association for Jotería Arts, Activism, and Scholarship (AJAAS)*, Portland, OR; October 2019.

2018 Presenter. “Re-connecting and Re-membling: Spirituality, Resistance, and Resilience in the Fight for Self-Determination and Justice.” In *Latina/o Studies Association Conference*, Washington D.C.; July 2018.

2016 Presenter. “Engaging Latina/o Activism: The Good, The Bad and the Chupacabra.” In *Latina/o Studies Association*. Pasadena, CA; July 2016.

Plenary Speaker. "The Chicana Plenary." *National Association for Chicana and Chicano Studies (NACCS)*. Denver, CO; April 2016.

Presenter. "Un(soundness) of Being: Feminist Approaches to Health and Healing." *23<sup>rd</sup> Annual Emerging Scholarship in Women's & Gender Studies Graduate Conference*. University of Texas, Austin, Austin, TX; March 2016.

2015 Presenter. "Community Accountability: Chicana Feminist Praxis in the University." *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*. Albuquerque, NM; July 2015.

Presenter. "Chicana Feminist Praxis: Transforming Heteropatriarchal University Using Community Accountability Coalitions." *Color of Violence 4: Beyond the State Inciting Transformative Possibilities An INCITE! Conference 15<sup>th</sup> Anniversary*, Chicago, IL; March 2015.

2013 Presenter. "The Movidas Then and Now: Confronting Sexism and Homophobia in Chicano Spaces of Learning and Liberation-Creating Community Accountability." *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, Ohio State University, Columbus, OH; July 2013

Presenter. "Queering Chican@ Studies: Graduate Student Experiences." *National Association for Chicana and Chicano Studies (NACCS)*, San Antonio, TX; March 2013.

2012 Plenary Speaker. "MALCS Decolonial Work: Naming and Undoing Institutional Violence, From SB 1070 to Chicano Studies." *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, University California, Santa Barbara, Santa Barbara, CA; July 2012.

Presenter. "Not Your Abuelita's Loteria: We are Talkin' About Our Joteria." *2012 El Mundo Zurdo International Conference on the Life and Work of Gloria Anzaldua*, San Antonio, TX; May 2012.

Presenter. "Applying Chicana Feminist Thought." *National Association for Chicana and Chicano Studies (NACCS)*, Chicago, IL; March 2012.

Roundtable Participant. "Uncovering the Chicana Archive: Problems, Challenges, and Possibilities." *National Association for Chicana and Chicano Studies (NACCS)*, Chicago, IL; March 2012.

Presenter. "Callin' it like it is: Transforming Gendered, Sexual, and Heteropatriarchal Violence in Chican@ Studies and Academic Institutions." *National Association for Chicana and Chicano Studies (NACCS)*, Chicago, IL; March 2012.

2011 Roundtable Participant. "Chicana Power! Contested Histories of Feminism in the Chicano Movement: Critical Reflections on 40 years of Activism and Writing." *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, CSU Los Angeles, Los Angeles, CA; August 2011.

Workshop Presenter. "Walkin' the Walk (Against Violence): Chicana Feminist Praxis in the 21<sup>st</sup> Century University." *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, CSU Los Angeles, Los Angeles, CA; August 2011.

Roundtable Participant. “Para Que Nunca Más Nos Vuelvan a Borrarr’: Sitting History Unbound, Muzzled Memory and the Violence of Chicano Heteropatriarchy in/and the Imperial University.” *Critical Ethnic Studies and the Future of Genocide: Settler Colonialism/Heteropatriarchy/White Supremacy Conference*, University of California, Riverside, Riverside, CA; March 2011.

Organizer/Plenary Speaker. “Charla: Las Hijas de Cuauhtémoc and Conciencia Femenil Intergenerational Conversations.” *Chicana/Latina Feminisms Conference: Joteando Por Vida Para Que Nunca Más Nos Vuelvan a Borrarr*, CSU Long Beach, CA; April 2011.

2010 Plenary Speaker/Organizer. “Charla on Confronting Issues Affecting Chicana’s & Latina’s in the University.” *Chicana Feminisms Conference: Looking Back Moving Forward, Para Que Nunca Mas Nos Vuelvan a Borrarr*, CSU Long Beach, Long Beach, CA; March 2010.

2010 Presenter. “Heteropatriarchy: Game Over! A movement that is not down for all of us is not down for its people.” *Breaking the Chain of Gendered Violence Through Education and Empowerment*, CSU Los Angeles, Los Angeles, CA; November 2010.

## **SERVICE TO THE PROFESSION, UNIVERSITY, AND COMMUNITY**

### **University**

#### ***Departmental Service***

2022- Present Big Picture Committee in Department of Chicana and Chicano Studies, CSUF

2021-Present Outreach Committee in Department of Chicana and Chicano Studies, CSUF

2021-2022 Curriculum Committee in Department of Chicana and Chicano Studies, CSUF

### **Professional**

2013-Present Co-Chair, Lesbian, Bi-Mujer, Trans Caucus, National Association of Chicana/o Studies

2011-2020 Co-Founder & Member, MALCS Ad Hoc Committee on Institutional Violence

2013-2015 Editorial Board, *Chicana/Latina Studies* Special Issue on Institutional Violence

## **Guest Lectures/ Invited Presentations**

2022 Guest Lecture. “Conducting Oral Histories” *Seminar: Interdisciplinary and Intersectional Research Methods*. Loyola Marymount University, Los Angeles. Online; February 2022.

Guest Lecture. “Healing Justice in Chicana/x Feminist Organizing” *Seminar: Qualitative Research Speaker Series*. California State University, Fullerton, Fullerton, CA; February 2022.

2021 Presenter. “Virtual Grad School & Career Panel” CSULB Women’s Gender and Sexuality Studies Department; Online; November 2021.

Guest Lecture. “Conducting Oral Histories” *CLS 5030 Seminar: Research Methods in Chicana/x & Latinx Studies (MA Course)*, California State University, Los Angeles, Los Angeles, CA; October 2021.

Presenter. “Transitioning to Becoming a Hispanic Serving Institute (HSI)”, Coastline Community College, Fountain Valley, CA; August 2021.

Presenter. “Transitioning to Becoming a Hispanic Serving Institute (HSI)”, Coastline Community College, Fountain Valley, CA; May 2021.

## **Community Service & Presentations**

2022 Producer and Volunteer Coordinator. Xingonx Fest: Keeping the Sacred Fire Burning 25 years of Mujeres de Maíz. Self Help Graphics, Los Angeles; May 2022.

2021 Keynote Speaker. “Stand Together & Hear My Voice”. Youth Conference for Corbin Family Resource Center, Santa Ana, CA; October 2021.

Program Coordinator and Producer. Xingonx Fest: Mujeres de Maíz Live Art Show. Mujeres de Maíz. Virtual; March 2021.

Host & Producer. “Voices From the Ancestors: Xicana/x & Latinx Spiritual Expression & Healing Practices Book Talk.” Mujeres de Maíz. Virtual; March 2021.

## **ACADEMIC AND COMMUNITY AFFILIATION**

### **Affiliations**

2021-Present Member, Oral History Association (OHA)

2018-Present Member National Women’s Studies Association (NWSA)

2016- Present Member, Latina/o Studies Association (LSA)

2015-Present Member, Association for Jotería Arts, Activism, and Scholarship (AJAAS)

2011-Present Member, Mujeres Activas en Letras y Cambio Social (MALCS)

2008-Present Member, National Association for Chicana and Chicano Studies (NACCS)

### **Community**

2016-Present Program Coordinator & Producer, Mujeres de Maíz

2014-2016 Youth Mentor, Coyolxauhqui Circulo de Muxercitas, Santa Ana, CA

2011-2014 Community Organizer, DeColores Queer Orange County

2009-2010 Youth Mentor, Immediate Justice

## APPENDIX E. RESOURCES

**Table 10**

Year	State OE (Including Travel) <sup>(1)</sup>	Student Assistants <sup>(1)</sup>	Professional Development <sup>(1)</sup>	Course Match <sup>(2)</sup>	Total State Support	CSFPF Accounts (3)	Comments
AY21/ 22	\$ 22,500		\$ 5,400	\$ 6,800	\$ 27,900	\$ 2,440.16	
AY 20/21	\$ 14,712		\$ 3,500	\$ -	\$ 18,212	\$ 2,302.16	Reduction in state allocation due to budget reduction
AY 19/20	\$ 18,500		\$ 3,000	\$ 6,800	\$ 21,500	\$ 3,775.64	
AY 18/19	\$ 18,500		\$ 3,000	\$ -	\$ 21,500	\$ 3,776.02	
AY 17/18	\$ 18,500		\$ 3,600	\$ 6,800	\$ 22,100	\$ 3,483.97	

(1) Fiscal year allocations

(2) OE earned for enrollment in course  
match sections

(3) Balance as of June 30th of the fiscal year.

## APPENDIX F. LONG-TERM PLANNING

*Excerpts from the tenured and tenure-track faculty retreat completed in June 2022 are included in the following pages. We share this to give a sense of the current stage of our long-term planning process.*





CALIFORNIA STATE UNIVERSITY  
FULLERTON

# Chicana & Chicano Studies **STRATEGIC PLANNING RETREAT**

JUNE 22-24, 2022



**CIRCLES OF CHANGE**  
Facilitating Organizational and Community Development

**Robert Quintana Hopkins**  
(510) 207-6658 • [robert@circlesofchange.us.com](mailto:robert@circlesofchange.us.com)

# STRATEGIC PLAN EXECUTIVE SUMMARY

2022-2027

The faculty in Chicana and Chicano Studies at CSU Fullerton initiated a 5-year Strategic Planning Process in June of 2022. The projected timeframe for the strategic plan is 2022 through 2027. The Strategic Plan represents approximately 24 hours of highly participatory collaboration amongst faculty members (the planning team).

## Setting the Foundation

The planning team performed an environmental scan by examining key events that were affecting the department's current reality. This included conducting an internally focused current state analysis and identifying trends external to the organization. Completing an internal assessment and analyzing external trends allowed the planning team to identify departmental strengths and opportunities.

## The Practical Vision

Faculty collaborated to create a shared vision of what they want to see in place in 5 years in the Chicana and Chicano Studies Department at CSU Fullerton as a result of their collective actions. The elements of the vision include:

- Nurturing Policies and Practices
- Clear and Empowering Governance
- Co-Conspirator Community Engagement
- Collaborative Investment and Celebration of Scholarly Innovation
- Holistic and Relevant Curriculum
- Intergenerational Comunidad and Student Led Engagement
- Supported and Supportive Staff

## Blocks to the Vision

After creating a shared vision, the group named the blocks that prevent the vision from becoming a reality. Seven blocks were identified:

- Excessive Autonomy Prevents Coordination and Commitment to Share Department Work
- Unclear Formal and Informal Power Structures Led to Fear, Mistrust and Insecurity
- Outdated DPS Acts as a Gatekeeper and Does not Reflect Our Work
- Uncertain Usefulness of Institutional Memory Blocks Innovation
- Overemphasis on Collegiality Hinders Authentic Communication and Leads to Dysfunction
- Trauma Informed Responses Lead to Ambivalence and Indifference
- Non-existent Policies and Procedures Cause Confusion and Lead to Tension and Conflict

## Strategies

Two strategies were identified to deal with the blocks and move the department toward the practical vision.

- Reimagining Departmental Culture
- Getting Shit Done with Joy

## Taking Action

The two strategies will guide the department's activities for the 2022-2027 timeframe. Each year, the planning team will co-create an action plan with specific, measurable accomplishments related to each strategy. The action plan is created in a calendar format and organized by quarters. Action teams are created to execute the action plan. Action teams meet regularly to monitor progress and report accomplishments and challenges.

# THE STRATEGIC PLANNING PROCESS

<b>PHASE 1: PREPARING FOR PLANNING</b>	<b>PHASE 2: GATHERING THE DATA – CREATING THE PLAN</b>			<b>PHASE 3: IMPLEMENTING THE PLAN</b>
<b>Designing and Preparing for the Process</b>	<b>Planning for Action</b>			<b>Taking Action</b>
May 2022 – June 2022	June 22, 2022	June 23, 2022	June 24, 2022	July 2022 – June 2023
<p><b>Design Team Planning</b></p> <ul style="list-style-type: none"> <li>• Define the planning process and objectives</li> <li>• Decide the Focus Question</li> <li>• Gather relevant data</li> <li>• Identify meeting dates</li> <li>• Invite people to participate in the strategic planning process</li> <li>• Prepare handouts</li> </ul>	<p><b>Day 1</b> 8:00 am – 4:00 pm</p> <p><b>Creating the Framework for the Plan</b></p> <ul style="list-style-type: none"> <li>• Welcome/Introductions</li> <li>• Creating a 3–5-Year Practical Vision</li> </ul>	<p><b>Day 2</b> 8:00 am – 4:00 pm</p> <p><b>Creating the Framework for the Plan, continued</b></p> <ul style="list-style-type: none"> <li>• Discerning blocks and barriers to the Practical Vision</li> <li>• 3–5 Year Strategies and Strategic Directions</li> </ul>	<p><b>Day 3</b> 8:00 am – 4:00 pm</p> <p><b>Developing the Implementation Plan</b></p> <ul style="list-style-type: none"> <li>• 2-year Success Indicators and Current Reality, 1-year Accomplishments</li> <li>• Determine 1-year initiatives</li> </ul>	<p><b>Taking Action</b></p> <ul style="list-style-type: none"> <li>• Communicate the Plan and invite participation in its accomplishment</li> <li>• Complete 1st year actions</li> <li>• Hold regular review meetings to monitor progress, maintain accountability and modify the plan as needed</li> </ul>

## RETREAT AIMS

- Co-create a strategic plan that identifies departmental priorities for the next 5 years
- Co-create a first-year implementation calendar with a clear accountability structure (i.e., projects, due dates, committees, roles, etc.)
- As a result of this retreat, participants will respectfully communicate honestly and openly so that everyone leaves with a shared sense of purpose and community

## UNDERLYING ASSUMPTIONS OF TOP METHODS

Everyone has wisdom.

Everyone's wisdom is needed for the wisest result.

There are no wrong answers.

The whole is greater than the sum of the parts.

Everyone will have the opportunity to hear and be heard.

Everyone will be actively participating.

## GUIDING ASSUMPTIONS

**Personal Justice:** Radical Self Care—we take care of ourselves in anyway & at any time without causing harm to others.

**Self-Awareness:** We come to the conversation as people. We carry our histories, affiliations & communities with us. We speak from our own experience. We do not represent those communities, histories & affiliations.

**Communication:** We all have different voices & ways of understanding. We bring our whole & authentic selves. This means the conversation may not be linear. We have a responsibility to seek clarification.

**Tools:** We trust we have the skills to do great things together. We recognize our interdependence—we build, join & expand on ideas.

**Share the Mic:** if you speak a lot, make room for others to share. If you tend not speak, please share your voice. We want to hear from you.

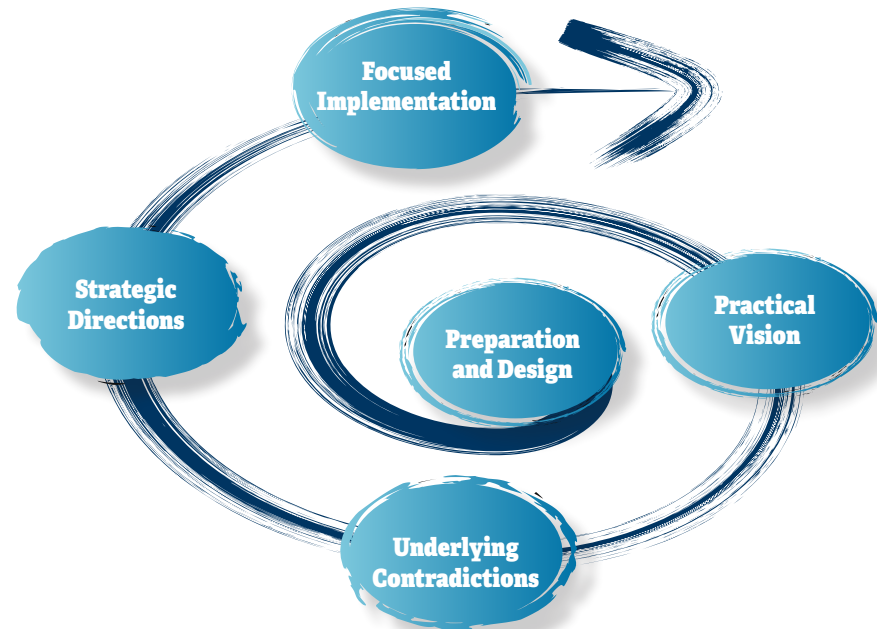
**Piggy Back:** if you agree with others don't take time to repeat what has already been said. Snap or verbally say you agree without elaborating.

## STRATEGIC PLANNING FOCUS QUESTION

Grounded in love, compassion, empathy, and respect for our diverse perspectives, how do we harness our strengths and talents as individual faculty members to collectively create our vibrant and dynamic Chicana and Chicano Studies department with a clear mission and priorities?

*(i.e., internal systems and structures, new waves of scholarship, success among our students, is a magnet for the community, and brings professional joy to the faculty)*

## FIVE-STEP STRATEGIC PLANNING PROCESS



# PRACTICAL VISION

*What do we want to see in place in 3-5 years as a result of our actions?*

NURTURING POLICIES & PRACTICES	CLEAR AND EMPOWERING GOVERNANCE	CO-CONSPIRATOR COMMUNITY ENGAGEMENT	COLLABORATIVE INVESTMENT & CELEBRATION OF SCHOLARLY INNOVATION	HOLISTIC & RELEVANT CURRICULUM	INTERGENERATIONAL COMUNIDAD & STUDENT-LED ENGAGEMENT	SUPPORTED & SUPPORTIVE STAFF
<ul style="list-style-type: none"> <li>• Fun and organic working collaborations</li> <li>• Healthy students, staff, and faculty</li> <li>• Open and collective spaces</li> <li>• Healing</li> <li>• Contemplation</li> <li>• Holistic spaces               <ul style="list-style-type: none"> <li>• Research</li> <li>• Praxis</li> <li>• Methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clear decision-making processes</li> <li>• DPS that represents current faculty</li> <li>• Cultural taxation -&gt; embed work = inst. activism</li> <li>• Checking in/ supporting part-time folx</li> <li>• Clear understanding of department work, internally and externally</li> <li>• Clear decision-making procedures</li> <li>• Updated DPS</li> <li>• Clearly available and accessible procedural information</li> <li>• Transformation of Adjunct Model, increased pay, hires, increased professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Off-campus partners as co-instructors</li> <li>• Service learning focused on action and public scholarship</li> <li>• Alumni and partner mentorship program</li> <li>• Summer Institute               <ul style="list-style-type: none"> <li>• FT, PT, CC, CSV colleagues</li> <li>• Ph.D</li> </ul> </li> <li>• Well-attended and relevant community events</li> <li>• Public interface               <ul style="list-style-type: none"> <li>• Conf</li> <li>• Social Media/ Podcast</li> <li>• Journal</li> <li>• Speakers</li> </ul> </li> <li>• Student and alumni representation on boards of organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• CHIC = Center for intellectual Latinx thought</li> <li>• Publications - Research + Collaboration + Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• More updated and balanced curriculum</li> <li>• Creating clearer path for majors — i.e., caminos and/or pre-requisites</li> <li>• Expanded curriculum BA/MA</li> <li>• Relevant curriculum that represents department</li> <li>• New faculty hires (joteria studies, indigenous studies, Latinx)</li> <li>• Well-integrated lecturer community</li> <li>• Area F support group for part-time faculty</li> <li>• More grad courses</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic student activity (clubs, study groups, etc.)</li> <li>• Student collectives with majors, minors, alums, on-campus</li> <li>• Creating a plan for outreach, i.e. cutting-edge website</li> <li>• Repair relationship with LCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Hire more staff or pay them more</li> <li>• Fund T.A.s and/or R.A.s</li> <li>• New / more staff grounded in ES</li> </ul>

# STRATEGIC DIRECTIONS

*The innovative, substantial actions to move us toward our vision are...*



# 5-YEAR STRATEGIC DIRECTIONS

*Our strategies with recommended actions are...*

## Getting Shit Done with Joy

### DEVELOPING AND NURTURING RELATIONSHIPS AND SELF-HEALING

- Creating a system for junior faculty where we can ask for guidance and demystify department and university
- Shift from survival mode to thriving mode by using proactive language rather than lack or deficit
- A calling in process when we have to hold each other accountable
- Have a process of support when harm occurs, i.e. talking circles
- Continued acknowledgment of positions of power and institutional social positionality
- Develop healing centered practice, policies, and approaches
- Assume the best of each other while relying on frequent/intentional talking circles
- Talking circles that are practical throughout semester to work through polite indifferences

### RADICALIZING STRATEGIC PLANNING & CENTERING JOY

- Launching mini retreats and yearly retreats
- Field Trips!
- Launching leadership style retreat
- Studying, analyzing etc. existing examples of other programs, projects
- Collectively document agreed-upon institutional memory

## Re-Imagining Departmental Culture

### BUILDING A PEDAGOGICAL COMMUNITY

- Create pedagogy (2x a semester) check-ins with adjuncts
- Be connected with instructors teaching the same course

### SHARING THE RESPONSIBILITY FOR WRITING

- Keep writing shit down

### FORMULATING AND RENEWING POLICIES

- A multi-tiered approach to DPS revisions (TT/Tenured)
- Intentional conversation about DPS revision process
- Establish communication norms (esp. email)
- Five-finger voting and consensus model
- Clear vision of department goals so we don't over-commit and burn out
- Bylaws with procedures and committee definitions/roles
- Explicit self awareness of informal culture and practices
- Create a plan to equitably revise the DPS
- Commitment to re-invention but stick to mission and values
- Assess our boundaries — communication, bandwidth, etc.

### CREATING SYSTEMS OF ACCOUNTABILITY AND ORGANIZATION

- Write shit down
- Commit to campus presence (i.e. 2-3 days) Create a system of accountability
- Padlet master calendar with everyone's commitments
- Accountability systems — amigas criticas
- If I propose it, have a plan on the now
- Aligning a more balanced autonomy with department vision (vision board)
- Create knowledge of each person's boundaries
- Monthly progress checks on agreed-upon departmental tasks
- More meetings for rotating purposes

# FIRST-YEAR ACCOMPLISHMENTS

*Our specific, measurable accomplishments for the first year will be...*

Re-Imagining Departmental Culture		
CURRENT REALITY	FIRST-YEAR ACCOMPLISHMENTS	2-3-YEAR SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>• Informal loose knit processes</li> <li>• We have lots of ideas</li> <li>• We have buy in to formulate and renew policies and shared response of writing</li> <li>• We have informal examples of pedagogical community</li> <li>• Informal mentioning of adjuncts</li> </ul>	<ul style="list-style-type: none"> <li>• Complete DPS</li> <li>• Solidify Multiple Meetings</li> <li>• Create voting and consensus model</li> <li>• Process by which we decide \$\$</li> <li>• Establish communication norms (esp. email)</li> <li>• Draft working by laws</li> <li>• Adjunct orientation</li> <li>• Create master calendar</li> <li>• Implement Amigas Criticas (accountability)</li> <li>• PPR</li> <li>• Mellon</li> <li>• Pedagogy convening</li> <li>• Area F Budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Written policies and documents by all faculty</li> <li>• Clear procedures in by laws</li> <li>• DPS updated</li> <li>• Retained and promoted faculty</li> <li>• Ongoing PD related to pedagogy</li> <li>• Revised and streamlined curriculum</li> <li>• Focus group and survey</li> </ul>



# FIRST-YEAR ACCOMPLISHMENTS

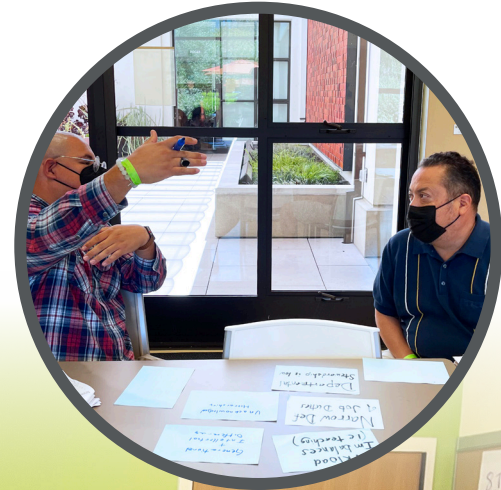
*Our specific, measurable accomplishments for the first year will be...*

<b>Strategy: Getting Shit Done with Joy</b>		
<b>CURRENT REALITY</b>	<b>FIRST-YEAR ACCOMPLISHMENTS</b>	<b>2-3-YEAR SUCCESS INDICATORS</b>
<ul style="list-style-type: none"> <li>• Overemphasis on collegiality</li> <li>• Overcommitment and burnout</li> <li>• Excessive autonomy/atomization</li> <li>• Paralysis</li> <li>• Trauma-informed responses</li> <li>• Energy and willingness</li> <li>• Openness</li> <li>• \$</li> <li>• Successful track record (e.g. open house and luncheon)</li> </ul>	<ul style="list-style-type: none"> <li>• Huntington Field Trip</li> <li>• “How They Did It”</li> <li>• 2 visitors</li> <li>• DPS?</li> <li>• Talking Circles (Aug.)?</li> <li>• Mini-Retreat</li> <li>• N.R.SH</li> <li>• Proposal/work plan (goals, objectives)</li> <li>• Create one template to rule them all</li> <li>• Draft by “Templates”</li> <li>• Actual Strategic Plan WRITTEN</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure for talking circles</li> <li>• Process for repairing/addressing harm when it occurs</li> <li>• A leadership pipeline/confidence</li> <li>• Having completed successful multiple mini-retreats</li> <li>• Cute field trips</li> <li>• Sustainable programming</li> <li>• Yearly expected events</li> </ul>

# 2022-2023 IMPLEMENTATION CALENDAR

STRATEGIC DIRECTION	LAUNCH	QUARTER 1 (JULY – SEPT 2022)	QUARTER 2 (OCT-DEC 2022)	QUARTER 3 (JAN-MAR 2023)	QUARTER 4 (APRIL – JUNE 2023)	RESOURCES
<p><b>Re-Imagining Departmental Culture</b></p> <p><i>Mario, Alexandro, Gabriela, and Eddy</i></p>	<ul style="list-style-type: none"> <li>• Setting a date via email to discuss master calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Mellon</li> <li>• Meeting w/ G (June)</li> <li>• Solidify Multiple Meetings (convo) (Aug)</li> <li>• Area F Budget Meeting Convo. (Sept.)</li> <li>• Establish Communication Norms (i.e. Email) (Aug)</li> <li>• Process by which we decide on budget (w/ voting) procedures (Aug)</li> <li>• Create master plan/ calendar (Aug)</li> <li>• Create Consensus Voting Model (Aug)</li> </ul>	<ul style="list-style-type: none"> <li>• Draft working bylaws (Oct.- Nov.)</li> <li>• PPR (Late Aug/ Early Sept)</li> <li>• Pedagogy Convening (November)</li> <li>• Complete Amigas Criticas (accountability) (Nov.)</li> <li>• Template/ proposal (Nov.)</li> </ul>			<ul style="list-style-type: none"> <li>• Mobilize Adjunct to contribute to department with compensation</li> <li>• Carve out Ttime</li> <li>• Earmark funding (budget)</li> <li>• Subscription to calendar interface (Padlet, Monday)</li> </ul>
<p><b>Getting Shit Done with Joy</b></p> <p><i>Monica, Nadia, Erualdo, and Marlen</i></p>	<ul style="list-style-type: none"> <li>• Mini-Retreat</li> <li>• “How They Did It”</li> <li>• DPS Opening Conversation</li> <li>• Talking Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Open House (late Sept.)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan Proposal Template Completed (mid-oct._</li> <li>• Huntington Library Field Trip, Saturday w/ Loved Ones (Late Oct.)</li> </ul>	<ul style="list-style-type: none"> <li>• Familia Day with Students (Feb)</li> </ul>	<ul style="list-style-type: none"> <li>• Grad Luncheon (Saturday w/ loved ones) (mid-May)</li> </ul>	<ul style="list-style-type: none"> <li>• Time/labor</li> <li>• Budget</li> <li>• honoraria</li> <li>• events</li> <li>• food</li> <li>• space</li> <li>• Working group (s)</li> </ul>

# CONVERSATIONS



To hear new ideas and mentally shift from survival mode to thrive mode  
 Imagining a thriving department and creating a plan for our dept and student growth  
 The durability of the dept - what is the legacy that will be remaining?

♥ Values We Bring  
 Whole self as a diverse person, self-care, compassion  
 Institutional and department perspective  
 Vulnerability, Experience, ability to bring people together  
 Vision, looking towards things coming  
 Compassion  
 Creativity, ideas, intuition, spontaneity

Aesthetic Vulnerability and energy  
 Value friendships, the flow of heart energy  
 Open book - honesty, vision, ideas  
 Equal, compassion, empathy, and care - conformity, I care, radical care

Grounding, release For The Retreat  
 Listen w/our hearts  
 Free association  
 Invest in relationships, in each other  
 Staying Present  
 Be honest in a vulnerable way and call each other in  
 Speak w/our hearts and show Compassion even if we disagree

Speak our truths so even long as the way you want to be loved  
 No one is here w/our intent ask for clarification  
 Patience and slowing down, Intergenerational sharing

Grounding in our regularity  
 Obstacles will be taken on however we plan and create priority  
 Old students  
 Make space to celebrate faculty and student accomplishments  
 Flexible and practice into our meetings, mini-retreats, budgeting, meeting or our work day  
 Value and validate  
 Embrace financial  
 Vulnerable and "qualify" size of retail, program and budget  
 Respect department boundaries

Ritual - 20 min, 30 min, 1 hour  
 Show up and show up  
 Space (clear)  
 Physical all  
 Showing our care  
 What makes our  
 Boundaries  
 Physical all

Song

ST Conversations  
 12. Lecturers (A/Whit)  
 13. Professors and Professors  
 14. Student Support  
 15. Student Support  
 16. Student Support  
 17. Student Support  
 18. Student Support  
 19. Student Support  
 20. Student Support

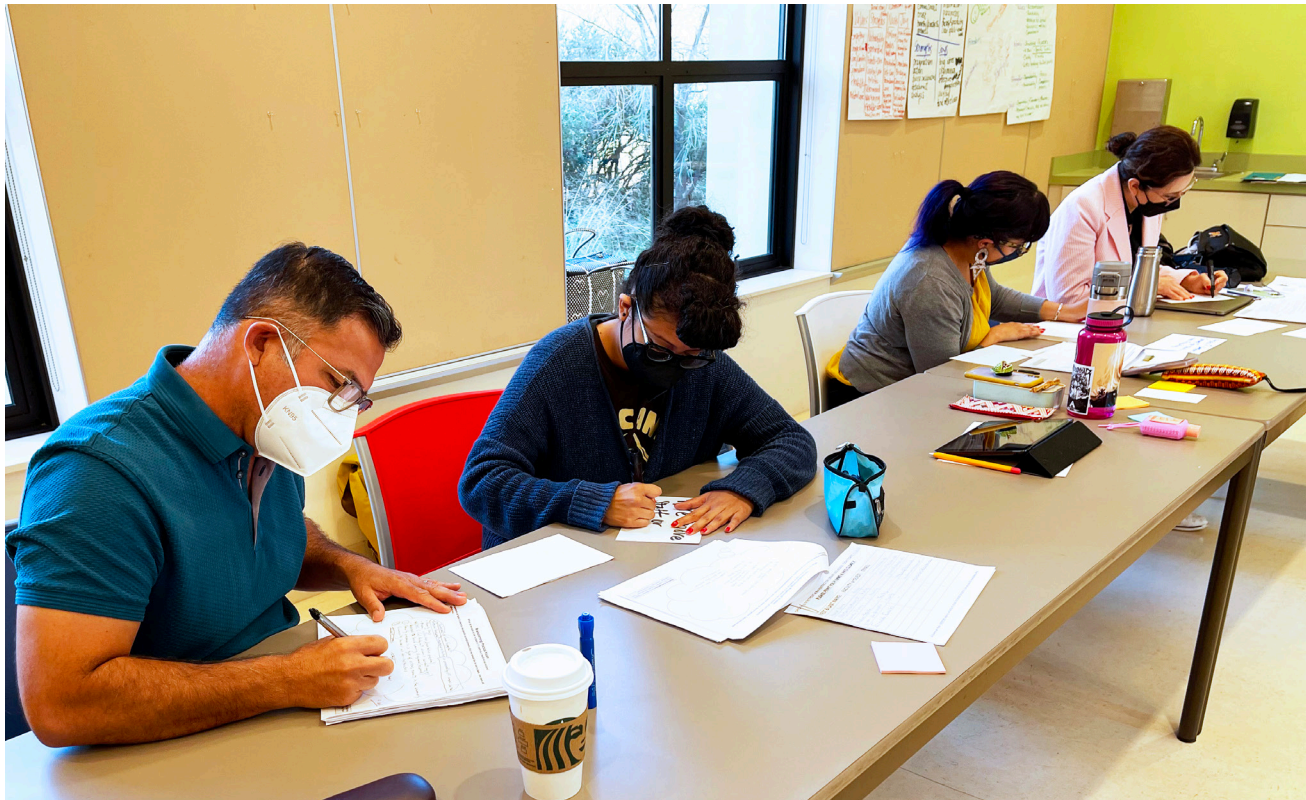
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 20. Student Support

# CONVERSATIONS



## NEXT STEPS

- 1** Consider a vision statement.
- 2** Determine roles, committees and a structure for coordination.
- 3** Monitor progress monthly via multiple meeting model.
- 4** Be patient and flexible as we begin the work and experiment.



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