ACADEMIC PLAN 2009-2014

DIVISION OF HUMANITIES, ARTS AND CULTURAL STUDIES

Jessie Ann Owens, Dean

Dean’s Advisory Committee (2007 – 2008)

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Lynette Hunter (Theatre and Dance)
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Carolyn de la Peña (American Studies, UC Davis Humanities Institute)
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1. EXECUTIVE SUMMARY

The Division of Humanities, Arts and Cultural Studies has grown considerably in recent years: fully 60% of the faculty has come to UC Davis since 2000. This dynamic cohort of scholars has infused our strong divisional core with innovative approaches to research and teaching. A two-year planning process (2006-2008) has allowed the entire faculty to identify particular areas of strength on which to build an expanded commitment to graduate education.

2. VISION AND TWO-YEAR STRATEGIC PLANNING PROCESS

Vision

The departments, programs and graduate groups in HArCS examine human cultures through the study of languages, literatures, new media and the arts; the varieties of human affiliation and identity; and the practices of the creative arts. Attending to past, present and emergent cultural formations—interpreting culture to itself—becomes ever more important as global communication technologies, transnational political forces and environmental concerns reshape our knowledge both of ourselves and others. We are committed to maintaining teaching and scholarship in the core humanities disciplines that have long been at the heart of the modern comprehensive research university while encouraging the development of new collaborative units (whether as programs, graduate groups, sub-disciplines or new disciplines) that emerge from within and between them, and frequently connect to parallel inquiries in the social sciences and sciences, in response to the shifts in intellectual focus called forth by a changing world.

Our commitment to cultural literacy encompasses the basic (but complex) skills of reading and writing in English and in other languages, as well as the skills of performance and creative expression in the arts, while advancing a critical and analytical inquiry into the forms and conditions of literary and aesthetic expression (past and present) and of the social and demographic imagination. Through faculty research and publication and in our graduate and undergraduate teaching we look forward to participating fully in UC Davis’ focus on regional, national and global priorities and to keeping our community informed of and involved in the important developments that are happening in the arts and humanities and in the larger world from which they take their material inspirations.

Planning Process

This commitment is the outcome of a two-year strategic planning process within the division. The work of the first year (2006-2007) ultimately yielded five main areas of interdisciplinary strength across the division’s distinct units: 1) Arts: Practice, Process, Performance; 2) California Cultures/California Studies; 3) Comparative Race and Ethnicity; 4) Languages and Cultural Diversity; 5) Religion and Society. Faculty
forums, a division-wide retreat and Dean’s Advisory Council discussions revealed four ways to strengthen these areas: 1) increase the commitment to graduate education; 2) build on our connection to the region; 3) improve the capability for collaboration; and 4) serve constituencies both on and off campus. In the second year (2007-2008), the Dean and Dean’s Advisory Council adopted a two-pronged approach. The first was to continue to strengthen the HArCS “core” with an eye towards facilitating collaboration in these areas. To that end, in collaboration with the UC Davis Humanities Institute (DHI), “super-clusters” were created from the thriving research clusters at the DHI, and program development grants were provided to faculty working groups to assess the feasibility of graduate groups in the areas of interdisciplinary strength.

The second came in response to the Provost’s November 2007 call for Campus Academic Plans. Each department/program delivered its vision for excellence in the context of the divisional priorities outlined in the strategic plan. These documents (included in this Campus Academic Plan) enabled the Dean’s Advisory Council to present divisional FTE priorities after intense examination of department/program priorities and a strategic sense of divisional collaborative possibilities. The result is 1) an increasing sense of our identity and opportunity as a division, albeit with three distinct wings—the language/literature group, the arts (practice, history/theory), and an interdisciplinary group of ethnic and cultural studies programs, with an emphasis on collaboration between the humanities and social sciences, and 2) an Academic Plan for 2009-2014 that argues for additional, strategic FTE. These growth FTE will allow us to make innovative hires across program/department divides in targeted areas. We recognize that scholars can only undertake such innovations when departments are sufficiently robust to accomplish their goals: general education, advanced courses for majors, and graduate education within disciplines.

3. FACULTY AND DIVISION PROFILE

Overview

HArCS faculty are excellent by any standard. The rigorous academic personnel system encourages unusually high productivity and an exceptionally low number of non-research active faculty. Indeed, four departments in HArCS ranked in the top 10 nationally in a 2007 survey of faculty productivity: Spanish (1), German (5), Comparative Literature (9) and Native American Studies (6). Since 2000 some 33 faculty members have received prestigious national and international fellowships in the humanities. HArCS faculty have also been recognized on campus: since 2000

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2 Ford Fellowship (3), Fulbright Fellowship (8), Guggenheim Fellowship (2), NEH (3), Rockefeller Fellowship (1), American Council of Learned Societies (2), Humboldt Fellowship (2), UC President’s Research Fellowship (5), National Humanities Center (2), Loeb Classical Fellowship (3), Wissenschaftskolleg zu Berlin (1), American Academy in Rome (1).
nine of the Chancellor’s Fellows and three of the UC Davis Teaching Prize winners have come from HArCS.

A more discouraging but nonetheless telling indication of quality is how many other institutions, many of them wealthy private universities, have attempted to recruit HArCS faculty. Since 2001-02, 40 faculty received offers, and of these we were able to retain only 15. We take pride in recruiting well and mentoring well, but we are not exempt from the trends in higher education today in which even premier public universities find it hard to compete with their better-resourced private counterparts.

Faculty Demographics

HArCS is the second largest general campus unit in terms of total student headcount and the second largest in terms of the number of ladder faculty instructors. Two of our majors, English and Design, are among the 15 most popular undergraduate majors. Enrollment data for 2007-2008 show 604 majors in Ethnic, Cultural and Interdisciplinary Studies, 998 in the Arts, and 971 in Languages and Literature, for a total of 2,573. When viewed as a whole, faculty in the division meet or exceed workload standards.

Of the 214 (headcount) faculty in HArCS as of 7/1/2008, 59 are assistant professors (27.5%), 48 associate professors (22.4%) and 104 full professors (48.5%, of whom 7 are above scale), and 3 lecturers with security of employment. In addition, a critical component of our instructional program are the 64 continuing lecturers and a large cohort of “pre-six” lecturers, who together teach language, composition (University Writing Program) and basic musicianship. If the entire teaching force is taken into consideration (federation as well as senate), HArCS is the largest unit at UC Davis, with 320 actual instructional FTE.

The division continues to be committed to hiring a diverse group of faculty. Over the last five years for the division as a whole our applicant pools have closely matched the availability for people of color; 15.8% availability, 15.3% applicants in the pool. Our hires have exceeded this percentage, with 35% of our hires in the past five years from underrepresented groups. The current breakdown by gender is 110 males, 104 females.

The July 2008 ORMP report draws attention to a particular feature of HArCS, namely, that “new hires represent a significant proportion of the total number of

4 The ORMP budget review points out that the large number of new hires in HArCS can misrepresent the actual SCH average because most new hires receive a course release in the first year.
5 ORMP analysis, August 2008.
6 These figures are supplied by the Office of the Vice Provost. It is important, when viewing figures such as these, to recognize the increasingly large numbers of candidates who decline to answer surveys. In one search in 2007-2008, two African-American finalists were interviewed but the official records based on candidate surveys show no African-Americans among the finalists.
ladder faculty” (96 between 2001-02 and 2006-07). There was also a significant number of departures (retirements and resignations), so that the net “new” FTE for this same period was only 42. Of the total of 214 faculty (headcount), 127 have fewer than 10 years of service, and 63 have fewer than 5 years. We expect additional turnover in the next five to ten years: 46 faculty are age 60 and above, and half of these have 25 or more years of service. Spanish, English and Comparative Literature have the greatest percentage of retirement-eligible faculty.

A snapshot of hires that have taken place in 2000 or later shows a cohort of 129 faculty currently at UC Davis: this cohort constitutes fully 60% of the HArCS faculty, a remarkable percentage.

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<th>Departments/Programs</th>
<th>Total Hires Since 2000 (current faculty)</th>
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<td>ARTS</td>
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<td>Art History</td>
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<td>Art Studio</td>
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<td>Design</td>
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<td>Music</td>
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<td>Technocultural Studies</td>
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<td>Theatre and Dance</td>
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<tr>
<td><strong>Hires since 2000 (current faculty)</strong></td>
<td><strong>40 (64)</strong></td>
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<td>INTERDISCIPLINARY STUDIES</td>
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<td>Ethnic Studies</td>
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<td>American Studies</td>
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<td>Asian American Studies</td>
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<td>Chicana/o Studies</td>
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<td>Native American Studies</td>
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<td>Women and Gender Studies</td>
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<td>Religious Studies</td>
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<tr>
<td><strong>Hires since 2000 (current faculty)</strong></td>
<td><strong>32 (56)</strong></td>
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<td>LANGUAGES AND LITERATURES</td>
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<td>East Asian Languages and Cultures</td>
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<td>English</td>
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<td>French and Italian</td>
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<td>German and Russian</td>
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<td>Spanish and Classics</td>
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<tr>
<td>University Writing Program</td>
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<tr>
<td><strong>Hires since 2000 (current faculty)</strong></td>
<td><strong>57 (94)</strong></td>
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<td><strong>Total hires since 2000 (total current faculty)</strong></td>
<td><strong>129 (214)</strong></td>
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These numbers represent our success at recruiting and retaining outstanding candidates in the past decade. Many of these hires reflect strategic decisions made in the previous campus academic plan; they have enabled significant changes in the arts, major increases in the interdisciplinary programs, and a strengthening of
historically core language and literature departments overall. Some noteworthy features within these areas highlight the changes since the last plan:

- **Arts:** The Design Program moved to Letters & Science from the College of Agriculture and Environmental Sciences, and now has the second largest number of majors in the division. Technocultural Studies, a unit devoted to the production and study of digital arts and media in their cultural context, was formed. Theatre and Dance was essentially rebuilt following faculty resignations. Art Studio continues its long-standing record as a highly competitive M.F.A. program.

- **Interdisciplinary Programs:** New hires strengthened all of the ethnic studies programs; two (Asian-American Studies and Chicana/o Studies) are in the process of gaining departmental status. Native American Studies ranked in the top 10 among ethnic studies programs in faculty productivity. Religious Studies has been transformed into a substantial program devoted to the critical study of world religions and the place of religion in society; one area of strength is the connection between religion and the media.

- **Language and Literatures:** Particularly auspicious appointments in German, Spanish, and above all, English, where the 28 new appointments represent over two-thirds of the faculty, added vitality and encouraged cross-disciplinary exchanges. The University Writing Program was established as an independent unit (three new FTE, with two more being recruited), and it has drawn national attention for its quality (most recently in the 2008 U.S. News & World Report). The English Department ranked in the top 25 nationally of graduate programs, and three programs—Comparative Literature, German and Spanish—ranked in the top 10 nationally in terms of faculty productivity. The decision to add faculty in applied linguistics to all foreign language departments has improved language instruction and contributed to a vital Designated Emphasis in Second Language Acquisition and the graduate group (Ph.D.) in Linguistics. Three new languages were recently added (Arabic, Hindi/Urdu and Portuguese), bringing the total number to 13, fourth highest in the UC system.

This remarkably successful pattern of recruiting first or second choice candidates working in more than one discipline sets the stage for our division’s current strategic initiatives.

**Governance Structures**

It is important to address a perception that HArCS has “too many small” programs. Some of this is a vestige of how the College of Letters & Science was reorganized in the early 90’s, when the larger units were placed in the Division of Social Sciences and the smaller units (with the exception of English) in HArCS. The reality is that
most of the departments or programs in the division are a normal part of humanities and arts divisions at UC or AAU institutions. Even the newly formed unit, Technocultural Studies, has counterparts across the academy, known by names such as “Digital Arts and Media.”

The issue is the size of the programs, relative to peer institutions. Data from UCOP (October 2006) show that UC Davis has the smallest percentage of faculty in Letters/Languages of all the UC campuses, with 9%, compared to the system-wide average of 12%. UC Davis is also third from lowest, behind only UC Riverside and UC San Diego, in percentage of faculty in Languages with 3%. These numbers show that with additional faculty in HArCS would bring UC Davis more in line with other UC campuses; they also reflect a reality whose impact on the quality of undergraduate and graduate education this report addresses.

4. GRADUATE EDUCATION: CORE STRENGTHS AND GRADUATE GROUPS

Overview

The special configuration of HArCS, with its constellation of language/literature, ethnic and interdisciplinary studies, and arts programs, combined with relatively new programs and a history of being under resourced on a campus dominated by agriculture and science, has meant that there is no consistent array of graduate programs across all the units in the division such as is found in the other two divisions of Letters & Science or in comparable humanities divisions at peer institutions.

In the languages and literatures, there are Ph.D. programs in Comparative Literature (technically a graduate group), English, French, German, and Spanish (but not in Chinese and Japanese, Classics, Italian, Russian). Among the ethnic and interdisciplinary studies programs, only Native American Studies has a Ph.D. program. In the arts, only Music, and Theatre and Dance have Ph.D. programs, though Art History does have a Master’s program. The arts are also home to three M.F.A. programs—in Art Studio, Design (newly reopened, with students admitted for Fall 2009), and Dramatic Art—and a two-year MA program in Creative Writing (within the English Department). The division also houses the graduate group Ph.D. program in Cultural Studies, now in its tenth year, and many HArCS faculty participate in the graduate group Ph.D. program in Linguistics. Designated emphases allow faculty to teach students outside their home departments and permit

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7 It should be noted, however, that on many campuses, some of our small programs (for example, ethnic studies programs) as well as women and gender studies and religious studies are in social sciences; philosophy is usually in the humanities; and history and linguistics can be found in either division).

8 “Distribution of UC Professorial Series Faculty By Campus and Broad Field (General Campus) October 2006 Headcount” and “Number & Percent of UC Professorial Series Faculty in Arts/Humanities,” UC Corporate Personnel System Reports, Academic Advancement, November 19, 2007.
graduate students to extend their research beyond their program discipline while enhancing employment possibilities.\textsuperscript{9}

Not surprisingly, there are fewer graduate students in HArCS (by percentage of total student enrollments) than elsewhere in humanities divisions in the UC system.\textsuperscript{10} The smaller numbers of graduate students is consistent with the smaller than system-wide average of faculty in the humanities.

A Challenge: Graduate Education within the HArCS Structure

Despite the fact that some interdisciplinary work is encouraged in the present structure, the traditional department-based model of graduate education, which works well for our existing programs, does not provide a good model for developing graduate education across the entire division: it would be impractical to create a free-standing Ph.D. program for each unit in the division. The graduate group structure, which is a distinctive feature of graduate education at UC Davis, enables cross- and intra-divisional collaborations, and speaks to the strengths of newly recruited faculty and our strongest departmentally based programs.

From the strategic planning process in 2006-2007 emerged a call for the development of four new graduate groups. With program development funding from the Dean’s office, groups of faculty are currently planning graduate groups in the following areas:

- Religion and Society
- Comparative Race Studies
- History and Critical Theory of Visual and Media Arts
- Performance and Performativity Studies.\textsuperscript{11}

As the division builds its graduate programs, it may also expand the use of designated emphases and certificate programs so that students in both departmentally based Ph.D. programs and graduate groups can elect specific courses of study.\textsuperscript{12} Other initiatives, on hold for budget reasons, are possible five-

\textsuperscript{9} Current DE’s include: African American and African Studies; Classics and the Classical Tradition; Critical Theory; Feminist Theory and Research; Native American Studies; Second Language Acquisition; Studies in Performance and Practice; Writing, Rhetoric, and Composition Studies.

\textsuperscript{10} A recent study of the 1998-2001 cohort showed 101 students admitted to HArCS of a total of 1571 or 6.4%, down from 1996-1998, when the cohort was 7.7% (81 of 1044). The enrollments in 2007-2008 show a total of 327 (out of 3331), just under 10%. This is still well below the system-wide average for the humanities (14%).

\textsuperscript{11} The Ph.D. program in Performance and Performativity Studies is a revision of the existing Ph.D. program in Theatre and Dance as a graduate group. The planning for the Visual Arts program may be folded into a possible program in Museum Studies, as part of the planning for the future UC Davis Museum of Art.

\textsuperscript{12} For example, a Ph.D. in French might elect to complete a certificate in second language acquisition, or a student in Anthropology might choose to do a Designated Emphasis in Native American Studies.
year BA/MA programs (essentially an expansion of the BA) and post-baccalaureate or certificate programs with University Extension.

Conclusion

Our vision for graduate education in Humanities, Arts and Cultural Studies places UC Davis at the forefront of national trends, with programs requiring genuine collaboration and trans-disciplinary work. Expanding graduate education, which is a priority for the division, will require careful attention to the employability of our graduates and a rethinking of graduate support: teaching assistantships must create community and develop crucial market-relevant expertise.\(^{13}\)

5. PROPOSED GROWTH FTE

This is the ideal time for a significant campus investment in faculty appointments in HArCS. Our excellence in disciplinary and interdisciplinary programs, combined with strategic hires and a comprehensive planning process over the past two years, have enabled us to identify key areas where new faculty appointments will truly make a difference. They will enhance our campus’ profile in innovative research and teaching, emphasize the “UC Davis Advantage” of genuine collaboration and better connect us to regional concerns in a manner that befits a humanities division at a top-ranked, public, land-grant institution.

UC Davis has always been regarded as one of the best UC campuses for undergraduate education. HArCS, which provides much of the general education and therefore the personal attention of faculty to student, has made a significant contribution to this reputation. Focus on and growth in the graduate division of HArCS can only enhance this reputation.

The majority of the appointments we propose contribute simultaneously to undergraduate and graduate teaching, and to maintaining the ‘core’ disciplines at the same time as (and indeed by way of) directing them toward emergent (and often interdisciplinary) developments in the field. For the purpose of legibility, these are broken down into the following subcategories: 1) strengthening foundational areas in the humanities and the arts, on the undergraduate and graduate levels and 2) incubating collaborations across units within HArCS and with the larger campus with an eye towards developing new graduate groups, and solidifying emerging connections to the region and its interconnectedness to global concerns. These categories are not mutually exclusive, and some of the proposed FTE will fit both.\(^{14}\)

\(^{13}\) A new proposal for a division-wide allocation of assistantships will be discussed in 2008-2009, for implementation in 2009-2010.

\(^{14}\) A caveat: the FTEs described here should be regarded as representative of how we propose to grow. The list was developed by the Dean’s Advisory Council, working from departmental plans and from the concepts for groups that are still in the planning stages. It will be essential, when growth FTE become available, to revisit the specific positions and to include the groups in the planning for and recruiting of faculty. Our working assumption has been that strong departments enable transdisciplinary collaborations that are at the heart of doctoral education, both departmental
Strengthening foundational areas in the humanities and arts

To develop the interdisciplinary priorities of the division and create dynamic graduate groups, we must ensure that the core of our “traditional” language and literature disciplines is strengthened.

PROPOSED GROWTH FTE: LANGUAGES AND LITERATURES (7)
- Arab/Anglophone
- Chinese
- Classics
- French
- German
- Japanese
- Spanish

Language and literature departments and programs have three distinctive and interlocking areas of expertise that inform both scholarly and pedagogical work:

- **Skills training:** The choice to have linguists, as well as literary scholars, in each language department reflects an emphasis on “basic training” in the fundamental skills of language learning as an essential part of cultural understanding. This same attention to imparting skills is exemplified by the University Writing Program and its close ties with the other language departments and Comparative Literature, as well as its commitment to writing across the disciplines. The English Department’s new undergraduate curriculum is also designed in large part to ensure that students reliably gain a core set of abilities that will undergird their further study in the discipline, as language learning must always do for the study of literature. An awareness of skills and “craft” – particularly as these interact with the new media also links our study of language to the work of colleagues in the arts.

- **Engagement with contemporary cultures:** The linguistic skills and diverse literacies we emphasize emerge from and must be understood within a cultural framework in order to enable further engagement with cultural forms both globally and locally. Language and literature faculty collaborate in essential ways not only with one another but with ethnic studies and other interdisciplinary programs, and are able to contribute to the diverse intellectual life of the university, with its rich international component. Close and graduate group Ph.D. programs. Intentional involvement of the groups as well as departments (indeed, sometimes multiple departments) is crucial for hiring the kind of faculty this plan envisages.
attention to effective pedagogy and to emerging media and new literary and visual forms also provides common ground with colleagues in Technocultural Studies and Performance Studies, and with the numerous initiatives for digital learning and new media across the campus.

- **Historical awareness**: Strength in literary scholarship across a long historical span, exemplified by our vibrant Classics department, by scholars of the medieval and early modern Middle East, East Asia, and Europe in Comparative Literature and across the language departments, and by the wealth of scholarly approaches to recent and contemporary literatures, is grounded in our linguistic commitments. The histories of peoples and nations are also histories of languages, and vice versa,—and they provide a rich foundation for the study of contemporary cultures and literatures, and give important common ground with programs such as Art History, Religious Studies, and Medieval and Early Modern Studies, as well as with colleagues in History and Philosophy.

We imagine appointments such as the following:

- an applied linguist, housed in Spanish, who would strengthen core research and teaching on the Spanish language (a departmental priority) and create a dynamic link to the linguistics graduate group (a graduate group/interdisciplinary priority)

- a position in French for someone working in Postcolonial studies which would help strengthen the traditional study of French culture and language within the department as well as contribute to a better understanding of the complex cultures of the French-speaking world (a benefit for Cultural Studies, an existing graduate group, as well as Comparative Race and Religion and Society, two graduate groups in the planning stages)

- an appointment of a specialist working on Goethe and the *Goethezeit* in the German department would build on current strengths in eighteenth-century studies in French and English, and work across disciplines to build on the considerable UC Davis expertise in eighteenth-century studies

- in Chinese literature a scholar of the Ming Qing period (1368-1911) would help cover crucial centuries of history, culture, and literature currently absent from the program

- recent developments in world literature argue for the importance of hiring a specialist in Arab/Anglophone literatures in response to the increasing
number of contemporary Arabic-speaking writers who publish in English as a first resort.

These appointments contribute not only to departmental degree programs but to more cross-fertilization across the division and with the Division of Social Sciences (particularly with history, anthropology, linguistics and philosophy).

We also recognize the need to strengthen historical study within the arts, particularly in conjunction with existing and planned graduate groups and programs.

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<th>PROPOSED GROWTH FTE: ARTS (4)</th>
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<td>Art History</td>
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<td>Music</td>
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<td>Performance Studies</td>
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<td>Theater History</td>
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Appointments in the historical as well as critical and theoretical areas of the arts are crucial not only for undergraduate and graduate programs but also strengthen several emerging graduate groups.

It may seem curious that the plan does not envisage growth in the “applied” arts at present: Art Studio, Design, Technocultural Studies, and Dramatic Art (Theater Practice). Given unresolved issues regarding budget and facilities as well as new possibilities for collaboration, particularly in light of the digital revolution, it would be prudent to study this area in greater detail, with the assistance of an external review committee. We need to be able to answer questions such as “What will education in the visual arts look like at UC Davis for the next decade (or more)?” And “How will that vision shape our hiring, resource management, graduate programs, and facilities?”

Incubating collaborations

Our planning process has revealed a desire on the part of HArCS faculty to connect more strategically to our region and to the global flows of people, products, and ideas that link our region to a much larger set of human concerns. We would seek additional allocations for strategic appointments in several ethnic studies programs (7 growth FTE). One of the guiding principles that animates this proposal is to understand both the diverse communities of California and their interaction with their communities of origin. It is no easy matter to produce a list of proposed growth FTE because our aim is not “coverage” but a strategic strengthening of our ability to understand cultures from a variety of disciplinary perspectives. Our ethnic studies programs are all interdisciplinary, with faculty engaged in, among other fields, cultural studies, comparative race and ethnicity, migration and immigration and performance studies. Each of these hires is inherently collaborative.
Examples of areas for potential appointments include:

- Mexico/Latin America: history, culture and the arts
- Comparative study of diverse California communities, focusing on intersections between culture, and trends in health, economics, and policy that would lead to fruitful collaborations with CAES
- Pacific Rim/South Asia/Middle East with a particular emphasis on patterns of migration and distinctive cultures and histories between immigrants’ nations of origin and sub-cultures within the United States.

This approach prioritizes collaboration and cohesion over coverage. It enables us to do more with less, and to create clear linkages across multiple programs: this is the “HArCS advantage.” Recognizing that none of the programs in HArCS can effectively cover all of time, space, and culture within their borders, the approach allows faculty within their own programs to identify areas of significant current strength, and enables an array of strategic single appointments that will draw out expertise within programs and create a knowledge-network across HArCS that is greater than the sum of the parts. Such additional appointments will benefit 1) individual scholars by creating stronger interdisciplinary cohorts, 2) emerging graduate groups by offering breadth across programs and departments from which PhD expertise can be drawn, and 3) existing programs and departments by creating dialogues with colleagues across divisions.

Conclusion

Additional faculty allocations to HArCS that simultaneously strengthen foundations, incubate cross-divisional collaborations and integrate us with the region and the broader campus community will contribute to undergraduate education in a number of ways. We have the responsibility of educating the next generation of Californians about the human condition. To do this we must present them with a dynamic, culturally diverse past in the arts, languages, literature, and in our studies of cultures. But we must also help them see patterns, help them create linkages between the diverse histories, regions, languages, religions, and artistic practices that have intertwined to create the opportunities and challenges that face us as twenty-first century Americans. Each of the allocations we have proposed would strengthen collaborations between disciplines, thereby enabling undergraduate students to better see how lessons learned in, for example, Spanish, can be applied to their courses in art history, how the history that may appear specific to “theater” is also essential to know if we want to understand key issues in the popular reception of design.

It is essential that we in HArCS contribute effectively to the creation of critically thinking, connection-finding, regionally and globally aware citizens. We must train
people who have precise knowledge about languages, arts, and cultures so they understand the complexity of the human condition. Yet we must also train them to see the interconnectedness of these “bound” stories. The issues facing the next generation will require a commitment to the specific and the general, the regional and the global; this commitment can only be realized by smart strategic investments now. We are confident that with additional faculty allocations we can create a stronger fabric of humanities education for all UC Davis undergraduates.

The proposals for growth FTE (18) represent approximately 8% growth in FTE. Even growth of this size will barely change the size of HArCS relative to the other colleges and divisions at UC Davis. As UC Davis faces new economic realities constraining its historic emphasis on science and agriculture, it has unusual opportunities to build a humanities division that is a vital collaborator in addressing the major problems that face our world. Until HArCS units approach a viable size (some are clearly not “right-sized” at present), it will be difficult to realize the goal of making HArCS a full participant in the Research I mission of UC Davis. Growing HArCS makes economic sense as well: the start-up costs of all of these growth FTE (according to current provisions) amount to less than the cost of one assistant professor in CBS or MPS.

6. OBSTACLES TO EXCELLENCE: RESOURCE CONCERNS

Budget and space planning that take historical allocations as the point of departure will tend to replicate a vision for the campus in which HArCS played a modest role. To reach its potential, the division will need sustained and intentional allocation of resources.

Space

The space needs of HArCS have not been a campus priority. Apart from the renovation of the Art Annex for the new program in Technocultural Studies, there have been no campus capital projects for HArCS departments and programs since its inception as a division in the mid-1990s. Even the massive “Social Sciences and Humanities Building” (1994) is a misnomer: it houses Social Sciences units, not HArCS. At present the only project in progress is a Music Recital Hall and Performance Building (the planning is on-going since 1999, and is currently in schematic design, with a projected completion date of 2011, should the funding continue to be available).

The lack of investment in HArCS, especially during a time when the division grew rapidly, leaves a backlog of problems that needs to be addressed for the division to function adequately. As new science and agricultural buildings are constructed at the periphery of the campus, older buildings become available in the central areas of campus but there are few resources for renovations or for upgrades to existing buildings. It is worth noting that a lack of planning for growth also impacts the space devoted to college administrative needs of three divisional deans and the three
functional areas. It is crucial to create a master plan for each of the three areas in HArCS (arts, languages/literatures and interdisciplinary programs), as well as for college administrative needs, and begin to plan for expanded and renovated space. There is virtually no possibility for growth in any of the three areas of HArCS without the allocation of additional space.

**Budget**

It is hard to assess the adequacy of budgets between colleges and divisions because missions and needs are quite different. There is a persistent sense, hard to document formally, that HArCS remains under-funded in both absolute and relative terms. Despite significant increases to the operating budget in recent years and the recent (and very welcome) provisions for start-up expenses, there are challenges that need to be addressed.

- **Our arts programs are not sufficiently funded.** About 30% of our faculty and 35% of our majors are in these high-cost disciplines. The majors have also grown considerably in the past few years. These are very expensive programs to fund and they are on very lean budgets. Providing even minimal funds for these units has been a drain on the HArCS budget overall.

- **Administration of the division, with its 21 FTE-bearing units, is very expensive.**

- **Supplemental instruction places major demands on our resources.** Campus budget formulae do not adequately address the substantial number of on-going lecturer appointments with responsibility for basic instruction in the arts, instruction in writing, and instruction in foreign languages. The campus-wide assumption is that lecturers are replacement faculty: that is clearly not the case in HArCS where lecturers do the bulk of lower division teaching in foreign languages and writing. Furthermore, our budgets contain no provisions to support lecturer expenses (telephone, photocopying, etc.), which the division must absorb. Finally, the costs of the applied music program are not recognized.

- **Computing and library resources.** As the dramatic changes in access to information transform research in the humanities, we need to rethink the kinds of equipment, resources and staff support needed for research in the humanities, in the realms of both technology and the library.

- **Research support.** To remain competitive in recruitments and to improve our retention rate, we need to invest more in start-up packages ($50K per hire at a minimum) and make ongoing research funds available. This is especially important since relatively few grants for scholars in the humanities provide
the kind of resources and research support generally available to faculty in the biological and social sciences.

- **Graduate student funding.** If we are to expand graduate programs, we need block grant and/or fellowship funds to recruit top students in California, nationally, and internationally. Funding is essential to building quality programs.

7. **PLAN FOR ASSESSMENT**

What will success look like? How do we know how well we are doing and how we could improve?

HArCS needs to embrace the standards for accountability and assessment that are not only an essential part of accreditation but an issue hotly debated across higher education. The division routinely participates in program assessments conducted by TPPRC and by the Graduate Council. The first cluster of undergraduate programs reviewed under the revised process were the arts programs in HArCS, and the reviews completed in Spring 2008 are being considered by the appropriate senate committees. This review provides an opportunity for the division to take a more comprehensive approach, collaborating with the Vice Provost for Undergraduate Studies on such issues as clarifying the mission of each major and devising assessment mechanisms for evaluating student achievement.

HArCS is proud of its successes since the last Campus Academic Plan. Future success will be measured by the quality of the faculty, the development of the graduate enterprise, and the achievements of our students. A successful HArCS will partner well on the major issues that UC Davis is dedicated to addressing, and will have a distinctive voice nationally in defining what matters—to our students, to our faculty, and to our constituents.
Art History Program Academic Plan, 2008

Distinctive strengths of the Art History program

Despite its relatively small size (compared even to other Art History programs in the UC system) the Art History program at UC Davis boasts national and international standards of research expertise; a representative curriculum in the methods, periods, and topics of the discipline; thriving undergraduate student enrollment and satisfaction; and a Masters program in its fourth decade. The most important direction for the Art History Program is its increasingly global approach to art, architecture and visual culture; in this it allies with the goals of the College of Letters & Science as whole, and it seeks campus support through the addition of FTE. Our plan identifies opportunities for the Program’s development in three ways.

The first opportunity for development is for Art History faculty members to take a full part in the campus’s “Research 1” mission by establishing the proposed Graduate Group in the History and Critical Theory of Visual and Media Arts, which is to be housed in the Art History program as an interdisciplinary collaboration with cognate faculty from across the division. The intended outcome will be an innovative, disciplinary-based Ph.D. that permits its students the opportunity to work in interdisciplinary clusters, and which stands alongside the other new Graduate Groups in HArCS. This project will need resources including additional staff support.

The second opportunity for the Program is to develop the transnational and transcultural dimensions of Art History through replacement and growth FTE. The Program already has strong research and teaching in Chinese, Middle Eastern and Ancient Mediterranean topics, but it wants to augment the curriculum with full coverage of South and Southeast Asia; Latin America; and the relationship between Modern Europe and colonization. In our present era, in which rapid global development is accompanied by a troubling unawareness of the motors of cultural difference and change, the study of Art History at
UC Davis—situated in the very fulcrum of migratory and information flow in California—is both perfectly placed and obligated to produce more informed and critical readings of the artistic forms that have helped shape our world.

The third opportunity for the Program is the infusion of “new blood” through junior hires. Since a peak FTE of 8 faculty in 2005-7, Art History has experienced the retirement of a key senior figure and the promotion of all its faculty to the Associate and Full Professor ranks. Continued research productivity over the next five years will put all existing faculty at the rank of Full Professor, and as some approach retirement the timely introduction of FTE will be necessary if new faculty at junior rank are not to be overburdened by service.

Our hiring plan is as follows:

i) We hope to gain an urgent replacement FTE for the position vacated by the retirement of our distinguished Professor Emerita, Dianne Macleod. In its very centrality to the artistic “canon,” the vacated area of study—European art from the late 18th to the early 20th centuries—has long been a locus for methodological change in the art historical discipline as a whole (as Professor Macleod showed as a pioneer in gender studies). Given our Program’s trajectory, we wish to reformulate this position as an FTE in Modern Europe and Its Colonies, critically repositioning European art in relation to the history of imperialism and globalization.

ii) Given our strengths and ambitions in globalizing the art historical mission, and our desire to provide more “connecting tissue” with our colleagues from across the division working on topics of subaltern and colonial studies, migration, race and religion, the Art History Program wishes to make growth FTE junior hires in the following two areas: South and South East Asia and Latin America. As well as the overwhelming inherent interest of these cultures to a world history of art, they are of course of acute relevance to diaspora populations in California.

In each prospective hire, we are open to any topic or method, in keeping with the Program’s commitment to the full range of art historical study.
Graduate program

The Art History program currently offers an M.A. Program, and plans to take part in doctoral level teaching through the proposed Graduate Group in the History and Critical Theory of Visual and Media Arts and through a proposed D.E. in Art History.

Based on 0% faculty growth, the optimal size of our M.A. Program will remain based on an intake of 6-10 students per year, creating a total cohort of 12-20 students. A 5% growth in faculty positions, which in effect would yield less than a 0.5 FTE, might allow us to add one student to this optimal recruitment.

The Art History Program alone, as faculty and financial support are currently constituted, could theoretically support an entering class of only 2-3 Ph.D. students per year with guaranteed financial support through 4-5 years to degree; to adequately populate seminars, therefore, graduate students would need to be drawn in the first instance from a continued M.A. Art History Program—yet M.A. recruitment would likely be impacted by the diversion of funding opportunities to the Ph.D. For this reason we are looking to alternatives to a stand-alone Ph.D. in Art History, which include development of a D.E. and the proposed Graduate Group in the History and Critical Theory of Visual and Media Arts. Our vision is the emergence of an “expanded” art history encompassing still greater geographical, methodological, and chronological scope.

Undergraduate Program

As a core humanities discipline, the major in Art History offers training in visual and verbal literacy, the use of material and historical evidence, and critical thinking about culture. This training is valued by students from across the university and is a requirement for students in several art and design programs. The undergraduate major was thoroughly revised in 2007 to bring it up to date and take into account the current interests and teaching fields of our faculty. This review also revealed that the number of majors in Art
History has increased 33% over the previous five years, roughly on par with that of the HArCS Division and much higher than the increase for the campus as a whole (13%). At 79%, student satisfaction with the quality of faculty instruction was higher than that of any other unit on campus.¹

We are constantly improving the undergraduate program in detail and do not foresee that major changes will be necessary or desirable in the next five years. Instances of recent curricular improvement include the addition of topical proseminars, which further permit more thorough training in writing and research skills. These, in addition to the attention paid to the same skills in upper-division courses, mean that Art History is a significant provider of GE at UCD and is well placed to expand GE provision in accordance with campus plans, resources pending.

Demand for art history on campus is such that all Art History faculty presently teach well in excess of the 600 Student Credit Hours standard workload for HArCS, so our Program’s undergraduate planning takes a different and more compelling line than that of many other units. Should we add faculty, it will probably not be to enlarge undergraduate enrollment still further, but to elaborate our plan to provide a still-more focused upper division curriculum through a wider selection of smaller classes. Even as we await the addition of FTE, we are planning to initiate an enhanced upper division curriculum by removing the artificial cap placed on our lower division courses by the inadequate size of Art History’s main classroom, which seats only 89. By moving lower-division classes to classrooms which seat 100 we can invest the additional Student Credit Hours in small group teaching and increase the number of TAships for our graduate students—permitting improvements to the quality and remuneration of graduate instructional employment, and perhaps an enlarged base of financial support for graduates.

Assessment

If the campus allocates additional FTE to our unit, we will measure that investment principally by the metrics of research breadth, excellence and leadership in our field (publications, grants, and invitations to give papers). The Art History program regards continuous research excellence as its most significant objective, because it capitalizes on the distinction of faculty already present in the Program, potentially expands and improves the applicant pool from which to select graduate students, and better places the Humanities at UCD in regional and global contexts.

Resources

Our principle resource yet to be fully explored is that of collaboration through the proposed Graduate Group in the History and Critical Theory of Visual and Media Arts and other Graduate Groups. In comparison the development of a post-baccalaureate certificate program or five-year BA/MA are not current priorities, particularly since Art History already attracts many extramural students who provide the Program with its essential UNEX funds.

Our main resource concern is the shrinkage in the Program’s FTE since 2006-07. We do not now ordinarily have enough senate faculty in residence at any one point to cover essential service duties, and there are indicators that the loss of faculty is affecting perception of our graduate program.

At the time of writing, the potential impact of budget cuts threatens to adversely affect technical support for Art History, with grave consequences for support of our undergraduate teaching in particular. The relative under-resourcing of Shields Library is an additional area of concern, again with a potential impact on the perception of all Humanities graduate programs at UCD.
Summary: relationship of the Art History academic plan to the academic plans of the UCD campus and HArCS

We believe that Art History’s current priorities, and those emerging in our plan, are in complete accordance with the larger plans of the university. Our proposal for a Graduate Group in the History and Critical Theory of Visual and Media Arts, and likely participation of our faculty in other new graduate groups (Comparative Race and Gender, Performance Studies, and Religion and Society) concurs with UCD’s development of graduate education, and is firmly founded on our continuing dedication to undergraduate teaching. The Art History Program at UCD is providing regional leadership in art history in its outreach to other art history programs in state and community colleges in Northern California and in its placement of graduate students in instructional and museum roles. Beyond this commitment to our region, the Program’s research addresses national and international parameters.
March 23, 2008

To: Jessie Ann Owens, Dean, HArCS
From: Department of Art and Art History, Art Studio
RE: Five-Year Academic Plan 2009-2014

Undergraduate and Graduate Programs:

Strengths

Our undergraduate program offers majors and non-majors alike a chance to engage in an educational and intensive personal search in the visual arts and interact on an individual basis with practicing artists as professors. The quality of our undergraduate program is excellent with ambitious goals. This is due to the diversity of faculty who bring a range of conceptual awareness, intensity, focus, and commitment. Since all of the faculty are working, exhibiting artists, they thereby promote by example the making of art. In addition the energy of the Graduate program rubs off on our undergraduates. They see the artwork the graduate students produce, come in contact with them in their role as TA’s and AI’s to talk about art, and have more informal discussions in the art studios and hallways.

We are in the first year of our revised curriculum that was designed to retain traditional media and embrace new technologies. This curriculum has been planned in a way to make it easier for students to enter the beginning level of any area of study such as photography, sculpture, ceramics, etc. Prior to this change, beginning level courses were upper division classes in some media like ceramics and photography, and students had to take a number of prerequisites before entering the class. This is a significant improvement to the curricular structure campus wide as our classes attract not only art majors but also many students from outside the major such as from the sciences, engineering, pre-med, etc.

We are enthusiastic and proud of the newly renovated Photography/Digital Studio. Our digital studio has been upgraded with state of the art digital technology and provides students access to current multimedia image making tools. This facility is an essential asset for our program; it is well used and greatly appreciated by the students and faculty. We regard this facility as a place to facilitate students’ engagement with digital communication tools and strategies and consider the medium used in this area an important asset to keep the department at a contemporary pace with cutting edge technologies in the fine arts.

Our Visiting Artist Program has grown to be a very significant departmental tool both for the training of our undergraduates and MFA candidates. Many faculty require their classes to attend at least one per quarter and incorporate these events into their curricula. Each visitor typically gives a public lecture, and many of the visitors stay an extra morning to hold a master class with our undergraduate students. Each visitor spends a day with graduate students, holding individual studio visits and critiques. We normally have around one hundred people attending the lectures and the artists and critics invited are from all parts of the country. We have been very pleased by how crucial a resource this series has become for the region. At every lecture, we have members of the Davis and Sacramento communities, as well as faculty, emeriti and local alumni. Our visitors help spread the word nationally and internationally about our strengths through their interaction with our students and faculty. It has also served as a bridge to other departments and programs, creating opportunities for interdepartmental exchange.
Our Graduate Program is of very high quality -- the evidence being our MFA graduates become professional artists and secure tenure track jobs (Stanford, University of West Florida, UC-Berkeley, University of Montana, UCD, Chicago Art Institute). They attend prestigious residencies throughout the country (Roswell, Yaddo, Ragdale, Bemis, Kala, Eyebeam in New York City, NY, Provincetown, Skowhegan, among others). They exhibit their work at well regarded galleries in New York, Los Angeles, Chicago, Kansas City, and San Francisco, as well as other cities nationally and in a number of cases internationally (alum’s Carter, www.carteroffice.com from our graduate program, and Dave Muller (currently exhibiting at The Approach in London) from our undergraduate program are just two I can think of off the top of my head).

Students tell us that our studio based program, large private studios, and the visiting artist series are major factors in their decision to attend UC Davis. They like the opportunity to interact with resident faculty as well as meet with major figures in the art world in an intimate setting. We have had many examples of important artists and critics staying in touch with our graduate students, and offering them professional opportunities.

Art Studio is extremely fortunate to have received the Gadberry Award for our students. The funds, once they become fully available should help in the recruiting of out-of-state applicants as well as provide funding to our undergraduates. Nonetheless the University of California has a problem in not allowing enough tuition waivers for international and out-of-state students. Many of the students arrive in graduate programs carrying large loan amounts from their undergraduate studies and are concerned about taking on significantly more. We routinely lose students to institutions that can offer full scholarships or out-of-state waivers plus significant living stipends.

The Gadberry money will not solve all our difficulties in funding students but it gives us new recruitment strengths. Our students financial concerns are not just over daily costs of room, board, etc. The costs associated with making art are high and there are very few resources such as fellowships and granting sources, available to our students.

**Challenges**

**Faculty workload**

Faculty members continue to be frustrated by what is perceived as a lack of equity within the college. Art Studio teaches five classes per year when most departments and programs have a teaching load of three to four classes per year, totaling 300 contact hours per year. Most faculty have the advantage of an in-residence research quarter. Studio faculty feel that the five-class workload impacts the amount and quality of research and find it unfair to be compared to faculty who have research quarters when they come up for merit and promotions. Our commitment as a committee of the whole to our graduate program is an additional responsibility borne equally by all of us.

The faculty is stressed by the demands of both our undergraduate and graduate programs. Because we expect our students to perform at the highest level, undergraduate students naturally demand more of our time individually. The nature of teaching art is one-on-one. There never seems to be enough time when one spends 15 to 20 minutes exploring a concept or explaining a technique with an individual student. If one has a class of 20 to 25 students there isn't a moment to spare and often classes run overtime. Additionally this type of teaching is very demanding, as one needs to react and comment on the spot for three-hour sessions. Some students from very science/math oriented majors are often caught unawares with the different “muscles” required by making art in the same classes as art majors. This range of abilities and backgrounds requires
constant shifting of the class progress. Many of us carry our classes over to "office hours" where we meet with students to continue a critique or discussion.

The quarter system is difficult for our students since it doesn’t give us enough time to get to the depth of we would like -- five more weeks to the term, comparable to a semester system, would be ideal.

We know that our high workload situation exists due to the 600 student-credit-hour per FTE rule. We have repeatedly requested that this equation be amended for art studio and recalculated on balance with the understanding of the nature of the work we are engaged in and how deeply committed to we are to teaching at the highest level. Our argument is the only way to reach that number would be to stop teaching what we do best and what the students expect from us -- studio classes -- and transition to lecture courses.

Space
Our space situation is dire. We have a lack of both classroom (lab) space and negligible space for upper division students (there is semi-private space for 4-5 painting students). This problem has become exacerbated in the last few years, due to the addition of seven new faculty and significantly more course offerings. We are working in a forty year old building that has outlived its use as an art facility. Printmaking, drawing, and ceramic sculpture are functioning at capacity, which gives them no room to grow. Sculpture, painting, photography, and video are bursting at the seams. The space allocated for our classes is insufficient for our needs. We do not have wireless capability in our studio classrooms for traditional media.

Without additional space we are limited in how we can effectively teach and grow. One way to help maximize the space that does exist is to collaborate with areas with similar types of classes (TCS, Design, Theater) to see if there are ways in which we can combine resources. This might be the only viable way to improve our situation short of a new building or an annex. This idea does not solve the problem of lack of dedicated individual studio space for upper division students and it may not help areas such as painting and sculpture that are also in dire need of classroom space as well.

Graduate Program
All faculty teach in the graduate program but not as often as we would like. In reviewing the Graduate curriculum we decided to add an additional seminar that will increase the number to five over the two-year program. Since we teach on a rotating basis this means that everyone on the faculty should be given the opportunity to teach a seminar every three years. We ideally would like the graduate program to grow as UCD emphasizes commitment to graduate education.

Our biggest hurdle has been recruiting the best candidates from our pool of accepted graduate applicants. Out-of-state tuition continues to be daunting to applicants given the high cost of living in Davis, as the cost of housing has soared in Davis and the surrounding area (Woodland, Dixon, Sacramento).

In the next five years we would like to grow the program from the current 14-16 students a year to 20 students a year. This would require additional studio space, funding, and teaching assistantships for the additional graduate students and an increase in FTE, outlined below, for the department.
**Undergraduate Program**

Our undergraduate students are trained to be highly receptive to creative problem solving, are adept at asking questions that may not be answerable, and are receptive to non-linear thinking. While they are involved in this new way of thinking and looking at the world they are using one or more art medium - whether it be oil paint, sculptural materials or sound.

We expect our undergraduates to graduate with a strong work ethic and strong visual literacy skills that inform their lives and careers.

We last looked at and revised the curriculum in the 2006/7 academic year. We do not meet the 600 SCH although we teach five courses per year. We are not planning any major changes to the curriculum in the next five years. We will assess the changes we have made after two years to see if our students are moving through the major more efficiently and if they are learning as well as we hope.

If the faculty size were to grow 5% (1/2 an FTE) that would be wonderful and we would gladly accept the position to add classes in areas in which we have need and it would free up faculty for graduate teaching.

We currently have a need for two additional FTE in addition to the printmaking position search that was canceled this winter 2008.

1. Someone expert in ceramic sculpture with additional interest and expertise in drawing.

2. Someone expert in printmaking with additional interest and expertise in, painting, drawing, or critical theory.

**Assessment:**

We propose that success be measured by the following:
Success of alumni in the field: teaching, exhibition record, reviews, grants and residency awards.
The number of graduate students accepted to our program vs how many choose to come to study.

**Resources:**

*Fifth Year Program*

We would like to establish a "fifth year" program for a select group of our best undergraduates who are interested in pursuing graduate studies in the future. This would give them the time to concentrate in a particular area or combination of study in the art department. Our program offers an AB in Art Studio and our undergraduates are competing with students who have received BFA degrees when applying for graduate school. These BFA students have had significantly more time to focus on their artwork. We anticipate 5th year students as potential role models for our undergraduates, thus adding to the strength of the program. This is a pragmatic goal for the department that would be possible if we had individual studio space available. The program could start modestly with just a few students and grow as resources become available.
I. **Strengths of the Design Program**

Design is the skin of culture, and it is essential to every aspect of human life. Design is both universal and personal. From the clothes we wear and the furniture we live with, to the myriad forms of communication that help us find our way, design is central to how we express our values, define ourselves and live our lives. Design is global and integral to the world's economy and to our everyday experiences as consumers. Design is cultural, enriching our lives with form, shape, and meaning. Design can be powerful, creating new environmental solutions that are sustainable and socially responsible. And design is vital to the amazing array of innovative products that have become the economic engine of the world's marketplace. Design is at the nexus of culture, science, technology and creativity. At the center of this dynamic field of study and transformation is the Design Program at UC Davis.

The program focuses on three key areas of design: visual communication including graphic, exhibition, and multi-media design; textile and fashion design; and interior architecture including lighting and furniture design. The Design major at UC Davis is the only professionally-oriented, design driven undergraduate and graduate program in the UC system. Study and research in the Design Program center around four important socially-responsible missions:

1) the relationships between existing world conditions and their cultural and historical origins,
2) environmental sustainability and energy efficiency,
3) preservation of material culture,
4) public/consumer education, and social justice.

The Design faculty are actively engaged in theoretical and creative work in each of the primary emphasis areas to address the social, ethical, and aesthetic issues of our consumer culture and in so doing, contribute to the humanity as a whole.

Unique in the Design Program is the California Lighting Technology Center. This research and teaching unit has contributed significantly to reducing overall electrical energy use at state, national, and international levels. Supported through grant funding from the California Energy Commission (CEC), the state’s utility companies, and private industry, the CLTC has become a recognized leader in the development of practical applications of energy efficient lighting technology and has made major contributions to energy policy. Since its establishment in 2004, the center has applied for approximately 50 invention patents and has been awarded several million dollars in research grants and contracts from utility companies and private industry. Design, energy efficiency, and rapid market applications are at the core of CLTC research, combining the latest lighting technology with functional, health, and aesthetic factors. The center has also provided unique educational opportunities for students in Design and Engineering to explore careers in the lighting field and related architectural professions. Formal expansion of this curriculum is underway at both undergraduate and graduate levels in Design and various departments in the College of Engineering.

Design's missions are further visible to the public through the Design Museum and the Design Collection. The museum and collection serve as teaching resources for design majors and the community at large. The Design Museum and Collection demonstrate the role of design in popular culture through timely exhibitions and historical design preservation activities. Environmental sustainability is the theme of this year's museum exhibitions. The Design Collection has nearly 9,000 culturally or historically significant design artifacts. Future planning for the museum and collection include participation in a museum studies curriculum with other arts units and substantial educational engagement for MFA students with exhibition design and collection management.

Design has requested restoration of the departmental status it had in CAES and in June 2007 submitted a proposal to the Executive Committee of L&S for approval. Within HARCS, Design is a distinct discipline that stands in sharp contrast with other arts departments by virtue of its emphasis on practical interpretation of theory, history, and science. The Design faculty looks...
forward to obtaining departmental status as this reflects strongly on the future of its graduate program and faculty recognition.

**Faculty Allocation Plan to Build on Existing Strengths**

The faculty has identified two key areas necessary for building its educational program. The first is the addition of an industrial design component and the second is a partial appointment in lighting design. Both positions will provide important bridges between the present emphasis areas to increase interdisciplinary collaborations within and beyond the major. Links with industry partners for both funding resources and student careers will be substantially enhanced with these appointments.

A “given” in this thinking is also a new FTE in fashion design to replace a retiring faculty member. This appointment should have excellent connections with the fashion industry and will further extend development of the industrial design area. In this 5-year plan we further anticipate a new FTE in visual communication to replace an anticipated retirement. In summary, over the next five years the program would add the following new or replacement FTE in the following order:

- a. Industrial/Product Design (new appointment)
- b. Lighting Design (.5 FTE new appointment)
- c. Fashion (replacement)
- d. Visual Communication (replacement)
- e. 2-3 additional emphasis area faculty with solid interdisciplinary capabilities to enhance each of the present emphasis areas. These might include packaging, visual communication theory, furniture design, or woven textile design. The faculty prefer to keep these options loosely defined until actual searches are authorized. The impact of three new FTE in fall 2008 may influence choices as well.

In the past seven years Design has seen the retirement of seven of its senior faculty and the addition of 5 junior faculty members and two faculty with split appointments with the Professional Research Series. One new faculty member resigned last year. Two current faculty appointments have partial appointments (.3 each) in the AES, which will retire with the faculty members, so that all Design faculty will ultimately have 9-month positions. Two other faculty members have partial FTE appointments (.5 and .25) with the remainder in the Professional Research Series. The program wants to increase the .25 FTE to .50 now that the MFA program is approved to reopen.

Currently the Design Program has three ongoing searches. Two are replacement searches (visual communication and interior architecture) and one is a new FTE in design theory and history. If the searches are successful, the program will have a total of 9.15 FTE. The transfer agreement between CAES and L&S/HarCS stated that the program was allowed 11 FTE (including one POPs appointment). This means that Design should be able to expect at least 1.85 of new appointments in the near future. With nearly 500 undergraduate majors and a reconfigured MFA program, these additional positions are critical to the overall health of the program and faculty. It is critical that the FTE grow, ideally to double its present size.

### II. Graduate program:

Design will restart its MFA program in Fall 2009. Reorganized from its earlier MFA program in Textile Arts and Costume Design to an “across-the-major” MFA in Design, it will offer graduate study in each of the program’s emphasis areas. The program looks forward to a highly integrated curriculum where students will explore multiple fields of professional design practice while developing their own distinctive study plans. New MFA opportunities in exhibition and lighting design will be unique in the western USA.

The size of the graduate program is currently targeted for a maximum of 8 students in each year of the 2-year program for a maximum of 16 overall. This is the optimum number of graduate students given the numbers of Design faculty and of the undergraduate major.
Guidelines for the graduate limit have been Design’s ability to provide focused attention to graduate students in their emphasis areas, to deliver core MFA courses, and to achieve broader integration between Design and other campus programs. In the future more FTE and larger facilities will enable the expansion of the program.

The MFA will operate with its funding from the Graduate Division and additional grants from external sources. Design is in a unique position to develop industry partners for graduate internships and financial support. During academic year 2008-2009, Design will develop detailed curriculum materials, the program announcement and other plans in readiness for the Fall 2009 startup. Additional MFA staff advising support may be required in the second year of the program, especially if undergraduate numbers remain high.

III. Undergraduate program:

Curriculum goals. The Design Program is working to build its interdisciplinary approach to design at both its undergraduate and graduate levels. Cross-over instruction between each of the current emphasis areas and enhancement of the lighting design curriculum, are primary goals. This interactive effort will best be supported through the addition of targeted FTE noted above. Additional faculty will increase quality of instruction across Design’s emphasis areas through exploration and creation of products and environments that combine the fundamental aspects of the basic curricular areas.

The size of the Design major is a matter of serious concern. With approximately 500 students declaring the major at this time, it is very challenging for faculty to experiment with new curriculum ideas and instruction methodologies. The new faculty member in design theory will be expected to teach Design 1, our introductory (required) course to expand the level of design theory at the lower division level and to add explicit theory instruction and increased rigor to the lower division curriculum overall. One of the intended goals will be the opportunity for lower-division students to recognize and experience the exacting demands of the major and this may (hopefully) result in a reduction in the overall majors.

Meeting 600 SCH Goals

Design, as a studio-based program, is fully aware of the need to increase its ladder-faculty SCH to meet campus goals. Its current average SCH is around 390. With three new tenure track FTE in 2008/09 who will be engaged in teaching larger lecture courses in history and theory, that can increase to around 515 SCH.

Increasing SCH in studio courses is a challenge faced by all arts/design studios. Design believes its SCH can be increased through two specific means: increased studio size (physical area) to hold more students coupled with a cadre of qualified graduate students who can assist faculty with critiques of student creative work. In this scenario a larger group of studio students, say 40-50, would jointly attend a “lecture/presentation” portion of the studio course taught by faculty. Then, the class would break into two “studio sections” lead by the faculty member and two or more graduate students with the faculty member alternating between sections. In this scenario a faculty member currently teaching 5 studio courses with 20-26 students would be able to increase the credit hours. Clearly doubling sizes in all studios will not be possible due to the constraints of studio activities (i.e. dye lab and sewing lab), but overall, the impact on the SCH could be significant.

Individual critical attention for students is recognized as essential to development of creative potential. A studio course will never be a lecture, nor will it be a lab class with a set of prescribed experiments. However, faculty working closely with qualified graduate assistants may be able to impact the efficiency of studio instruction. Clearly, a faculty load of 5 studio courses with 50 students in each course would lead to rapid faculty burnout. Ladder faculty would need a mix of studio, lecture, and graduate courses to balance their teaching loads and this would reduce the “optimal” SCH to a number closer to the desirable, campus-wide 600 SCH goal.
**Impact of adding 5% to faculty size.** Assuming that Design will have 9.15 FTE in Fall 2009, a 5% increase would not make a significant difference in the program’s ability to work with more undergraduate or graduate students. An optimal size for the Design Program, given its current undergraduate majors and anticipated MFA in Design - and reflecting on TPPRC data for other departments in the arts - is between 15 and 18 FTE. This would provide excellent opportunities for expanded teaching at the graduate level and for faculty development in creative and research activities and grant development.

**Issue of adding more undergraduates**

Design is a very popular major and one of the larger programs in HARCS. The program is working on development of a stronger theory-practice course configuration that would attract only truly dedicated students. Without portfolio requirements for admission to the major, students do not have an early measure of the rigors of the program and of their creative talents. Ideally we can “cap” the undergraduate numbers at around 500 with the addition of FTE.

**Changes needed to assist faculty in working with graduate students** are first, the startup of the new MFA in Design in fall 2009, and second, the level of faculty needed to properly engage with graduates in teaching, research and creative work. The number of junior faculty in Design is quite high currently. They will need to learn to engage with graduate students in a way that supports or extends their own research efforts while providing time for critical attention to the student’s personal learning goals.

**IV. Assessment**

All of the measures noted in the dean’s list of assessment modes are desirable and “make sense” in verifying the quality of the Design Program. (Course, student and alumni evaluations; review of numerical data regarding the program, alumni career success, etc.) In some respects the assessments are already in place and reviewed on a regular basis by the faculty. The TPPRC data reviewed was extremely informative and helpful in understanding the program effectiveness and areas for improvement.

Design is a popular major, and its record of successful graduate and undergraduate students is excellent. Design faculty are productive in their research and creative work and they are advancing steadily in merit and promotion actions. For Design, the “reward” for success should be additional FTE to assist the program in developing national status and increased excellence. The level of faculty output in the present circumstances is extremely challenging.

**V. Resources**

Design’s primary challenges are obtaining additional FTE and improved facilities. The faculty/student teaching ratio in Design is excessively high, far exceeding the campus norm. The program is heavily dependent on contract lecturers to deliver its curriculum. While contract lecturers are talented instructors, ladder FTE are more able to further program goals. In response to heavy undergraduate student demand, Design offers approximately 100 courses/sections per year between the academic year and summer session program. The FTE issue is addressed above, but the overarching theme is that more ladder-FTE are required to sustain the quality of the major.

**Quantity and quality of space** are serious concerns for the long term success of the Design Program. Currently Design is housed primarily in Walker Hall (one of the oldest, inefficient and non-rehabilitated buildings on the campus) and 7 adjacent “temporary buildings” (barrack structures from the WWII era). The Hart Hall computer lab is heavily utilized by Design for studio courses requiring computers. The Art Building and other campus spaces are used for lecture courses.

The quality of the departmental spaces is substandard. Electrical failures and leaking plumbing and roofs are common; the air quality is questionable; teaching spaces are shoddy and outdated. The fashion, weaving, woodworking and exhibition design studios are undersized for
the number of students utilizing the spaces. The scattered environment creates tremendous time waste for both faculty and students as they move between offices and labs to teaching rooms and lecture halls. Fund raising on behalf of the program is negatively impacted by Design's physical environment.

A central Design Building that could share support spaces with the design units of Theater & Dance Department and the Techno-Cultural Studies Program would enhance the educational environment, promote interdisciplinary cooperation, and provide exciting funding opportunities for all of the programs.

Design currently supports two student computer labs with funds it earns from summer sessions, small overhead returns, and budget-reducing efforts. Direct campus support for the high-end computers, printers, and software is extremely limited considering the importance of computer technology to the delivery of the Design curriculum. Design is proposing a "laptop computer requirement" for its majors but has not received approval from the administration. In this plan students would provide their own laptops and visual design software at a cost of about $2,000 per student. Design would continue to support costly, large-format printers, scanners, and other equipment needed to produce students' creative works. With increased affordability in laptop computer prices, a go-ahead on this effort should be granted and implemented promptly.

VI. Possible revenue producing programs.

The most significant opportunity for external funding lies in the area of university and industry partnerships. The demonstrated success of the California Lighting Technology Center has become a campus model for this kind of innovative development. The center has been able to provide highly technical equipment for its teaching and research programs by working with industry leaders on innovative, market-friendly product development and by generating research funds from the California Energy Commission and state utilities. With additional ladder faculty positions in multi-disciplinary product design, the program can begin to bridge the successes of the CLTC with its other emphasis areas.

Examples of potential CLTC-Design-Industry partnerships include light-reflective textiles and clothing (night wear for children, new fabric-enhanced lighting fixtures, etc.), display systems and lighting design for exhibitions and theater productions, and energy-efficient visual advertising communications. Projects such as these can open doors to more focused links in the textile, fashion, furniture, and building design industries. This spring, the Design program's textiles and fashion emphasis area is presenting a publicly-funded exhibition and lecture on sustainable clothing. Sponsored by Wal-Mart, Patagonia's environmental analyst and other clothing industry leaders, will participate in a forum on sustainability and the clothing industry. Exhibitors include a broad coalition of globally recognized companies. The symposium and companion museum exhibition will be open to the campus and the general public. Needless to say, the excitement and potential that external connections would bring to both the faculty and students in Design would be an outstanding "by-product" of these partnerships.

The Design faculty is developing a presentation of the work of the program that may be used in meetings with potential program funding sources. It will include examples of faculty research activities, student work, and some of the facility issues the program faces. This useful tool will allow representatives of the Design Program to readily discuss the program's achievements and challenges with a unified presentation. (Also, a delightful student-generated DVD is nearly complete and will be used in development activities.)

One potentially lucrative source for additional departmental revenue is summer and extension training and/or certificate programs for practicing professional designers. Areas with potential are design history courses (textiles, fashion, interior design), professional training in computer aided pattern design, and workshops with well-known visiting scholars and designers. The lighting center (CLTC) offered a seven week course in energy efficient lighting two years ago that was successful, but the organizational efforts required too much unfunded staff time to
produce regularly. With external assistance for advertising, fee collection, contacts for professional continuing education credits, and record-keeping, professional programs of this type would certainly be possible and lucrative. Certificates of completion or achievement or university credits could be awarded to the attendees. Links with design professionals would also enhance recognition of the Design Program and become a resource for future student internship and funding.

Design currently earns extra funding from its heavy participation in UCD’s Summer Sessions program. Typically 35 courses/sections are offered in the two sessions. In addition to financial reward for the program, the summer courses permit Design majors to graduate in a timely manner and permits year around employment for key administrative staff. The departmental share of funds is used to support the equipment and software needs of the teaching program.

VII. **Relation to the Campus Academic Plan and the HARCS Strategic Plan**

The Design Program has a highly significant relationship with the campus academic plan in the area of environmental sustainability, energy efficiency, and public education through exhibitions and public-service information graphics. While the California Lighting Technology Center is the most evident and successful example, Design faculty and students are actively engaged with environmental education, campus-based sustainability projects, and individual faculty research and creative work. Major issues in the design professions range from responsible resource applications of environmentally sustainable products to recycling of textiles, clothing, building, and paper products to management of waste materials. Increasingly, Design is making new connections with other campus units and external sources to build upon this important campus mission.

Design’s strongest link with HARCS interdisciplinary priorities is within the area titled “Arts: Practice, Process, Performance.” The program looks forward to development of productive connections with the performing arts units in HARCS for both teaching and creative/research activities. The potential for “blended” curricula and resource sharing point to enhancement of both departments. Ideas include closer activities between textiles, fashion and theatrical costume design; lighting design and set lighting; visual communication with Techno-Cultural Studies; and interior and exhibition design with set design. Design has enjoyed a long and successful relationship with the Art History Department, and with the development of film studies, this connection might become more interdisciplinary. Individual faculty may also develop relationships with the California Cultures/California Studies, especially in the areas of social justice and cultural issues. A potential program in museum studies would link Design with Art and Art History, also an exciting concept for HARCS.

Inter-divisional and campus connections occur and both graduate and undergraduate levels. Design majors already engage with the Division of Textiles and Clothing (CAES), the Art History, Techno-Cultural and Theater and Dance departments/programs for enrichment and breadth. The distinctiveness of Design’s MFA program will draw heavily on the interdisciplinary capacity offered at UCD. Links with Engineering are developing, and scholarly connections with Psychology, the humanities, and the product development units in CAES are especially promising. One design faculty member is working closely with campus centennial planning and development of Geology’s outdoor exhibition space, adjacent to and linked with the campus Arboretum.

VIII. **Conclusion**

The Design Program has created a stimulating environment for the advanced study of our visual and material culture. Importantly, the department embraces both the informative and transformative nature of Design. Perhaps more than any other campus program, Design is central to the quality of life and to the vitality of the global community. As the world's economies and cultures become more interconnected and interdependent, design has the power to transcend
boundaries and barriers and explore solutions to increasingly complex social and environmental challenges.

Investing in the Design Program offers great opportunities for the Davis campus to more broadly distinguish its creative arts areas, not only within the UC system but nationally and internationally. With its 500 majors, unique spectrum of course offerings, the CLTC with over $10 million in research funds and over 40 patents, and its MFA program opening in Fall 2009, Design demands serious consideration for additional ladder FTE and higher quality space. It is an enormously popular major attracting a diverse and talented student population. Its energetic and innovative faculty is well disciplined in the areas of textiles and fashion, lighting, interior architecture, multi-media and exhibition design. As the only program of its kind in the UC system, the potential for continued excellence in the field as well as external funding is outstanding. Not only will the university benefit from the stated missions of the program, but also society will be enriched by the contributions of our talented faculty and graduates working at the convergence of science, technology and design.
The Department of Music offers a major program of study for candidates for the degree of Bachelor of Arts, a program of study for the minor in music, courses for the general non-major student, courses in the performance of music, the degree of Master of Arts in Music with emphasis in the history of music, in the composition of music or in conducting. Additionally, the department offers the degree of Doctor of Philosophy in music with emphasis on musicology, in ethnomusicology, or in composition. The Ph.D. degree in music was instituted in Fall 1989.

Strengths

The Department of Music at UC Davis is among the best in the nation. The thirteen faculty members in music include scholars and composers in the very top ranks of the field. Collectively they have earned six Guggenheim Fellowships, two American Council of Learned Societies Fellowships, a Humboldt Fellowship, a Stanford Humanities Institute Fellowship, some half dozen NEH and NEA awards; the Rome and Berlin Prize, some twenty prominent national and international composition prizes, six national publications awards, including the American Musicological Society’s Einstein Award, the Society for Music Theory’s Wallace Berry Award, two ASCAP-Deems Taylor Book Awards, and the Irving Lowens Memorial Article Award; Ives, Martha Baird Rockefeller, and Fulbright awards, two Academic Senate Distinguished Teaching Award, the UC Davis prize, and many others; four of the faculty have been Villa I Tatti scholars, two have been Visiting Professors at Villa I Tatti, one is a fellow of the American Academy of Arts and Letters, and another has been decorated by a foreign government.

Since our last five-year plan we have hired two new ethnomusicologists (Graham and Spiller). Moreover, there is a new strength in American Music emerging [Reynolds, Holoman, Graham, Levy, and Spiller (whose new research project deals with American Music)]. I suspect there is no other department with so many Americanists, and as a result we have already attracted many graduate students. We are considering to establish a Center for American Music. It complements the strong hires the History Department, the American Studies Department, and the Native American Studies Department have made in recent
years. Moreover, the Music Department is in an excellent position to play a leading role in the establishment of the California Studies Program, since Reynolds and Levy are working in this area. We also have one of the strongest early music departments in the country (Busse Berger, Reynolds, Nutter and Owens). Several of our ethnomusicologists and musicologists are active or would like to participate in the Interdisciplinary Collaborative Clusters: Performance Studies, California Studies, Hemispheric Initiative for the Americas, Medieval Studies, and Religious Studies. This cross-disciplinary participation would be facilitated by the hiring of another musicologist (to replace Holoman). We propose to recruit the best junior scholar in historical musicology, who would at the same time complement one of the clusters. Without this hire, we can barely cover our present course offerings and have little opportunities to develop courses tailored to these exciting research clusters. In addition, we would like two theorists, possibly one in nineteenth-century theory, another in twentieth-century theory perhaps with crossover to rock music or a similar specialty.

Our composition program is remarkably diverse and again among the strongest in the country. We have five composers who compose in a variety of styles. All composers are teaching music theory and general education classes in addition to composition. In fact, they regularly teach composition classes on an overload basis.

What is, perhaps, most unusual about our program is that we have close intellectual relationships between musicologists, ethnomusicologists, and composers. We talk to each other, arrange symposia together, and consult about invited speakers. A good example is the planned symposium on compositional process in the Mondavi Center on March 2-3, where musicologists, performers, ethnomusicologists, and composers are discussing how they go about creating music. Similarly, our undergraduate and graduate students are exposed to all three disciplines. (See graduate program below).

**Graduate Program**

The optimal graduate program sizes are as follows:
1) Musicology/Ethnomusicology 3-4 students admitted per year
Composition 3-4 students admitted per year
Conducting (Masters Program) 1-2 admitted per year.
These figures represent maximum enrollment.
2) The Musicology/Ethnomusicology and Composition students are admitted with the expectation that they continue on to do doctoral work, so the distribution between doctoral and masters admissions is 4 to 1.

3) The primary factors used to determine these figures are the projected size of the faculty and faculty workload.

4) Our biggest challenges are to increase the size of the present faculty and to continue to enhance our already excellent reputation as a graduate program. Since establishing our doctoral program in 1989, we've come to be viewed as a very strong department, but we haven't yet had time to establish the reputation to successfully compete with departments such as Harvard, University of Chicago, Princeton, and Yale. All of these are departments to whom we've lost applicants in recent years. Assuming continued support, we should be adding or replacing 2-3 faculty over the next several years. If we choose well, we'll certainly be competitive with the very best graduate programs in the county. Even now, our composers and musicologists are getting good positions and winning awards.

We have currently barely enough composers to teach our graduate program. We will not be able to cover our classes without a fifth musicologist. If we are expected to grow, we will need the theorists. All of our musicologists, ethnomusicologists, and even composers would be able to contribute or are already contributing to Collaborative Clusters in Religious Studies, California Studies, and Performance Studies. In fact, I think that the participation of musicologists is crucial to these clusters.

**Undergraduate Program**

The undergraduate major underwent serious revision in June, 2004, so it seems unlikely that there will be any major changes in the next few years. All of our students now receive a solid foundation in musicianship and theory thanks to our courses in musicianship, taught by non-Senate colleagues. In addition, students can now choose to specialize in performance, composition, or musicology. The acceptance in the performance or composition track is competitive. We have been most successful in placing our students, many have been admitted to some of the best graduate programs in the country (Harvard, Stanford, University of North Carolina, Chapel Hill, Cornell, Brandeis, Peabody, University of Indiana, Princeton, and many more).
Since the opening of the Mondavi Center, the number of music majors has increased to such an extent that our workload has tripled. (We had 51 majors graduating last year. The total number of majors in music is difficult to quantify owing to dual majors, those being carried in the program, but not yet declared, etc. It appears to number in excess of 150 major or major-like students at any one time.) Since so much of what we teach (composition, theory, performance, conducting, and even writing) is done on a 1:1 basis, very often in addition to the standardized course load, many faculty sense an erosion in time: time for research and creativity, time for 1:1 teaching of students, and I repeat, time away from work. For some of us there are no longer waking hours free of departmental business. Thus, we really need additional faculty to staff our courses.

An exceptionally large number of our faculty has been engaged in high level University service that has resulted in course buy-outs or teaching relief: service on CAP (Busse Berger and Reynolds), directorship of the Davis Humanities Institute (Ortiz), directorship of the Education Abroad Center and also a Study Center Abroad (Reynolds and Ortiz), service as Dean (Holomon) and service as Department Chair (Bauer, Ortiz, Busse Berger). Reynolds and Ortiz also teach one course each year in the Integrated Studies program. If one takes this into consideration, our faculty is easily meeting the 600 SCH workload standard.

As it stands now, our faculty can only teach one graduate class per year. If we were to grow by 5%, we could add ten students to the major. It would also allow us to increase our participation in GE courses, especially if the new aural literacy requirements get accepted. It would also allow us to participate more fully in the planned graduate clusters.

**Assessment**

The two most important factors for determining success of the allocated additional FTEs should be:

1. Quality of the faculty which can be easily judged by national awards, published books and creative work, and national and international grants.
2. Number of student credit hours and number of music majors.

We are very much opposed to using application and acceptance rates of graduate students (how many apply, how many accept admission) as a criteria. First,
acceptance rates fluctuate from year to year. So they should only be taken into consideration together with the other two factors and the issue of financial support. Second, when a newer program like ours moves into competition with more established graduate programs, acceptance rates may drop before they stabilize and increase.

Resources

We desperately need a new building. So we are most grateful that the campus is planning to build a new Recital Hall and hope to be able to deal better with the many students once it has been built.

We would love to be able to promise those graduate students we admit five years of support, which is the norm in top departments across the nation. As it stands now, we do not have enough resources. Thus, unless we become financially competitive with the best schools in the country, we cannot attract the best graduate students. We would also like to admit more graduate students, since we have a permanent shortage of TAs.

More particularly, we wish something could be done about admitting international students. Our international applicants are usually among the very best, and we cannot admit them because they are so expensive to support.

Relationship of the Campus Academic Plan to the HarCS Planning Process

Our first priorities are our undergraduate and graduate programs. Nevertheless, several of our faculty are already participating in new grad groups or are planning to do so. Two of our faculty, Graham and Spiller, are already involved in the Performance Studies grad group. Graham is a member of the planning committee and envisions teaching an interdisciplinary course on blackface minstrelsy and various core courses. Reynolds would like to offer a seminar on Social Aspects of Composition, a course on film music in California, and a course in Comparative Race and Gender on women song composers that would intersect with both Visual Arts Media and California Studies Groups. Busse Berger is interested in participating in Religion and Society with a seminar on how music of the various churches was adapted to the different cultures in
eighteenth-century missionary societies. Levy hopes to develop a seminar on musical institutions in early twentieth-century California.

**Summary**

Ideally, we would be looking at replacing Holoman with two people, a conductor and a musicologist. The musicologist would be a growth FTE. Once Nutter retires, we would replace Nutter with a junior musicologist. In addition we would like two growth FTEs in music theory. If we are to cover our courses in the undergraduate major, in the Ph.D. program, and the grad groups, we will need these growth FTEs.
May 17, 2008

Jessie Ann Owens, Dean
Humanities, Arts & Cultural Studies
College of Letters and Science

Dear Dean Owens,

I would like to submit the following report on the program in Technocultural Studies as both a quick review of the program and to outline a vision for its future. TCS has made steady progress since launching just a few short years ago. We currently have approximately 40-50 majors and have successfully graduated over 25 students currently. The recent completion of our new building will enable us to deliver on a fundamental aspect of our mission, allowing our students to collaborate and share ideas using the tools they need to learn and succeed. As the principal advisor of students for the major, I can attest there is a rapidly growing interest and enthusiasm for Technocultural Studies, as word gets out and as our profile grows.

Our Strengths
Technocultural Studies delivers something unique and extremely important to students at UC Davis. It is a program that combines both practical and scholarly study in the field of electronic arts and media. Our program emphasizes both the cultural investigation and the practical skills to enable our graduates to not only understand the brave new world of digital arts and culture, but to engage as active participants. I believe there is no other program at UC Davis that offers such an opportunity.
To continue to stay abreast of developments in the digital arts and media field would require several new faculty positions. Using our currently assigned FTE as our foundation, we are able to cover many of the broad emphases we have deemed important in the Technocultural field—screen-based media, sonic arts and theory/history. In order to fully satisfy student interests, however, we would need to include courses in animation, electronics for artists and computer programming for the arts. These subjects are a common motivation for incoming majors, and a glaring weakness in our program.

FTE Growth
Considering our fast growth and the popularity of our courses, additional faculty members will be required to maintain our momentum. Our course scheduling and our faculty allocation is tight, limiting us to the basic, bare-bones class offerings. This allocation does not take into account two important factors. One is that our production courses are already approaching capacity. Without at least one other faculty member, we will not be able to offer anything other than one section of each course. This will cause a major bottleneck, because while the first year of lower division courses can accommodate approximately 80 students, this number generally falls to 20 for our practical and lab classes. Another problem is that some of our larger courses, while being offered at least once in a two-year cycle, need to be offered more often to accommodate the scheduling problems of many of our students. Having our faculty stretched too thin inhibits us from offering more freshman seminars, or from offering summer courses. It also prohibits us from offering more advanced classes within the emphases of our program. Solving these problems will not be possible without the addition of at least two FTE, particularly if the goal is to not rely upon adjunct lecturers. Additional FTE would contribute to a goal that is also noted as part of the University Strategic plan:

**Strategy: Faculty-Student Interaction**

*Enhance the quality of faculty-student interactions.*

Indicators of achievement will include:
- Increase in the proportion of undergraduate classes taught by tenure-track faculty, including an increase in the number of freshman seminars and seminars for transfer students
Student Credit Hours

There are problems we are addressing that can help to ameliorate some of the weaknesses in our scheduling and student credit hours. We are in the process of smoothing out our two year cycle of course offerings, in order to make them more accessible to students and to comply more closely with the registrars’ recommendations for class times and frequency of classes. I believe these actions will allow our student credit hours to grow substantially and more consistently. It is also important to reorganize course allocation to faculty to ensure that one large lower division class is assigned to each faculty member. These lower division courses should also be tied in with other programs and departments, such as Film Studies, American Studies and Art History in order to attract larger class sizes.

Since our last two-year strategic plan was written (2005), we have successfully recruited and integrated one faculty member into our last remaining newly created FTE position, Julie Wyman. We have also recruited and implemented our long-planned .5 FTE split-hire in conjunction with Computer Science, Michael Neff. We have had two unsuccessful searches for our 1.0 replacement FTE that remains due to the retirement of Lynn Hershman. We will be postponing our search for this position to the following academic year (2009-2010) due to the budget restrictions the campus is now facing. In the meantime, we will be recruiting either a one-year Artist in Residence or several lecturers to cover this assignment for 2008-2009. We still have a remaining .5 FTE that is left over from Glenda Drew returning to Design full-time, which is essential to hire lecturers to cover some of our core courses. This .5 will either be used for another possible split-hire, or be combined with an additional .5 FTE for another fulltime position.

Undergraduate Program

Our undergraduate curriculum enables our students to develop a theoretical and historical understanding of the field as well as acquire the technical mastery required for success. Our students study digital cinema, creative web practices, gaming, animation, electronic music, sound art and other aspects of electronic culture. When the major was first elaborated, there were many unknowns, such as whom the faculty would consist of and what resources would be at our disposal. As many of these questions have now been answered, we are in the midst
of refining the curriculum to reflect this reality. Students entering into the TCS major are required to complete 72 units in order to graduate, 28 units of preparatory course work and 44 units of upper division depth courses. In planning our course schedule, we make a concerted effort to offer at least one cycle of the basic courses needed to graduate within a two-year cycle. We believe it is important to current students and to the goals of the University that students can expect to graduate within a reasonable amount of time and not get held back by limited course offerings or unreasonable scheduling conflicts.

Evaluating Our Success
The goals we have set for our undergraduates—to prepare them for a future in arts or industry or for graduate education—though well-meaning, are fairly conventional. It is increasingly apparent that today’s universities are searching for additional benchmarks on how to gauge the success or failure of a program. Some of these are already established, such as measuring new student growth of the major or the number of graduates per year. Student evaluations of faculty and the individual courses also remain important indicators, as are the accomplishments of the faculty. I would also include the extent that the program is sought out for consultation from media, government or other public areas is also relevant. What I believe to be equally important to determining the success of a program, however, is what happens beyond the campus after the student has graduated. It is for this reason that it is important to not only create a good academic program but to develop a sense of community among our students, so that our graduates feel compelled to stay in touch and keep the faculty and current students informed of their progress and accomplishments. I believe this is especially important for TCS students. TCS is a new and yet-untested major, and subsequently there is much interest in “what does one do with a TCS major?” It would be very beneficial to create and maintain a well-organized contact list, perhaps a wiki or smartsite, for our alumni to stay in touch throughout their academic and professional lives. The proof of our success is how well we have prepared our students to build a fruitful, fulfilled and happy life.
Plans for Future Growth

One of the exciting aspects of Technocultural Studies is the interdisciplinary nature of our area. TCS not only bridges all of the arts, such as music, visual arts, performance, creative writing and design but extends deeply into the sciences and engineering areas of the university. We are thus afforded the opportunity to bring together two significant sides of our campus— the creative arts and engineering/sciences. This unique situation will allow us to tap into resources that historically have been denied to the humanities. For example, we have been working with the University Office of Research to develop a mutually beneficial relationship with animation leader Pixar, as Technocultural Studies is the logical place to develop the creative side of animation in cooperation with computer scientists and engineers. We have plans to accelerate linking with creative and technological enterprises throughout northern California. Such activities would also satisfy another area of interest noted in the University Strategic Plan, partnerships with economic potential:

**Strategy: Economic Development**

*Provide effective and active support for the economic development and quality of life in the region and state.*

Indicators of achievement will include:

- Creation of partnerships with local government, public and business agencies and school districts that foster economic growth or development
- Expansion of quality, variety and number of industry interactions and partnerships

HARCS Strategic Plan

Our faculty is very excited about the possibility of developing more opportunities for graduate students. Our field and our faculty are already very interdisciplinary, and much of our research interests reflect this. TCS faculty members are already formally associated with many graduate areas on campus, including, Music, Cultural Studies and Women and Gender Studies. Many of our faculty members are also members of DHI research clusters, such as the Documentary group. It is likely that all of our faculty would gravitate towards at least one of the four proposed new graduate areas, as our work touches upon all four of the highlighted areas. Our faculty has already decided in favor of an option to teach one
graduate class per year in an area of faculty choice that reflects their academic and research interests. This is in line with the University desire to attract more graduate students. This change, of course, also limits the number of courses we offer our undergraduates even further.

As part of this plan, it would appear essential to develop closer working relationships with other departments in the arts. We have been investigating possible areas of course overlap where we could cross-list courses in order to allow faculty to develop more advanced or graduate-level classes. It would also be important to consider ways to share technical resources as well, as efficiencies in equipment management will also allow us to offer not only more courses but a higher level of instruction as well.

In conclusion, I believe we have built a program with immense potential, although one that still needs a little fine-tuning and additional FTE. I am convinced that once this happens, the Program in Technocultural Studies will be enormously successful and make a great contribution to the stature and importance of the University of California at Davis.

Thank you for considering this report.

Sincerely,

Jesse Drew, Ph.D
Director, Technocultural Studies
UC Davis
INTRODUCTION

In the interests of developing a collective, cohesive vision for future development, the Department of Theatre and Dance held a professionally-mediated two-day retreat in October 2007 to discuss our goals and common vision for the next five years. The question became: how does a program with a diversity of research agendas and expertise articulate a common vision? After a great deal of thoughtful and deeply invested negotiation and brainstorming, we found that our vision could be articulated in four major goals:

- Diversity of Practice
- Interdisciplinary Collaboration
- Performance and Process
- Political/Social Relevance

Each of these goals is a fundamental part of our individual research agendas, our B.A., M.F.A, and Ph.D. programs, and our production season.

The faculty of Theatre and Dance are, as a group of scholars and artists, in the leading ranks of current theatrical, television, and film production, and of feminist, postmodern, dance, social movement, and Latino performance theorization and practice as research and creative research. We understand that this diversity is complementary and interlocking, and a source of strength. This interactive, diverse environment is of great benefit for our students at all levels: moving across increasingly permeable boundaries between categories and disciplines, and between theory and practice, enables them to innovate their own new practices, and to negotiate across social/political notions of the self.

This environment benefits not only our students, but us as well. The more that we engage with each other to discuss our diverse work, the more interconnections and opportunities for surprising and innovative interdisciplinary collaboration we will find in the years to come. Our collaboration thus far has included international collaboration between artists from the United Kingdom, the United States, China and elsewhere, and between faculty, graduate students and undergrads from many different departments and UC campuses in our conferences, productions and festivals. The faculty of Theatre and Dance recognize, from the nature of the scholarly, creative work that we do every day, the importance of performance and process in the workings of our department and the world beyond. Performance creates specific productions, events to be viewed, explored or otherwise culturally consumed, documented, and analyzed. However, it is also vital to acknowledge, study, and fully engage in the process by which that production is created, an interactive process which continues after “opening night,” be it a theatre or television event, a political campaign, or the everyday process with which we as human beings perform our identities and social roles to our greater community. The Department of Theatre and Dance offers a diversity of creative/critical understandings of these processes, a wealth of approaches to share with our students, the readers of our writings, and the viewers of our cultural products.

Finally, we will continue to uphold the importance of political and social relevance in our work. We are aware of the role of the artist in society in the articulation of democratic dissent, dialogue
and constructive community building, from Aristophanes’ lacerating satire in ancient Athens to the Velvet Revolution of 1989 Czechoslovakia. Our choice of departmental productions reflects this interest, as do our guest teacher/artists, and the themes of many of our classes. We seek to provoke, inspire, and challenge in our written and performed work, both on campus and off. In short, we seek to awaken our students and our audiences to their role in the world.

We are not unrealistic about our needs at this time. However, we conceive of the next five years as a period of developing stability centered on the four previously articulated goals that will provide the direction to deepen and expand where appropriate our current undergraduate and graduate programs as well as broaden our outreach to the community through our productions, international programs, alumni and development projects. Within this we acknowledge that we will need further support from the university, in particular in the areas of space for faculty and staff offices and laboratory/studio spaces for classes, in order to thrive and continue to be a center of excellence on the UC Davis campus.

**UNDERGRADUATE PROGRAM**

**The Vision:**

The UC Davis Department of Theatre and Dance offers its majors a liberal education and pre-professional training in an interdisciplinary program leading to a Bachelor of Arts degree in Dramatic Art with an emphasis in either Theatre or Dance. The 120 students in the program develop their abilities through a wide range of courses combining practical and theoretical skills that emphasize critical thought and independence in a context of challenging cooperative work. From the first year, majors may participate in every aspect of bringing a work to the stage: acting, dance, directing, playwriting, choreography, stage management and design. Technical practice in the design and creation of sets, costumes, sound and lighting accompanies a firm grounding in dramatic literature, dance and theatre history, performance theory and criticism. This combination of theory and practice prepares students for a broad range of career opportunities.

Throughout their undergraduate careers at UC Davis, students are encouraged to work with a faculty advisor who is a specialist in the student's area of interest. Incoming undergraduates are encouraged to contact their advisors directly to arrange an early meeting. Students may also seek advice and help from their Academic Peer Advisors, outstanding undergraduate students experienced in the field.

**The Goals assuming no growth:**

The primary goal for the next five years is to increasingly articulate for students clear pathways for development in the areas of history/performance studies, design, acting, playwriting, directing and choreography. This involves:

1) Changing our major to incorporate new courses that have been created (124e, 128, 144, 146a, b, c, 155b, 156AN, BN, CN, 158, etc)
2) Drama 1 would become a required course and 20 revised to a script analysis course
3) Increased internship opportunities in professional venues in all areas
4) Production requirements attached to specific courses
5) Clarifying for students the differences in DRA24 and DRA25
6) The implementation of formal tracks for acting, directing, design, and theory/history
Continued evolution of the undergraduate festivals--THIRDeYE Theatre Festival, the Main Stage Dance/Theatre Festival and the UC Davis Annual Film Festival.

**GRADUATE PROGRAM: M.F.A.**

**The Vision:**

The M.F.A. in the Department of Theatre and Dance is a unique and distinctive program created for theatre and dance artists who have already worked significantly in the profession and are returning to the university to expand and deepen their knowledge base in choreography, design, directing or acting. These students are also seeking to extend their interdisciplinary range of knowledge through courses in visual culture, design, gender studies and other subjects that are taught both within the Department of Theatre and Dance and throughout the division of Humanities, Arts and Cultural Studies.

This M.F.A. teaches advanced levels of theatre and dance craft as well as an expanded style of conceptualizing the impact of art on society and the contribution art makes to creative communication. Creating frameworks within which we view the stories and issues of our time requires a constant public practice via production. Our productions are our ‘learning labs’ where these public art forms are put to the test, evaluated and re-invigorated. Performance and practice provide the laboratory for the theatre and dance artist, these art forms cannot be practiced in private as the craft of communicating to an audience is what defines excellence in the arts. This is why Theatre and Dance at UC Davis is the second highest producing program in the UC system.

There is potential to grow the M.F.A. program from 24 students to 40 students. Specifically, this means increasing the design students from 9 a year to 18 and our acting students from 8 students to 16. Growth in students would require increased TA and Block grants. Essential for the M.F.A. acting program would be the hiring of a Voice Professor so that our Department can effectively train our actors as well as be eligible to become a member of URTA---the professional theater organization.

**MFA Five-Year Plan: Growth Proposal:**

1. **Program Size:** Maintain the same number of choreographers (4) and directors (2), but increase the size of the M.F.A. acting program to 16 actors and the design program to 18 M.F.A. design students. This would be a total of 40 M.F.A. students.
2. **Develop internship program for Directing** that would take place between the Sacramento Theatre Company, Los Angeles productions and overseas relationships with programs in Greece, Shanghai and the London’s Globe Theatre.
3. **Increased fellowship, TA, RA support for M.F.A. students** that would correspond to increases of number of students.
4. **Request new FTE for a voice professor.**
5. **Become a member of URTA**
MFA Five-Year Plan: No Growth Proposal

In the next five years, without funds to growth, we would continue to maintain our department as a center of excellent professional training and exploration. Focus would be on our productions as our “learning labs” for our students.

1. Maintain students in our program at 24 students: 2 in Directing, 4 in Choreography, 8 in Acting and 9 in Design.
2. Develop internship program for Directing that would take place between the Sacramento Theatre Company, Los Angeles productions and overseas relationships with programs in Greece, Shanghai and the London’s Globe Theatre.

GRADUATE PROGRAM: Ph.D.

The Vision:

The Ph.D. has previously accepted three students a year, but agreed in October 2007 to increase the number to five. Ph.D. students in 2005-7 have competitively won a HArCS Dean’s NRTF, a Graduate Studies Dean’s NRTF, a Dissertation Year Fellowship, the Humanities Fellowship (two individuals), and the President’s Predoctoral Fellowship, a Canadian Social Science and Research Council Fellowship, in addition to several smaller grants. Students have also been awarded a Fulbright Fellowship (six months in Australia), a Mongabaku Fellowship (two years in Japan). However it is important to recognize that the workload to bring the PhD back to the previous level of quality found in 1999-2000 has been carried out by 3 faculty members, and 1 further faculty member who also works in the MFA. This workload was undertaken by faculty hired on the understanding of further FTE in this area, and the Graduate Review conducted in 2005 recommended two further FTE to maintain quality.

The Ph.D. program would like to be involved in the new developments in Performance Studies. The program would invite affiliated faculty to give courses in our Department and become members of the PhD faculty. This would be a holding operation given that Graduate Groups take 3-5 years to bring into being. This would also be a natural development of the DE established by Professor Hunter which currently involves 15 affiliated programs, 5 participating departments with no graduate program, and 42 faculty members. Over the past year, Professor Rossini has developed a Research Cluster in Studies in Performance and Practice through a grant from the Davis Humanities Institute. This has provided a fruitful place for members of the DE and others, including a large number of graduate students, to meet and discuss research approaches, methodologies and theories.

The Goals in a Growth Scenario:

1. Two new hires shared with another department such as Technocultural Studies, Literature or Comparative Literature. Two other hires, one possibly in contemporary choreography and one in theatre studies, who would be skilled in history, historiography, script analysis.
2. Increased fellowship, TA, GSR, support for Ph.D. students.
3. Assuming this increase in faculty and funding, we could increase the size of our Ph.D. student population to 1 – 2 students per faculty member per year and focus on increasing diversity.
4. The development of a Speaker series/colloquium coordinated in conjunction with the Davis Humanities Institute to broaden the education of the PhD students in Performance Studies. This might be accomplished through collaboration with other departments or graduate groups.

**In a No-Growth Scenario**

Of course, in this scenario, we would have to keep our graduate enrollment at the level at which we can adequately fund and mentor students, meaning 3 students a year.

**COMMUNITY AND INTERNATIONAL OUTREACH**

**The Vision:**

The Theatre and Dance program reaches out into the community with a series of fully mounted productions under the guidance of outstanding theatre artists including members of the faculty and visiting artists through the Granada Artist-in-Residence program which brings visiting directors, playwrights, choreographers, or filmmakers to campus each quarter to teach and create a performance work. The Department also stages diverse and exciting work by mid-career professionals in the department's M.F.A. program, representing the culmination of a rigorous two-year course of study aimed at honing skills and developing new artistic visions. There are also the three undergraduate festivals noted earlier in this document. The Department of Theatre and Dance is also home department for Sideshow Physical Theatre, a professional resident performing company of the Robert and Margrit Mondavi Center for the Performing Arts. Sideshow is devoted to the exploration of new performance forms and the consequent creation of interdisciplinary work that merges text, dance, video, and film into productions that are viscerally, artistically, and intellectually challenging.

The Department of Theatre and Dance program reaches out into the professional and local community through a series of partnerships and exchanges that includes the following:

1) Paul Taylor West: Partnership with UCD Extension for summer school course.
2) The Shanghai Exchange: faculty-student exchange intended to raise profile of department within the Asian community on and off campus, and encourage Asian students to take courses.
3) Summer program in Greece that incorporates students from across the UC System.
4) The College of Chinese Physical Culture Research Project: Recent initiative to collaborate with the proposed Graduate Group in Public Health.
5) Partnerships with the Magic Theatre in San Francisco and the Sacramento Theatre Company in Sacramento to provide internships for undergraduate and graduate students.
6) Program to bring high school students to the campus to attend dance and theatre productions.
7) Sideshow Physical Theatre season in San Francisco.
8) We hope to increase the size of the production budget via development funds or otherwise to adequately provide an opportunity for undergraduate and graduate students to more fully realize the design aspects of production.
9) We hope to create a budget for visiting speakers.
10) Expand outreach to the campus through integration of season with the intellectual interests of other programs on campus.
AFRICAN AMERICAN AND AFRICAN STUDIES PROGRAM
ACADEMIC PLAN 2009-2014

The African American and African Studies Program at UC Davis identifies its principal subject as the comparative study of black communities around the world. We examine political and economic trends as well as popular and high culture in black communities in different locations from a comparative perspective. And we do so in order to teach students how to analyze and critically engage ethnic, racial, and social diversity in human societies. Courses offered in the program discuss the varied manifestations of diversity in the United States, Latin America, Africa, and the Caribbean in such courses as ‘Ethnicity in the United States,’ ‘Race and Ethnicity in Latin America,’ Literature and Society in South Africa’ among many others. Through our course of study, we aim to provide education that is germane to the lived experience of the increasingly diverse pool of students who choose to attend UC Davis. Our two summer abroad programs in Ghana, on the one hand, and Trinidad, on the other enable us to expose students to both local and global realities in the area of cultural diversity. Among similar departments in the UC system, our program at Davis has probably gone farthest in consistently situating its study of black communities within a comparative framework. By offering classes that extend student knowledge of the world at large and America’s place in the world, African American and African Studies has positioned itself as a significant partner in UC Davis’ plans for internationalizing the curriculum.

We currently have 6.8 FTEs assigned to the program, and we have distributed them as follows in terms of geographic focus: 2.8 FTEs for the United States, 2 FTEs for African Diaspora studies, and 2 FTEs for African studies. Patricia Turner, Milmon Harrison, and Christine Acham work on the United States; Halifu Osumare and Bettina Ng’weno work on the African Diaspora; Moradewun Adejunmobi and a new hire who will join us in fall of 2008, work on Africa. Faculty in AAS have a high level of research productivity. All the faculty in the program have published one or more books with distinguished academic publishers including the University of California Press, University of Minnesota Press, Oxford University Press, Stanford University Press, Palgrave Macmillan and Multilingual Matters. One of our faculty, Milmon Harrison was named a recipient for the Chancellor’s Fellowship in the fall of 2007. Other faculty, including Bettina Ng’weno and Jacob Olupona who resigned in 2006 have secured extra-mural grants for their research. Locally, nationally, and internationally, faculty in the program have been invited to present their research and have been consulted by media professionals seeking expert information on trends in the black community.

The program currently offers a major, a minor, and a graduate Designated Emphasis in African American and African Studies. Our goal is to provide an undergraduate education that is steeped in the humanities, but also has a more public and applied dimension. In short, we envision our major as complementary to other areas of study in Harcs and the social sciences. Accordingly, the majority of students who major in AAAS are actually double majors who have found it useful to have a second major when applying for graduate or professional school. This is especially true for students with an
undergraduate major in International Relations, or for students who are hoping to go on to Law School, to seek teaching credentials, or even to specialize in Public Health at a future date. The number of students who major in African American and African studies at Davis has increased significantly over the past ten years, from an average of 12 students per academic year at the end of the 1990s, to an average of 50 per year since 2002. Increased enrollment in our classes confirms growing interest in both our major and minor. A gateway course like Introduction to African Studies enrolled an average of 35 students in the mid-1990s, it now enrolls over 90 students when it is offered during the regular school year. The upper-division class, African Heritage in the Caribbean and Latin America enrolled an average of 15 students in the mid-1990s, it now enrolls an average of 65 students when offered during the school year.

Our undergraduate major was last reviewed in 2004. Since then, we have taken steps to update the major requirements so as to take advantage of new courses created in our program, and in other departments across campus focusing on black communities around the world. We also intend to fully review the undergraduate major within the next two or three years. In the first place, we would like to more clearly organize the major and minor in line with our current academic priorities, and especially with the aim of achieving a better balance between our humanities and social science-oriented courses. In addition, AAAS has faced a significant turnover in faculty in the past few years with the result that we no longer have faculty competent to teach several courses currently in the catalog. Since 2004, we have experienced two retirements and one resignation. In the same time, we have also hired two new faculty. We do not anticipate any additional retirements in the immediate future though we remain highly vulnerable to resignations as other public and private universities attempt to lure away our high quality faculty. Indeed, we lost our most senior faculty member to Harvard University in 2006. We certainly hope that more can be done by way of institutional support for departments and individuals so as to staunch the steady loss of minority faculty from UC Davis, not only to private universities, but also to similarly ranked public universities.

Our faculty generally exceed the divisional workload standard of 600 Student Credit Hours per school year, even when they happen to have a one course release from teaching. At this point in time, we have almost no low-enrollment undergraduate classes. Our upper division classes enroll an average of between 40 and 60 students. Several upper division classes enroll between 60 and 100 students. This represents a considerable time investment in grading given the fact that we enjoy minimal TA support and virtually all our upper division classes require submission of at least a 10-page term paper in addition to other written assignments. As to be expected, faculty in AAS are engaged in a variety of research initiatives, while also maintaining their commitment to effective and high quality teaching. Most students who end up with a double major in African American and African studies and another subject do not actually start out at Davis intending to major or minor in our field. It is a testament to the quality of our teaching that we are able to attract these students and to persuade them over time to consider taking an additional major in African American and African Studies. Over and beyond the regular teaching load in the Harcs division, AAAS faculty also frequently participate in campus internship programs and supervise students in a variety of
independent study projects such as Davis Honors Challenge, MURALS, and McNairs that prepare students to apply to graduate school. Indeed, Milmon Harrison, the Director of MURALS, is a faculty member in AAAS. African American and African studies has also developed a sequence of freshman seminars offered yearly to help new students adjust to the academic demands of the curriculum at UC Davis.

Though the program has thus far concentrated on undergraduate education, faculty in African American and African studies have always been interested in teaching graduate classes. Our faculty have served, or are currently serving on dissertation committees for graduate students in French, History, Cultural Studies, Education, Anthropology, Geography, and Sociology among others. Members of the program have also taught graduate seminars in Cultural Studies, French, and Anthropology. At the same time, we do not think that a Ph.D. in African American and African studies is a good option for us to pursue, especially given the fact that a Ph.D. in African American studies is already available at UC Berkeley, and a Ph.D. in African studies can be obtained at UCLA.

In the next five years, we see the African American and African Studies program at UC Davis being able to make major contributions to the proposed new graduate group in Critical/Comparative Race Studies. Not only have we already adopted this perspective in our undergraduate teaching, but we also have the advantage of having faculty in our program like Bettina Ngw’weno whose research already focuses on the question of comparative ethnicity and race. In addition to the proposed graduate group in Critical/Comparative Race Studies, which could potentially involve all the faculty in the program, faculty in African American and African studies could also become members of other proposed graduate groups for Harcs, including Religion and Society (Milmon Harrison), Performance Studies (Halifu Osumare, Milmon Harrison). We expect continued involvement of all our faculty in existing graduate groups and Ph.D. granting departments including Cultural Studies, French, Linguistics, Geography, Sociology, Anthropology, and Comparative Literature.

In order for Critical/Comparative Race Studies at Davis to become a Ph.D. that is competitive on the job market, students will have to have a strong disciplinary foundation to qualify them to apply for jobs within traditional disciplines. This would entail requiring students to take enough courses so that they could apply for a job in a history, sociology, literature department for example, in addition to seeking jobs in interdisciplinary programs. Students in professional schools like the Law School or the School of Education, and those earning a graduate degree in Public Health might be especially interested in a DE in Comparative Race Studies or in a more narrowly defined field like African American studies.

The newly established Designated Emphasis in African American and African studies could serve this purpose well. But it also has the advantage of fitting well into the larger project of forming a new graduate group in Critical/Comparative Race Studies. We anticipate that students admitted to this graduate group will want to signify particular areas of specialization by signing up for DE in various disciplinary tracks. Our DE would be one of several options available to students selecting particular communities to serve
as the basis for the comparison they are undertaking in their dissertation. We are also hoping, in addition, to capitalize on the activities of the UC Davis Committee of Africanists in attracting graduate students to our DE in African American and African Studies. Our plan is for the program to serve as an institutional hub for the many projected activities in African studies on this campus, which are frequently linked to African Studies activities across the UC system as a whole. We are for example involved in a newly approved Multi-campus research group in African studies for the majority of UC campuses. Furthermore, we would like to be able to organize the DE in such a way as to make it attractive to the many students in the sciences whose research pertains to Africa. To the extent possible, we are also seeking to expand opportunities for research on African American communities at Davis. While there already seems to be a structure in place for attracting graduate students who work on Africa, that is not yet the case for graduate students who may be interested in African American studies. There are currently very few opportunities for pursuing graduate work in African American studies at UC Davis. Using our Designated Emphasis, we hope to be able to make this a more attractive option for students in a variety of social science and humanities disciplines.

In the near term, we envision gradually increasing the number of graduate classes we offer until we get to the point of teaching two or three graduate level classes every academic year. Initially, the courses taught will be mainly requirements for our Designated Emphasis. When and if new graduate groups become operational, one graduate seminar per year might be from our Designated Emphasis while two additional classes might contribute towards new and existing graduate group degrees. At this pace, each one of six full-time faculty in the program would be in a position to teach a graduate class at least once every three years. We are willing to consider memoranda of understanding that would release one or two faculty per year to teach for other graduate groups. However, and in order to protect our undergraduate major, and especially the time to degree, we would have to accept continued high enrollments in our upper division classes. Because most of our undergraduate classes are taught only once in any given school year, any reduction in the number of undergraduate courses taught could adversely affect student progress towards graduation. The dangers posed by offering mainly high enrollment classes might be partially offset by an increase in our annual TA allocations so that undergraduates can meet for discussion in smaller groups. Ongoing divisional discussions about how to use and allocate TAs are important in this respect. If new policies concerning TA allocation begin to be implemented soon, we may even be in a position to move faster with expanding graduate teaching ahead of the establishment of new graduate groups. We would also need to review the frequency with which we teach our undergraduate classes so that a reasonable variety of classes would be offered in every three to five year cycle.

We see the next five years, then, as a period for gradually expanding graduate teaching, using our DE, and planning for eventual contribution towards new graduate groups. In this initial period, our ability to maintain the number of undergraduate majors and minors despite budget cuts, and despite diverting some faculty to graduate teaching would be one measure of successful implementation of our five-year plan. This would confirm continuing interest in our undergraduate curriculum and perceptions about the quality
instruction offered. Thus far, we have not found a reliable means for tracking our majors after graduation so as to determine what they do with their degree. We hope to be able to better track majors following graduation and to better assess the connection between the major and various professional possibilities. The ability to attract a reasonable number of students to our graduate level classes would be another measure of success. The relative visibility of our DE to students in existing PhD programs and their willingness to sign up for this DE can also be considered in assessing program accomplishments. The progress made towards the establishment of new graduate groups over the next five years will be an important indication of effective use of the resources at hand. This will naturally be a joint effort requiring service commitments from faculty in many different departments. The readiness of our program to enable AAAS faculty participation in new and existing graduate groups will, thus, be a sign of appropriate development in the program.

The main obstacle to our full participation in any new graduate program is the number of FTEs we currently have. We are especially concerned about delivering enough undergraduate classes to maintain our student credit hours, budget, and the ability of our majors to graduate on time. With 6.8 FTEs currently, we run the risk of endangering our undergraduate program, even as we attempt to manage a Designated Emphasis program and regularly release our faculty to other graduate groups. Once the state gets beyond its current budgetary challenges, the allocation of new FTEs will enable African American and African studies to make a smooth transition to full involvement in graduate teaching for all of our faculty.

With faculty working on performance, film, language, literature, and religion, we are reasonably satisfied with our program’s profile in the study of black cultures around the world. In terms of our long-term plans, we made a considered decision a few years ago to balance our humanities-oriented faculty and curriculum by hiring, to the extent possible, faculty working in the social sciences and specifically in the area of public and applied policy. As an ethnic/area studies program in a public university, we cannot afford sole concentration on cultural issues, even though we recognize the significance and visibility of minority population contributions to the production of popular culture in and outside the United States. To this end, we have recently hired a political scientist, to complement the sociologist and anthropologist who already teach in the program. We especially feel the need to attract faculty with an expertise in policy issues because such faculty are often better positioned to generate funding from outside the University for their research. Some of this funding would in turn pay for graduate students to do their own research. Funding for graduate education especially in ethnic/area studies is a major challenge as many students depend entirely on Teaching Assistantships to pay their way, and especially in the absence of guaranteed support for graduate education in the humanities, for minority students in particular, and on issues of interest to minority communities. It is critical that we generate additional sources of funding for the future graduate students we hope to attract to our program.

Over the next five years and more, assuming we keep the faculty we currently have, we would like to be assigned two new FTEs. The first would go to hiring an African Americanist who does comparative work on African Americans and other ethnic
minorities in the United States, with a preference for someone working on African Americans and Asian Americans, or African Americans and Latinos. We are especially interested in scholars working on education, health, the family, and business ventures in ethnic minority communities. For the second FTE, we would like to hire someone working on blacks in Europe, and the role of immigration from Africa and the Caribbean in contemporary Europe. We would give special consideration to a scholar working on the emerging role of Islam among black communities in Europe. This would in turn enable us to contribute to the Islam initiative that UC Davis is currently supporting. We would like the first FTE to go to a scholar working on public policy questions, and have a strong preference for the second FTE to also go to a public policy specialist.

It seems clear that expansion of graduate education will require a re-organization of our undergraduate major, a re-distribution of teaching responsibilities as well as an input of institutional support (such as additional staffing, additional FTEs). Given consistent institutional support, we are fairly optimistic about our ability to maintain the quality of our undergraduate major and minor, while also expanding our involvement in graduate education over the next five years.
March 19, 2008

J.A. OWENS, Dean
Division of Arts, Humanities, and Cultural Studies
College of Letters & Science

RE: Updated Strategic Planning for the American Studies (AMS) Program

In July of 2007 the AMS program submitted a strategic planning document for the next five years. This document briefly highlights the important elements from that original document and offers additional succinct recommendations in light of the Provost’s request for an overall strategic plan.

2007 Plan Data

- American Studies is an interdisciplinary, writing-intensive program that aims to teach critical thinking about American experience.
- We are primarily an undergraduate program, though all our faculty members are active members of the Graduate Group in Cultural Studies and other graduate groups.
- We have 7.7 faculty (Turner is a .2 appointment with us; Biltekkoff is a .5 appointment).
- The impending retirement (July 1, 2009) of Jay Mechling is prompting a discussion about how to define that position—with the cultures of children and youth as a likely specialization, though this is still in discussion. American Studies is a popular major for students who will go on to earn a teaching credential.
- Turning our attention to priorities for a new FTE, we would like to hire a transnational comparativist who works on the cultures of the US and greater Mexico.
- A second new FTE would be in the area of health and culture. There are American Studies scholars and folklorists with specialties in this area, and its relevance to many other scholarly and teaching projects on this campus (including the impending School of Public Health). The right hire in American Studies could be the catalyst for some remarkable interdisciplinary and cross-college initiatives.
- Contributions to interdisciplinary collaborative clusters: First, our research and teaching fits nicely with an initiative in California and Pacific Rim Studies (see Greater Mexico reference, above). We are used to using California as our “site” for the study of nature and culture, for our study of environmental issues (including environmental justice and sustainability), for our study of material culture (including food studies), for our study of technology in American lives, for our study of religion, for our study of mass-mediated cultures, for our study of ethnicity and social class, and so on. Mechling was the PI for the Pacific Regional Humanities Center Project, now located in the DHI. Second, we are prepared to be partners in an initiative on Comparative Race Studies. This perspective pervades our writing and teaching. We have several faculty who work on issues pertaining to multiple ethnic groups (e.g., Grace Wang with literature and popular culture and Julie Sze on consumer studies and environmental activism). Third, we are well-positioned to contribute to an initiative on Transnational Cultures, especially the ways mass-mediated cultures cross national boundaries. Film, religion, music, and other things we teach and write about are part of a global cultural system of exchanges. This is particularly true with Ari Kelman’s work on immigration and early radio culture and his current project on religion and sound, Eric Smoodin’s work on film production and reception, as well as Grace Wang’s work, mentioned above. For the past
five years some version of the transnational has served as an organizing theme for the American Studies Annual meeting. This illustrates the importance of this area to the field in general. Fourth, we are interested in contributing to an initiative in environment/sustainability/ecology. We have one faculty member who is already leading the John Muir Environmental Justice project and has recently been awarded a campus-wide interdisciplinary collaborative seed grant (Julie Sze). Michael Smith has long been deeply involved in questions of nature and culture. We also have expertise in consumer culture, a key factor in attitudes towards the environment in U.S. life. The new food studies person doubtless will contribute to this cluster. With the need to revamp/rethink nature and culture, the arrival of design and the lighting institute, and the critical importance of the environment in American life, this seems an important cluster to prioritize in the strategic planning process. As stated at the outset, our interdisciplinary writing and teaching intersects with many of the proposed interdisciplinary clusters, but we focus above on four of the richest. The food studies hire will be the occasion to coalesce the people on campus interested in this interdisciplinary field, so we are strong supporters of that cluster even though it receives support only in some quarters on campus. This is a “Davis advantage.” We have had a course on religion since the founding of the Program in the late 1960s, and we have at least three people interested in that cluster. Two of our members (Kelman and Mechling) are in the group establishing Documentary Studies on campus, and our faculty have students do documentary studies (visual ethnographies, sound documentaries, written documentaries) in classes.

March 2008 Additional Data

**Strengths:** Three areas: 1) comparative cultural work within the U.S. and between the U.S. and other nations; 2) critical reading and writing instruction wherein making connections across disciplines and between academic and general writing is essential; 3) interdisciplinary research and teaching across history, literature, visual/media studies, nutrition, and sociology/community development.

**Undergraduate Program:** In American Studies all faculty teach one large lecture course (with 100-150 enrollment), two smaller courses (35-40) and one seminar (15, either graduate or undergraduate) each year. We consistently meet or exceed the faculty workload standard for the division; our system allows everyone to select the courses they would like to teach. We have a flexible major; this enables coverage and innovation to co-exist in our teaching. Our faculty are engaged in University leadership: Mechling has chaired the GE committee, directed the TRC, and frequently taught in Integrated Studies, Turner is a full-time administrator, Sze runs the Environmental Justice Project at the John Muir Institute, de la Peña directs the Davis Humanities Institute. This reflects the deep curiosity and intellectual breadth of our field: it also means we must balance our commitment to good teaching to our commitment to interdisciplinary initiatives and administration on the broader campus. Arguably, we have a more acute need for new positions than others since our faculty are frequently “snatched up” to direct things, leaving holes in the curriculum and weakening our ability to consistently mentor students. **Note on majors:** we currently have 45 majors. This may seem a small number. Two caveats: 1) we frequently have majors who are uncounted since the vast majority of our majors are transfers from other majors or community colleges who do not declare
when they enter Davis and 2) our major is not for everyone: a large number of students take our lower-division courses and learn to write, read, and critically think. A small percentage of students want to continue this rigorous path in the major. Those who do are “converted”—passionate and committed to American Studies as a way of life. We are a quality rather than quantity program. Finally, we are developing new “tracks” within American Studies to better facilitate students’ discovery of our program and lead them to possible careers post-bac: nature and culture, technology, food/nutrition/health, media cultures, and transnational cultures.

**Assessment:** If we received additional FTE I would see success measured in three ways:
- there would be new graduate and undergraduate courses developed in areas of strategic importance to UC Davis broadly and HArCS specifically.
- there would be graduate students recruited in the current and future graduate groups to work with this/these faculty member/s
- there would be an increase in majors since any area we hire in will be building on strategic strengths and within new areas of emphasis that we are developing as a program.

**Resources:** We are a small program. Our funding is sufficient for our needs: basic supplies, an outside speaker each year, a few co-sponsorships for speakers brought in by like-minded programs. I do not believe that post-bac certificate programs really will make money for us, and would hesitate to begin a program for that reason. That said, there is an opportunity to bring people from the food and wine industry into our food/health courses that we might consider pursuing through a professional series of courses.

**Relationship of the campus academic plan to the HArCS planning process:**
We are very interested in hiring someone who works on comparative ethnic studies within the US and with one strategic region/nation. Possibilities that are particularly promising here are US and greater Mexico/Latin America and US and the Middle East. Our consideration of a possible hire in Middle Eastern studies last year did not lead to an offer given the candidates ill-fit for American Studies. It did, however, start a stimulating conversation about the bridge American Studies could build between cultural studies and ME/SA and religion/Islam scholars with such a position were the candidate truly an interdisciplinary scholar situated in the tradition of our field. We are also acutely aware that we are in a state with a large Mexican/Latin American immigrant population and ought to offer comparative American Studies from this perspective. We would welcome to opportunity to make an argument to compete for such a position under either the remaining Islam/Middle East positions or with new allocations in Comparative Race and Gender or Religion and Society graduate groups.

Respectfully submitted,
Carolyn de la Peña
Associate Professor & Director, American Studies Program
I. Strengths
Faculty members in the ASA Program have made significant contributions to the field of Asian American Studies and to the prominence of UC Davis as a top site for undergraduate and graduate students through their research, publications, fellowships, grants, teaching, and public and professional service. Our research and teaching advances new and significant multidisciplinary knowledge formations about race, ethnicity, culture, gender, sexuality, nationalism, and transnationalism. The research produced by faculty has helped advance cutting-edge approaches to the study of migration, labor, public health and policy, law, citizenship, religion, media, art, literature, performance, popular culture, and regional and national identities. Faculty have initiated many collaborative projects with colleagues in other units on these topics; for example, ASA faculty coordinate or participate in 3 DHI Research Clusters: Asian Pacific American Cultural Politics, Cultural Resistance in the Global South, and Engaged Scholarship. Faculty sit on a number of UC MRGs, advisory boards within HARCs and campus/system-wide committees as well as on distinguished journal, editorial, and professional-policy boards.

The Program has strengths in three major areas that provide an intellectual focus and guide development (in terms of faculty hires and plans for graduate studies) and pedagogical focus. Asian American Studies at UCD has established a national reputation in the field of Asian American Studies in: 1) Immigration and Transnationalism Studies; 2) Media and Cultural Studies; and 3) Health and Mental Health Policy and Practice. In each of these areas, the department has faculty that are nationally and internationally renowned for their landmark publications, for example, in the fields of Asian American film and media (Prof. Hamamoto), immigration law and history (Prof. Hing), labor migration and gender (Prof. Parrenas), youth culture (Prof. Maira), Asian American literature (Prof. Ho) and health and mental health research (Profs. Zane and Sue). Profs. Zane and Sue direct the only national health and mental health centers for Asian Americans in the country and have been awarded major grants to do comparative research on Asian American and other communities. Our faculty have also done innovative work in emerging fields such as contemporary Asian American art (Prof. Min), multiracial identity (Prof. Valverde), masculinities (Prof. Ho), transnationalism (Prof. Kim), and Muslim American identities (Prof. Maira). Prof. Min is on the advisory committee for the development of the new UC Davis museum. Prof. Ho is on the DHI Advisory Board and the UC system wide UCHRI Board. Other faculty are involved in research affecting local, immigrant and refugee populations and in the study of California cultures. Thus our department is pioneering work that strengthens the “HARCS advantage” and contributes to the prominence of our division and of UC Davis as a regional and national site for the study of these issues through our own ASA advantage (the unique nexus of our transnational, interdisciplinary, comparative and regional expertise).

However, there are some core areas that we need to strengthen in order to meet the needs of undergraduate and graduate students and to develop a reputation for scholarly expertise on local/regional constituencies in California. In terms of disciplinary needs and teaching coverage, we sorely need another historian to teach our foundational courses in Asian American history; currently we only have one, which is not sufficient for an undergraduate population that is almost 40% Asian American. (This large intro course is taught every quarter of the academic year as well as during the summer sessions.) Second, we need another social scientist (for e.g. anthropologist, political scientist, sociologist, public policy) to meet the needs of students interested in or double-majoring in social sciences. In terms of area, we would like to fill the gaps in our program and hire a scholar who does work on Southeast Asian
(Hmong, Laotian, Iu-Mien or Cambodian) American communities that are represented in the northern Central Valley and growing in our student body. UC Davis would be an excellent site for a scholar interested in doing work on these under-researched immigrant/refugee populations. This would also enhance the California Studies initiatives at UC Davis. Second area of interest, we are also hoping to hire a Pacific Islander studies scholar as we currently have no faculty who do research on this area at UC Davis, which is important for any ethnic studies program in California and given the presence of Pacific Islander students on campus. A third area of interest is queer studies, since there is student demand for courses in this area. Clearly, it is possible to do searches prioritizing 2 FTEs that could meet these needs by framing the job descriptions as, for example, a historian who does work on Pacific Islander/indigenous histories or a social scientist who does research on Southeast Asian (non-Vietnamese) refugee populations.

We would also like to re-state that, as in our Five-Year Plan submitted in 2007, we would still like to fill the 0.50 FTE vacated by Prof. Karen Shimakawa who focused on performance and theater, an area that is important for our curriculum and core area of Asian American arts/humanities. This request was left unanswered due to the earlier transitions within the dean position. We are also expecting to fill the 0.50 appointment (MOU) released by Prof. Hing. Finally, we have submitted a proposal for a comparative ethnic studies position on Muslim diasporas in Asian/Asian American constituencies, in response to the Islamic Studies initiative, that would meet the need of the Muslim/Arab American student population at UC Davis; there are currently no faculty whose primary area of expertise meets the need of this huge global constituency.

II. A. Undergraduate Program

Goals: The goals of the undergraduate curriculum are to give students the theoretical and methodological tools to understand historical and contemporary issues of diverse Asian American communities, in national and global contexts. The program trains students in multidisciplinary, transnational, and comparative approaches to analyzing the complex intersections of race, ethnicity, class, nationalism, gender, sexuality, and religion. This is important given that Asian and Pacific Americans are 40% of the total undergraduate student population at UC Davis.

Curricular Revisions: For the past three years, ASA has consistently worked on revising our curriculum and we have proposed new Major requirements after reviewing our curriculum in light of the above goals. We have added more than a dozen courses to our curriculum to reflect emergent areas in the field of Asian American studies and the expertise of our newer faculty, such as transnationalism, comparative ethnic studies, performance and cultural studies, and multiracial identities. They include the following courses: ASA 116:Youth; ASA 113: Diasporas; ASA 115: Sexuality; and ASA 189A-I, nine elective courses that will enable faculty to design new courses in the following areas: 189A Topics in Asian American History, 189B Topics in Asian American Culture, 189C Topics in Asian American Health, 189D Policy and Community, 189E Comparative Race Studies, 189F Asia and Asian America, 189G Race, Class, Gender, and Sexuality, 189H Society and Institutions, and 189I Politics and Social Movements.

We are implementing three key changes in our major requirements. First, we added to our major the option of a capstone course and thesis seminar for seniors. This will enable ASA majors to complete a senior honors thesis and develop research, writing, and oral presentation skills to prepare them for graduate school and future work. Second, we streamlined our major requirements and are enhancing the foundational training of our majors by requiring them to take gateway courses that introduce students to key theoretical frameworks and debates in Asian American studies--ASA 110: Theoretical Perspectives and ASA 100: Survey of the Field. Lastly, we are requiring students to complete depth subject courses in each of the three subfields that represent our areas of strength, namely, Health and Mental Health;
Immigration and Transnationalism; and Media and Culture. By doing so, students can develop a specialization that equips them for graduate/professional school or the job market in the 21st century and are also more likely to have a strong critical interdisciplinary and diversified foundation upon graduation.

Teaching Workload: ASA surpasses the 600 SCH workload standard for the division. In the last school year (2006-2007), for instance, we reached an average of 1,334 SCH workload. In the year prior (2005-2006), we reached a 1265 SCH workload, twice that expected of faculty. This exceedingly high workload for ASA has been consistent in the last five years and reflects the great student demand for ASA courses. From 2002-present, Asian American Studies Program had the distinction of the highest student enrollments (in terms of student faculty ratios) of all the six units in Hart Interdisciplinary Program (HIP). [Numbers are available upon your request.]

Despite our high SCH workload, our faculty are not able to meet the curricular needs of our students. We only have one historian in our faculty, limiting our ability to offer the introductory history course ASA 2 and the range of history courses that ASA offers. Additionally, we need an expert on newer immigrant/ethnic communities as well as sexuality and queer studies, as student demand for such courses have not been met by ASA.

The Asian American Studies Program has continued to increase the number of majors since the ASA major was approved in fall 1999. In winter quarter 2006, the program has 72 registered ASA Majors and currently in Winter 2007, ASA has a projected 115 Majors. Since the inception of the Asian American Studies Major, the number of degrees granted increased almost 5-fold between June 2000 to May 2006. Importantly, while the average number of majors has remained fairly constant for the other HIP units, the number of ASA majors has steadily increased to the point that currently, twice as many students are majoring in ASA compared to the average number of majors in other HIP units. This trend points to the increasing popularity and stature of Asian American Studies on the UCD campus.

Despite our struggle to meet the needs of our undergraduates, members of the ASA faculty are interested in engaging more fully in graduate education. To assess how we could change our undergraduate curriculum to allow faculty to engage in graduate teaching, we need to look more closely at our student enrollment per course. Possibilities include increasing enrollment in our gateway courses so as to offer them once instead of twice a year. Likewise, we could teach our depth subject courses not more than once per year. The cost of doing so however would be having larger undergraduate courses. (This may also require resources in regards to Teaching Assistants and a graduate studies component.)

B. Graduate Program and HARCS Planning Process
Members of the ASA faculty are very interested in becoming more involved in graduate teaching and developing interdisciplinary graduate studies, especially since we do research in the areas of all four possible graduate groups: comparative race and gender studies, performance studies, religion and society, and visual arts and media. Thus we see ASA faculty as key to the development of division-wide priorities for graduate education. Our faculty are sought out and often lent out to graduate programs and this will need to be re-assessed in light of the Dean’s new initiatives and the core priorities of Asian American Studies.

There is currently a demand for a graduate DE in ASA as expressed by members of the newly formed Asian American Graduate Student Group. We see the addition of a DE in an Asian American Studies Department as fitting well with the development of a Comparative Race and Gender Studies Graduate Group as it will provide an area of specialization within the comparative PhD program. The formation of a DE, and/or a graduate program in Comparative Race and Gender studies, will also enhance our pool of graduate student teaching assistants. At the moment, we rely a great deal on the Law School for our supply of teaching assistants, who are not always trained in interdisciplinary ethnic studies. Our
expectation is that our formal request for Departmental status will be approved shortly and that we can move forward seriously to build a premier graduate studies element that will attract first-class graduate students. In this five-year period, we will also consider five-year BA/MA option for undergraduate students interested in transitioning to graduate studies.

However, a constraint on our faculty involvement with graduate teaching are our prior commitments to the excellence of undergraduate education and our already very high workload of teaching, intellectual mentoring and student advising, and service. Our plans for graduate studies are contingent on FTE lines and resources that would allow us to contribute more fully to a DE, and M.A./PhD program. It will also depend on how the initiatives are defined and what resource and institutional changes (cross-list, team-taught courses, course buyouts or etc.) enable such cross-departmental collaborations in a practical and foundational manner. Perhaps the provision of TAs for courses with more than 70 students, which we anticipate will occur if we further streamline our courses so we are freed to teach graduate courses, will enable us to accommodate graduate teaching.

In this regard, we would like to note that one of our proposed projects is a symposium focusing on comparative ethnic studies that would feature key scholars in the field who would discuss research agendas and pedagogical approaches that would help us frame the curriculum for the proposed graduate group.

III. Assessment
The assessment of our efforts is normally measured by the enrollments in our courses and the increase in Majors and Minors. We do this every year and have the charts for multiple years. These statistics generated by the University indicate ever-increasing numbers of students who take our courses. There is also an increasing number of ASA Majors and Minors to the Program. We expect great interest in the DE and a five-year BA/MA option when we feel that the resources permit serious considerations of these options. We have started to conduct exit interviews with students via the Registrar’s and SAO’s offices and to chart their professional/career placement. We also do this by inviting our alumni to come visit with our students in a career workshop. When we establish a graduate component, the assessment will be measured by the diversity of students we attract and admit to UCD and how well we retain them toward degree. We have a number of faculty who have eminent reputations in their fields of expertise (as evidenced by research, awards, committees and citations) and the faculty are already a featured attraction for both undergraduate and graduate students at UCD.

IV. Resources--Challenges and Opportunities (excluding FTEs)
The document above outlines our priorities and opportunities for continued development of a premier site for research in Asian American Studies. There needs to be more creative ways of facilitating faculty collaboration in bureaucratic terms in constructing an innovative graduate studies program and resources (money, space, buy-in by administration, etc.) that will support the continuing development of a premier site for graduate work. We would be interested in attracting and retaining the highest quality graduate students and this will mean support by graduate studies and administration.

The current support staff involve the following personnel: 1.0 FTE Administrative Assistant III, 1.0 Student Affairs Officer (SAO), and .30 FTE Student Assistant. The SAO position is co-funded by the HARCS Division and Student Affairs Office. This position is housed in Asian American Studies and supervised by the Director. The SAO oversees the recruitment, academic advising and retention of ASA Majors and Minors and assists with academic student affairs and policies of APIA students on the broader campus. ASA only has one full-time staff person, a ______ Assistant III. No increases in staff have occurred in ASA for at least two decades, despite the fact that ASA has matured into a major program with 10 faculty involving 8 FTEs, a highly impacted curriculum, and a major and minor. The hiring of a _____ Assistant II (1.0 FTE) is needed to support the program’s transition to department status and to
assist in the development of a DE, five-year BA/MA option for undergraduates, and a premier graduate studies program. Finally, a nationally recognized department of Asian American Studies requires adequate facilities/space to support the productive faculty and students interested in, and committed to, interdisciplinary inquiry and high-quality research.

In sum, these resources are core to the building a top-ranked, reputable department of Asian American Studies and to address the need for Asian American research, teaching, and community service at UC Davis.
Summary of Aims and Changes

Within the period from AY 2008-13, Chicana/o Studies aims to have:

1. Department Status with 10 tenure-line professors.
   (This would require an increase of one FTE. At present we have 8 tenure-track faculty teaching full-time during the academic calendar and one joint professor with the School of Law. We do not anticipate losses or retirements within the next five years).

2. Transfer from HArCS to CA&ES and change in degree offering from BA to BS degree with applied curriculum and courses covering Gen Ed requirements for all students across campus.

3. A dynamic undergraduate enrollment
   (We anticipate doubling our majors to upwards of 300 majors within 5 years and doubling the number of minors as our number of Chicanas/os grows statewide from today’s 13 million to 18 million in the five year period to 2013.)

4. A Masters degree in Chicana/o Studies with two options of concentration:
   (M.A. for students in arts, culture, and humanities and M.S. for students desiring applied work and skills through curriculum and practicum in fields of public health and education).

5. A Designated Emphasis for UCD doctoral students.
   (The Designated Emphasis in Chicana/o Studies will increase students' understanding of the breadth of past and present research in the subject areas of Chicana/o Studies. It will also provide the institutional means by which students and faculty already working on areas of inquiry touching upon Chicana/o Studies can be channeled or concentrated together for interaction and collaboration extending beyond their respective regional homes across the UC Davis campus.)

6. Continuing accomplishments with external grants and contracts.
   (Since 2002, the Chicana/o Studies faculty has established a credible record of external grant support and contracts with strong growth, totaling over $2.5 million in 2007-08. Grants have been in areas of arts-humanities and health-social sciences. We anticipate sustained growth with fund raising aimed at supporting initiatives that are academic and cross-cutting with outreach and service to community.)

Background

Since 1970, the Chicana/o Studies Program (CCSP) has addressed the growing need for curriculum, research, and community service on Americas’ Chicanas/os and U.S. Latinos in general. CCSP’s faculty (currently numbering 9 tenure line professors) has taught thousands of students on the origins, legacies, cultures, arts, needs, issues, conditions, and contributions of Chicanas/os within the United States. CCSP’s courses cover Chicana/o artistic expression, humanities, literature, health, cinema and theater,
and social sciences. CCSP’s courses provide students with cultural competency and opportunities for real life experiences at home and abroad.

CCSP professors teach across the spectrum — freshman seminars, lower-division, upper-division, and occasionally graduate seminars. They teach during summer sessions and in residential programs in Mexico, Argentina, and Costa Rica. The faculty supports many students through intern-related credits under CHI 092, 192, 098, and 198. Mostly, CCSP professors are accommodating students from across campus by offering an interdisciplinary General Ed curriculum to address a growing demand, including courses for majors in Science and Engineering. In addition, CCSP professors are active members of various Graduate Groups in different colleges on campus.

CCSP’s faculty is active also in research and generating grant support. Its research is well published within the inter-discipline of Chicana/o Studies and equally published in mono-discipline-oriented peer reviewed publications. CCSP’s grants and community collaborations support the Arts Workshop for Youth (TANA) in Woodland, the Bridge Collaboration for tutoring internships in Davis public schools, and the Center for Public Policy, Race, Ethnicity and Gender. These activities contribute over $2 million in services for California communities.

UCD students are showing considerable interest in majoring and enrolling in Chicana/o Studies. The major has been in effect since the 1980s and has grown ever since. CCSP currently has over 130 majors and many registered as minors. Several courses are popular and have enrollment caps because of a budget shortfall for Readers and Teaching Assistants. CCSP has one of the largest enrollments within HArCS and could accommodate more enrollments if funded and supported by more Teaching Assistants and faculty.

**Distinctive Strengths**

CCSP’s strengths include years of collaborations with departments and programs on campus and leadership nationally in Chicana/o Studies. It’s faculty and growing list of graduates are fostering community programs, bilingual capabilities, and interdisciplinary approaches for examining issues of diversity, artistic and cultural productions, prejudice and racism towards ethnic minorities, the formation of ethnic transnational identities, Chicana/o involvement in the labor movement, immigrant and migrant farm workers, and involvement in urban politics as well as cultural and political activism in relation to U.S. military interventions in Latin America, and the links between Chicanas/os and the Diaspora from Central and South America.

CCSP’s strengths are found also in close ties to professors on campus who are studying transnational migrations, health and communities; advancing new theories of culture, society, polity, and economy; and facing questions of how people manage the fluid and contested spaces of constructed identity (presented by cinema, theater, arts, popular press and public policy).

CCSP strengths include the promotion of interdisciplinary approaches for studying whole communities, families, and cross-cultural dynamics of people from different backgrounds and values. Currently the inter-discipline of Chicana/o Studies commands wide intellectual appeal in virtually all scholarly organizations and counts with undergraduate
and graduate programs and departments at major universities throughout the United States, Mexico, France, Germany, the Netherlands, and Spain.

CCSP has been a leader on campus in fostering and developing outreach and service programs for students and ethnic minority communities:

1. A research Center for Public Policy, Race, Ethnicity & Gender, and its statewide Public Health program in collaboration with the state Department of Public Health (i.e. LabAspire.org);
2. An artist workshop-college prep program for high school students in Woodland, CA (namely, Taller Arte del Nuevo Amanecer - TANA);
3. A retention program on campus that focuses on students in the theme dorm, student organizations, study internships, and community relations (including the Davis Bridge Program).

Through the research Center, UCD’s Chicana/o Studies program (CCSP) is arguably one of the few in the nation that incorporates a strong public health component, which provides both a unique analytical base as well as a strong financial base for UCD graduate students through the external funding opportunities provided by our core faculty.

Through the TANA, the CCSP is pioneering and learning from a community-based initiative to use artistic expression among high school students to examine their lives and cross-sections of their community. It provides UCD a way for developing college awareness and “communities of college-going” with Chicana/o youth and families in Woodland CA.

Through the Student Affairs Coordinator (co-funded by the Office of Student Affairs), the CCSP has staffed since early 1970s support for students and retention by assisting Latina/o organizations, the freshman dorm “theme house’ (Casa Cuauhtémoc), and the active involvement of students in faculty/staff meetings and plans for Chicana/o Studies. The theme house offers a cross-cultural residential opportunity with an emphasis on exploring Chicana/o/Latina/o thought and culture. The Davis Bridge Programs provides students an opportunity to tutor pre-college students and to develop skills in teaching and working with youth under supervision of former graduates of UCD. Both Casa and Davis Bridge benefit students with skills in leadership, independence of thought, community service and cultural competence.

**How Faculty positions are allocated to build on these strengths?**

The Chicana/o Studies Program has eight ladder-rank professors and a joint professor/Associate Dean who is with the graduate school of law. CCSP has 2.5 FTE for staff. (See Appendix A). We do not foresee any retirements or loss of current faculties within five years.

Our faculty meets our core course requirements for majors and minors. We have focused on undergraduates first and foremost in our teaching and curriculum. Our faculty concentrates teaching into two sub-tracks for majors.

The Social/Policy Studies Track, taught by a core faculty in law, history, economics, health and epidemiology.
The **Arts & Culture Studies Track**, with faculties in film, art, culture and literature.

However, with growing demand for both tracks, we are capping enrollments in some of our core courses. We offer our courses on a first come first serve basis but must consider the possibility of assuring majors enrollment as needed to graduate. The caps on class size are being pressed by student demand.

In a sense we are constrained by a demand for courses and a relatively small number of professors to cover the workload. We support our faculty for research sabbaticals but have little leeway for other types of course release.

**Program mission & goals for Undergraduate Curriculum**

The primary mission of Chicana/o Studies is to prepare students for successful careers in society, holding diverse positions in private and public sectors, and enhancing professional capabilities in California and America in general.

Chicana/o Studies has also aimed its majors to understand the elements of cultural competency and apply UCD’s Principles of Community to their furthest extent possible.

Our particular goals are to:

1. Continue Addressing Community and Social Issues in curriculum, service, and research.
2. Develop the field of study collectively named Chicana/o Studies to national and international prominence.
3. Strengthen collaborations on campus and foster domestic and international exchanges in research-based information.
4. Increase Opportunities, Outcomes, and Career Preparation for Chicano Studies Majors.

(1) **Addressing Community and Social Issues in curriculum, service, and research**

We see ourselves at the forefront of demographic trends that position Latinas/os and Chicanas/os as the largest ethnic population with critical educational needs in California and in the nation. Our research and teaching continues to focus on persistent inequities, civic needs, racial and ethnic differences, cultural and artistic growth, community health, and related concerns with education, immigration, institutional racism, and xenophobia.

We see ourselves educating all students and preparing them with knowledge and capabilities for more effective work in diverse, multicultural settings. We believe that all college students preparing to enter a variety of public- and private-sector fields should have the skills to understand, appreciate, and respond constructively to the diversity around them as society changes in relation to its evolving ethnic and demographic composition.
Demographically, Latinas/os currently number over 44 million in the nation, of which 67 percent are of Mexican descent and/or Chicana/o people. In California, Latinas/os currently number over 13 million residents, almost 35% of California’s total population; most are of Mexican descent. In California’s public schools (grades K-12), in the 2006-07 school year, Latina/Latino student enrollments numbered 3,026,802 (48.1%) out of a total enrollment of 6,286,952 students in California’s 9,671 schools. In lower grades, K-6, the overwhelming majority of students is Chicanos/Latinos. The future of California’s colleges and universities will be impacted directly by the preparation and sheer size of Latinas/os.

(2) Developing the field of study collectively named Chicana/o Studies.

As an integral part of a global society, the UC Davis Chicana/Chicano Studies Program aims to provide a socially relevant humanistic curriculum that prepares students to live in a multicultural world, a world including substantial and increasing numbers of Chicanas/os and Latinas/os living and working along with other diverse, multi-cultural and multi-ethnic populations.

Our faculties will continue their contributions to, and advocate for, the achievement of social justice, good health, prosperity and educational excellence in the Chicana/o-Latina/o population by providing that population with an understanding of its own development, rights, responsibilities and needs.

CCSP will continue to be an integral part of this reconstructive project aimed at moving Chicanas/Chicanos from margin to center, from obscurity to visible presence, from silence to speech, from victim to agent, from object to subject. This reconstruction has also required a deliberate placing of Chicanas/Chicanos at the center of an arena that includes the historical, social, cultural, artistic, economic and psychological, while allowing for a notion of intellectual growth premised on the collaborative perspectives of scholars, communities and student representation. The CCSP is judiciously working in the service of altering the social inequalities that beset the poorest working group in the United States.

(3) Strengthening collaborations and fostering international exchanges in academe.

The CCSP envisions its interdisciplinary area of studies as multiple fields of knowledge reorganized around a historically, socially, culturally, politically, and empirically differentiated group. This group is global, transnational, and multi-dimensional.

The growing research record and long history of cultural production by Chicana/o scholars and artists confirms our belief that Chicana/Chicano Studies has delivered its own unique contribution to knowledge and cultural expression by connecting humanistic subjectivity with scholarly objectivity.

While the CCSP faculty has been in the forefront of the development of the field of Chicana/Chicano Studies, the Program curriculum itself has changed from a reliance on the traditional disciplinary categories of history, literature, economics, politics, language, and education to a curriculum intent on blending humanistic issues with social concerns, all presented from the critical collaboration of scholarly analysis and the perspectives of the Chicano, Latino, and/or Mexican people.
Moreover, the faculty through their research has brought national prominence to issues affecting the national debates on the growing Chicana/o Latina/o community. Issues such as immigration reform, health disparities, cultural competency, juvenile justice, sexuality and art as a form for social protest and political expression have become elevated to national and local importance through the work of our illustrious and committed faculty.

(4) Increasing Opportunities, Outcomes and Career Preparation for Chicano Studies Majors

Professional Advancement: Chicana/o Studies offers opportunities to enhance the undergraduate experience and prepare students for future graduate or professional studies. Our faculty trains undergraduates in research methodology through applied research, which also aids in professional advancement.

The Major Program: The CCSP offers a major leading to the Bachelor of Arts degree and a minor that can satisfy requirements for the College of Letters and Science.

The CCSP major gives students an opportunity to specialize within one of two emphases: Cultural Studies and Social/Policy Studies. The Cultural Studies emphasis integrates studies in literature, culture, cinema and artistic expression. The Social/Policy Studies emphasis incorporates social theory, research methods, and specialization in community/political economy, and family and society/health issues.

Last review of the undergraduate major

Chicana/o Studies has gone through three activities since 2003, each calling for a review of the undergraduate major.

1. A proposal and plan to become a Department of Chicana/o Studies
2. A proposal to transfer CCSP from HArCS to CA&ES
3. A plan to change the program degree from BA to BS (on-going activity)

Plan for major changes in the next five years.

Among the basic elements of the philosophy of the program’s faculty are plans to achieve: (1) excellence in research and creative work; (2) excellence in undergraduate teaching for majors, minors, and students seeking general education; (3) excellence in advising with close attention to individual student needs; (4) excellence in extra-classroom activities, including the coordination of events at the Chicana/o Studies Center for Art and Culture (TANA) in Woodland, La Raza Cultural Days, Chicano/Latino Graduation, Chicano/Latino Bienvenida (Beginning of the School Year Welcome Event), and (5) excellence in graduate education with existing Ph.D. programs and by developing a new Masters/PhD-Designated Emphasis in Chicana/o Studies.

Within the period from AY 2008-13, Chicana/o Studies aims to have:
• Department Status with 10 tenure-line professors.
  (This would require an increase of one FTE. At present we have 8 tenure-track faculty teaching full-time during the academic calendar and one joint professor with the School of Law. We do not anticipate loses or retirements within the next five years).

• Transfer from HArCS to CA&ES and change in degree offering from BA to BS degree with applied curriculum and courses covering Gen Ed requirements for all students across campus.

• A dynamic undergraduate enrollment
  (We anticipate doubling our majors to upwards of 300 majors within 5 years and doubling the number of minors as our number of Chicanas/os grows statewide from today’s 13 million to 18 million in the five year period to 2013.)

• A Masters degree in Chicana/o Studies with two options of concentration:
  (M.A. for students in arts, culture, and humanities and M.S. for students desiring applied work and skills through curriculum and practicum in fields of public health and education).

• A Designated Emphasis for UCD doctoral students.
  (The Designated Emphasis in Chicana/o Studies will increase students’ understanding of the breadth of past and present research in the subject areas of Chicana/o Studies. It will also provide the institutional means by which students and faculty already working on areas of inquiry touching upon Chicana/o Studies can be channeled or concentrated together for interaction and collaboration extending beyond their respective regional homes across the UC Davis campus.)

• Continuing accomplishments with external grants and contracts.
  (Since 2002, the Chicana/o Studies faculty has established a credible record of external grant support and contracts with exponential growth, totaling over $2.5 million in 2007-08. Grants have been in areas of arts-humanities and health-social sciences. We anticipate sustained growth with fund raising aimed at supporting initiatives that are academic and cross-cutting with outreach and service to community.)

**In the next five years we see ourselves accomplishing each item in our plan.**

Our program is focused on more undergraduate courses to meet demand, a stronger discipline, more majors and minors, and more attention to preparing students for the advanced degrees necessary for college-level teaching, research, leadership, and professional careers at all levels.

Our faculty expects to be more successful in academic networking, community outreach & service, and generating grants and collaborations from within the College of Agricultural & Environmental Sciences.

We envision our plans for BS and MS degrees as attracting more students to UCD who want to work in California’s diverse communities. Our plans for fieldwork and practicum in fields of arts, education, cultural representation, and health are right in-line with the mission and goals of CA&ES.

Moreover, our research and analysis of California’s future is in-line with a recent UCOP survey of student interests in college. Our forums with students and research show a

How is your faculty meeting the 600 SCH workload standard for the division?

Meeting Workload Standard

At present we have 8 tenure-track faculty teaching full-time during the academic calendar. We do not anticipate loses or retirements within the next five years.

Our faculty has maintained a healthy enrollment, growing class size and a significant number of majors and minors, reportedly one of the largest enrollments of HArCS programs.

Our faculty currently meets our core course requirements. Under the Social/Policy Studies Track, we have a core faculty in law, history, economics, health and epidemiology. Under our Arts & Culture Studies Track, we have faculties in film, art, culture and literature. We are also accommodating more students by offering General Ed curriculum to students in Science and Engineering.

Some caps on class size are being pressed by student demand. We need to find ways to expand our class size and course offerings. At this stage we need more Teaching Assistants for some courses. We may need to offer some core courses more than one time each year, or have more FTE’s in order to accommodate the anticipated growth of students.

If your faculty size were to grow by five percent, what capacity would that give you to add additional undergraduate students?

We are studying the areas of greatest student interest and potential for our program. That includes assessing our undergraduate offerings in study abroad, work in the TANA, and Bridge program.

There is a growing interest in applied courses. We are also assessing our courses aimed at student retention. We want to maintain a viable and active undergraduate program. We anticipate good reports from our efforts.

What changes would be required to your undergraduate curriculum to allow faculty to engage more fully in graduate teaching?

We are considering ways to increase our graduate teaching with the current faculty of 8 professors working full-time in Chicana/o Studies.

Ideally we would like to position ourselves with two additional FTEs within five years, one in transnational studies and another in education (graduate level) to further expand our education-related, public policy emphasis of our program. The education FTE should be the replacement FTE resulting from the resignation of Prof. Luis Urrieta.
We are considering ways of developing our graduate level curriculum with our current faculty and one additional FTE. Possibly having one member of the current faculty serve as graduate group coordinator and cross-listing courses.

**Future FTE in Chicana/o Transnational Studies**

We have an education abroad component of our curriculum that is unique within the UC system and fostering demand by our majors for study and work in Latin America. The origin of Transnational studies date to Summer 2006, when Drs. de la Torre and Flores taught a two-course sequence in Argentina. These courses, listed as CHI 122 and CHI 130, included a directed studies component, and were offered in Buenos Aires in order to further develop our transnational and hemispheric focus. In addition, de la Torre and Flores worked in collaboration with UCD’s medical school to provide a one-quarter pre-health profession program in Oaxaca, Mexico, starting in the Fall of 2006. The results for both students and faculty have been very good, offering a unique educational opportunity for acquiring preparatory education for our majors and minors as well as the education abroad in transnational settings with heavy work related learning.

**Future FTE for Coordinating a New Graduate Group in Chicana/o Studies, possibly with a professor in the field of education.**

The graduate program in Chicano/Latino Studies (CLS) would prepare students in the Social Sciences and Humanities to develop expertise on the historical and contemporary experiences of Chicanos and Latinos in their social, cultural, political and economic contexts. The Chicana/o Graduate Program would emphasize global, trans-disciplinary, comparative and applied approaches to knowledge and would build upon collaborative efforts in Latin America, within UC Davis and the broader community. It would address Chicano and Latino experiences in California communities and relate those experiences to international dimensions and Diaspora issues and dimensions. The California community experiences would include CCSP’s work in the TANA (developing experience with youth in teaching artistic and cultural expression). It would include experiences in California public health facilities and network, and relate those to the systems of public health in Latin America. The community experience would include practicum experience with the Davis Bridge Program.

The Davis Bridge is a non-profit, 501(c)(3) educational foundation dedicated to improving the academic achievement of low-income Davis students, particularly Latinos from Spanish-speaking households in grades K-12. More than three years ago, Davis Bridge partnered with the Chicana/o Studies Program. The CCSP offers lower- and upper-division internship courses (CHI 92 and CHI 192) that provide UCD students direct experience with Latinos in the Davis community through tutoring with the Davis Bridge. Davis Bridge utilizes over 65 UCD students continuously throughout the school year, and sometimes up to 85 students per quarter. The Davis Bridge partnership with the CCSP is a “win-win” situation for everyone involved. The Davis School District students greatly benefit from the interaction with University students, and many UCD students find tutoring with the Davis Bridge essential for further career and/or academic goals in education or other graduate programs.

At the UC system-wide level, a Chicana/o Studies graduate group at UCD will complement the existence of three other similar programs, which are at UCSB, UCLA, and UCSC. All other Chicana/o Studies research and teaching units are administered as
interdisciplinary centers or housed in larger ethnic studies departments and programs. Most of these units tend to have small numbers of full-time faculty, relying on jointly appointed, affiliated, and part-time faculty and lecturers. A Chicana/o Studies graduate group at UCD, on the other hand, would benefit from the presence of eight full-time, tenure-track faculty members as well as others from across the campus.

Where does your unit fit with the Interdisciplinary Collaborative Clusters (ICC) currently being discussed; how can your unit contribute in terms faculty participation or programmatic involvement; what stops you from contributing?

CCSP fits into a broad set of interdisciplinary clusters, both within and outside of HArCS. Our interests are indicated in Appendix A, ranging from fields and academic units of agricultural economics, public health and epidemiology, law and society, and historically have been very active in the Cultural Studies Graduate program, an important graduate cluster of HArCS.

Currently, three Chicana/o Studies faculty members hold appointments in other departments and units across the campus. They include the School of Law (K.R. Johnson), Art Department (M. Montoya), and School of Medicine (A. de la Torre). Several faculty members also teach and serve on program committees in other units such as Cultural Studies (A. Chabram-Dernersesian, S. de la Mora) and Film Studies (S. de la Mora). In addition, many Chicana/o Studies courses are cross-listed in various units across campus, enabling a wide-range of students to have the opportunity to learn about Chicanas/os in various contexts. Departments, programs, and centers offering Chicana/o Studies classes as viable coursework for the major and minor include American Studies, Latin American and Hemispheric Studies, Film Studies, International Relations, Women and Gender Studies and Community and Regional Development.

Together with the NIH Center of Excellence for Nutritional Genomics (R. Rodriguez), Chicana/o Studies (A. de la Torre and L. García) offered a course, “Exploring Genes, Race, Ethnicity, Community and Health in the 21st Century.” This collaborative effort between the biological and social sciences introduced groundbreaking research in the area of health and nutritional genomics.

In the near future, Chicana/o Studies also expects to develop formal relations with the School of Education, to assure complementary intellectual links between the two units. At this time, CCSP employs Teaching Assistants from the Education school’s graduate program.

Finally, Chicana/o Studies’ one-of-a-kind national community art center (TANA) in Woodland, under the leadership of professors Malaquias Montoya and Carlos Jackson, will bring national and international interest to Chicana/o Art in particular and to Chicana/o Studies at UCD in general.

Faculties of CCSP will continue to align their pursuits according to their professional breadth of interests across the campus.

**ATTACHMENT A**

**CHICANA/O STUDIES FACULTY AND STAFF (2007-08)**
The program includes nine dedicated faculty of accomplished research scholars and visual artists, excellent support staff, a curriculum strong in the use of theory and analysis, and support for community service activities.

Professors
Angie Chabram-Dernessian, Cultural Studies
Adela de la Torre, Public Health, Policy, Medicine, & Economics
Yvette Flores, Public Health and Psychology
Kevin Johnson (Joint w/Law) Immigration and Law
Malaquias Montoya, Art & Artist Representations of Culture

Associate Professors
Miroslava Chavez-García, History, Race, and Youth
Sergio de la Mora, Cultural Studies & Film Studies

Assistant Professors
Lorena García, Epidemiology & Public Health
Carlos Jackson, Art & Community Visualization

Emeriti Faculty
Beatriz Pesquera, Sociology
Ada Sosa-Riddell, Political Science
Refugio Rochin, Agricultural Economics & Demography

Staff – Administrative Support
Kathy Hayden: 1 FTE Time Chicana/o Studies Program Coordinator:
Leticia Quintana: 1 FTE Administrative Assistant II
Xong Vang: 1 FTE Administrative Assistant II (Temp.)

Student Support
Alma Martinez: .5 FTE (shared with Student Affairs .5 FTE), Student Affairs Officer

ATTACHMENT B
CHICANA/O STUDIES: EXTERNAL GRANTS AND CONTRACTS 2007-08

2004-2008 Patterson T. (PI), M. Fraga (co-PI) and A. de la Torre (co-PI). “Behavioral Intervention for High Risk Women in Mexico”. Funded by the National Institute of Mental Health. Amount subcontracted to UCD $716,167 ($680,360 in federal direct and $81,735 in indirect costs, respectively). Total funding for grant approximately $3 million across three research sites.


2007-2010 de la Torre, A (PI), “LabAspire Outreach and Recruitment Program,” funded by the California Wellness Foundation Amount and Dates: $265,000; 07/01/2007-06/30/2010
2007-2010 Malaquias Montoya and Carlos Jackson, Program director and coordinator, “Taller Arte del Nuevo Amanecer” (TANA), funded by City of Woodland, Community Development Block Grant, in collaboration with the City of Woodland Redevelopment Agency director.
Amount and Dates: ~ $216,000; 01/01/07-01/01/10.

2007-2008 Carlos Jackson, Director, TANA. Woodland Coalition for Youth Graffiti Abatement Mural Project. Funded by the Sierra Health Foundation (REACH Program Improvement Grant). $10,000

[Note: As a result of community support of TANA, the Yolo County Housing Authority has offered Chicana/o Studies the use of a 3,600 square-foot warehouse located in the heart of the YCHA subsidized housing units on Lemen Drive one block south of Main Street in Downtown Woodland. The annual rental value of 1224 Lemen Ave. is $43,200 at $1 per square foot. Over a three-year period the total value of the YCHA's gift is $129,600.]

Dr. Lorena García in 2007 received funding from the Office of the Director at the National Institutes of Health (NIH) through the Health Disparities Loan Repayment Program (LRP) to study health disparities and type 2 diabetes among Latinos ($150,000; FY 2007-2009). In addition, she was awarded in 2007 an appointment as an Interdisciplinary Women's Health Research (IWR) Scholar through the NIH-sponsored Building Interdisciplinary Research Careers in Women's Health (BIRCWH) Program to study obesity, diabetes and heart disease in Latina women ($46,500; FY 2007-2009).

**ATTACHMENT B Continued**

Chicana/o Studies Growth in External Funds (Over $2.5 million in 2007-08)

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**Annual Percentage Growth of External Funding per Operating Costs**

- **Growth Rate:** 0.00%, 20.00%, 40.00%, 60.00%, 80.00%, 100.00%, 120.00%, 140.00%, 160.00%
# ATTACHMENT C Majors in Chicana/o Studies by Academic Year (AY)

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## Chicana/o Studies Majors Distributed by Class and Year

![Bar chart showing majors distributed by class and year](chart.png)

For each academic year, the number of majors in Chicana/o Studies is distributed as follows:

- **Freshman**: Blue bars
- **Sophomore**: Light blue bars
- **Junior**: Light green bars
- **Senior**: Orange bars

### Year-wise Distribution

- **1999**: N=27
- **2000**: N=31
- **2001**: N=29
- **2002**: N=32
- **2003**: N=59
- **2004**: N=53
- **2005**: N=51
- **Sp 06**: N=101
- **Fall 06**: N=88
- **Sp 07**: N=97
- **Fall 07**: N=133
Introduction

This March 2008 academic plan is both a revision and restatement of the plan that NAS submitted in June 2007. This new plan, however, does address some new areas called for in Jessie Ann Owens’ (Dean, HArCS) memo of January 4, 2008. What follows are specific areas that need to be addressed in accordance with the Dean’s memo of January.

Strengths

Our NAS department has several strengths. One distinctive strength is our Western Hemispheric emphasis which serves as the vanguard of our program. Of the three currently existing Ph.D. granting NAS programs in North America (UCD, the University of Arizona, and Trent University in Canada), we are the only one with a hemispheric focus. Because indigenous people live throughout the hemisphere, our program made the decision decades ago to cover the entire hemisphere. We thus offer our undergraduates three areas of study: North America, Mexico and Central America, and South America. We have made a conscious effort to hire faculty who have specialties in different regions of the hemisphere. Over the years, two of our faculty have participated in UCD’s Summer Abroad Program by teaching indigenous studies courses in Mexico. Our first Ph.D. (2002) currently teaches at Simon Fraser University in Canada (British Columbia), and one of our advanced Ph.D. candidates currently teaches at the First Nations University in Canada (Saskatchewan). This hemispheric emphasis serves as the major vision of our department.

A second strength is our multi/interdisciplinary approach in studying indigenous people of the hemisphere. In other words, many of our faculty go beyond the boundaries established by various traditional academic disciplines by incorporating concepts and approaches from different disciplines. Additionally, we have introduced new practices not commonly used in traditional disciplines. Our NAS 130 series, Native American ethnohistory, thus utilizes mainstream written historical sources, ethnographic methods from anthropology, and oral interviewing (to emphasize Native voices) which is a new, emerging practice within the field of Native American Studies. The Native American concept of “sovereignty” differs from the mainstream usage of the term.

A third strength is our graduate program. As already mentioned, NAS at UCD is only one of three Ph.D. granting programs. We started out with six graduate students in 1999. We now have 25 graduate students and will gain five more beginning in with the fall quarter 2008. We graduated one Ph.D. in 2002 and four in 2007. Some of our Ph.D.’s are doing the following: one will be an Assistant Professor at Vassar College in the fall 2008 (after being an Andrew Mellon postdoctoral fellow at Vassar for 2006-08), one is an Assistant Professor at the University of North Carolina, Pembroke, one is an Assistant Professor at Simon Fraser University, one is a Language Consultant for five tribal groups in southern California, and one is Cultural Researcher for the Pechanga Luiseno Tribal Cultural Committee in southern California. We have attracted two distinguished international students. Both are advanced Ph.D. candidates, one from Japan and another from Italy.
A fourth strength is faculty mentoring. Since 2000, five UC President’s Postdoctoral fellows have been mentored by NAS faculty at UCD. Because of the high quality of some postdoctoral fellows, we have hired them as ladder-rank faculty, the most recent person in 2006. Two of our faculty currently serve as mentors of fellows in 2007-08. Two faculty members will serve as mentors of new UC postdoctoral fellows coming to UCD in the fall of 2008, and one faculty mentor will continue mentoring a fellow for 2008-09. One of these fellows is from Australia. One of our faculty won an Outstanding Mentor Award from UCD from the UC Davis Consortium for Women and Research, for the mentoring of graduate students.

A fifth strength is the Gorman Museum which is one of a handful of museums in the nation (and the only university museum) devoted to contemporary Native American art. Most museums focus on Native art from the earlier periods, including Precolombian art and art of the early postcontact periods. In contrast, the Gorman devotes its attention to current-day Native American artists and even indigenous artists throughout the world. By having this larger focus, the museum goes beyond the Western Hemispheric vision of the department, for it looks at indigenous art in a global context. The museum is headed by a Director (Professor Hulleah Tsinnahnajinnie) and a Curator (Veronica Passalacqua) who have played an active role since 2004 in sponsoring major exhibits. One outstanding exhibit was on indigenous global photographers. Although the focus is on contemporary arts, the museum also includes current-day Native artisans who are actively preserving traditional art forms, including basketry techniques.

A sixth strength is the Native American Language Center, headed by Professor Martha Macri. One of the major initiatives of this center in recent years has been the Harrington Project, funded by the National Science Foundation. Using the field notes of linguist J.P. Harrington, Professor Macri and some of her graduate students have spent countless hours studying the data on California Indian languages. Within the last year, the language center has incorporated the Quechua Language and Society Initiative, headed by Professor Zoila Mendoza. Started in the spring of 2006, this initiative includes the creation of new courses on Quechua which is the largest indigenous language of the Americas.

A seventh strength is the Indigenous Research Center of the Americas (IRCA). Founded in 1994, this entity is currently headed by Professor Varese. Over the years, it has sponsored and hosted a number of events on-campus. This will include the upcoming May 2008 hemispheric conference entitled “Discursive Practices: The Formation of a Transnational Indigenous Poetics,” organized by Professors Varese and Hernandez-Avila.

A last strength is the department’s focus on California Indian Studies. Spearheading this effort is Professor Macri who became the Rumsey Chair of California Indian Studies in July 2007. Her position will enable our department to carry out a number of initiatives to highlight the significance of the tribal groups who are indigenous to California. In October 2007 Professor Macri co-sponsored the 22nd Annual California Indian Conference and Gathering on the UCD campus. This event drew over 600 people, with over 150 presenters. Some of the sessions averaged fifty individuals per room. Although a few other colleges and universities in California offer some courses on California Indian people, none of them have a specific position to highlight the importance of the tribal people of the state. UC Riverside does have the Rupert Costo Chair on Indian Affairs, but this position focuses on the broader perspectives of Native Studies and does not center on California Indians specifically.

The above examples are only a few of our major strengths. Our department is rather unique because it has some components that do not exist elsewhere in California or in the U.S. To
maintain and increase our strengths, we seek to recruit the following FTE positions within the next three years:

The first position, based on the “mission critical” factor to strengthen our new area in Native California Studies, would be to recruit a former UC President’s Postdoctoral Fellow as part of the UCOP Faculty Enrichment Program which sponsors the hire and retention of postdoctoral fellows. Specifically, this person is Dr. William Bauer who is a member of the Wailacki and Concow Maidu tribes of the Round Valley Reservation in northern California. Besides teaching courses in California Indian history, he can also teach other NAS courses with good enrollments, including NAS 1 or NAS 10, and NAS 130A, B, and C (ethnohistory series which has good enrollments). We would lay the groundwork for recruitment in 2008-09 with a potential hire starting with the fall of 09.

If the hiring of the above former postdoctoral fellow does not materialize, NAS would conduct an open search for a Junior Scholar (Assistant Professor level) in California Indian Studies. We seek a person with a background in the humanities and the social sciences. This position will greatly strengthen our emerging area in California Native Studies. The successful candidate will introduce new courses in California Native studies. The search for this position will be in 2009-2010. Our program has not had a California Native specialist since the retirement of the late David Risling in 1991.

The third position is a scholar on hemispheric indigenous peoples with an emphasis on socio-political-cultural developments. This position will fulfill the position currently held by Professor Stefano Varese who intends to retire at the end of the academic year 2009-2010.

**Graduate Program**

Assuming that our graduate program had 0% faculty growth, we would continue to average 6.5 seminars each academic year. This has been our departmental pattern since 2003-04. If NAS was to experience a 5% growth in faculty positions, we could then offer more seminars for our growing graduate program. What limits more possible involvement in graduate teaching is the small number of faculty in NAS. Currently, we have eight faculty who have 100% faculty appointments and one with a 60% appointment. Additional faculty would enable us to offer more seminars to graduate students. Our existing seminars are quite popular. Professor Varese’s seminar, “Colonialism, Racism, and Self-Determination” (NAS 220), offered in the fall quarter 07, is a great example. Of the twenty-one students enrolled, twelve were NAS majors and nine were non-NAS majors (from other disciplines).

**Undergraduate Program**

Our major objective is to improve our undergraduate program over the next five years. Here is our specific plan of action. One goal is to revise our undergraduate major. This is a process the department started on October 5, 2007 when the chair assigned the faculty to examine the course offerings in each of our three major geographic emphasis areas (North America, Mexico and Central America, and South America) and then recommend any necessary changes. This process will be complete by the end of the 2007-08 academic year. The last time our department revised the undergraduate major was in the mid-1990s.

Regarding the introduction of new courses, some NAS faculty are currently introducing new courses, or will do so in the immediate future. Professor Mendoza submitted course proposals in November 2007 for a series on “Quechua Language and Society” with the following numbers:
NAS 110A, B, and C. In the Fall 2007 and Winter 2008, she taught the equivalent of 110A and B under the general code for the study of Native American Languages, NAS 107. Also, in 2007, Professor Edward Valandra submitted a course proposal entitled “Native American Research Design for Advocacy in Native Country” (NAS 146).

Additionally, Professor Macri has already introduced one new course on California Native Languages (NAS 108) with two others being planned. Since July 1 she has had the title of Rumsey Chair which is a three year appointment. The job description for this position indicates that the chair holder will introduce new courses.

As to how the NAS faculty are meeting the 600 student credit hours (SCH) workload standard for the college division, this is an area that the department will have to address in the immediate future. For the academic year 2006-07, only three of the nine NAS faculty exceeded the 600 number (756, 732, and 640 respectively). Non-teaching academic responsibilities and official appointment percentages kept the remaining six from reaching the number: three members had a one-course release from teaching (one due to on campus committee work, one due to being a new faculty member, and one for being director of the Gorman Museum), one has a 60% ongoing appointment, and one had a 30% appointment in 06-07. One faculty member who has had a course release due to campus committee work has continued to supervise the NAS 5 instructors. Four sections per quarter of NAS 5 have been taught for the past several years. Non-teaching responsibilities and duties represents a tradeoff because some faculty are giving time and energy to non-teaching academic pursuits.

If our faculty size were to grow by five percent, this slight growth would enable us to introduce more upper-division courses where we need increased enrollments. For the academic year 2006-07, the total enrollment for all our courses was 1,470. Of this number 1,050 were enrolled in three of our lower-division courses (NAS 1, NAS 5, and NAS 10). For all other courses (upper-division and graduate-level seminars), we enrolled 420. In comparing our overall enrollment numbers to other Hart Hall units, we ranked number two in 05-06 and three in 06-07. Consistently, over the last half decade, we have averaged number two for the Hart Hall units.

Assessment

There are several ways of how we would assess the progress of our program, or how we would judge success at the end of the five-year period. One way is the growth in the number of our majors, both graduate and undergraduate. Here is a focus on our graduate program. We started out with six graduates when our graduate program began in 1999. We now have 25 graduate students in 2007-08 and will gain four more beginning with the fall quarter 08. Fifteen of our graduates have earned M.A. degrees, and eight have earned Ph.D.’s. We graduated one Ph.D. in 2002 and four in 2007. Based on these numbers, our graduate program has steadily grown over the years, and will continue to do so over the next five years.

A second criteria is the placement of our graduates. This area does not need elaboration because it is covered in the “Strengths” section of this report. Again, NAS does a good job placing its graduates, including one who is an Assistant Professor at Vassar.

A third criteria is the overall quality of the NAS faculty. Within the last two years, four of our faculty (Professors Mendoza, Tsinhnahjinnie, Valandra, and Varese) have produced one or more books. Some of our faculty have secured major grants and serve on national committees. Professor Varese was awarded a UC MEXUS grant in 06-07 and Professor Hernandez-Avila is one of six members on the national steering committee for the emerging Native
American/Indigenous Studies Association. She is also co-organizing the “Discursive Practices: The Formation of a Transnational Indigenous Poetics” conference in May 2008. The accomplishment list of NAS faculty is a lengthy one.

A fourth criteria is the attractiveness of our graduate program to potential graduate students. Regarding the number who apply and how many we accept, here are two different academic years: of the 26 applicants in 2001-02, we admitted 14, and 8 finally enrolled. For the academic year 2006-07, of the 15 applicants, we admitted 10, and 7 officially enrolled. We get applicants from across the nation, and we even attract international students. As previously indicated, one advanced student is from Japan and another from Italy.

In contrast to our graduate program, our undergraduate program has actually declined in overall majors and graduates. For example, in 1997 we graduated 17 persons with BA degrees in NAS. In 2007 we graduated only ten. In 2007-08 we have only ten undergraduate majors. The low number of NAS majors is attributed to a number of factors. One visible factor is to marked decrease of Native American students at UCD within the last decade. In 1996, at the very end of the Affirmative Action policy, there were 42 Native American freshmen enrolled at UCD. By 2003, that number had decreased to only 22 incoming freshmen students. Generally speaking, the percentage of ethnic and racial student population can determine the number of majors in an Ethnic Studies program. For example, in 2007, the undergraduate Asian student population represented 41% of the overall UCD undergraduate student population. Thus, there were 50 Asian American Studies majors in 2007. In marked contrast, the overall Native American student population in 2007 was only one percent (UC Davis News & Facts: Students).

Resources

Because we are a small academic department with limited resources, it becomes a challenge to secure non-departmental resources to carry out departmental initiatives. Currently, NAS does not have any revenue-producing programs, although this is an area that we will look at in the immediate future. On the other hand, our faculty are actively involved in securing external resources. Here is a brief list of recent faculty/staff resource initiatives. Professor Hernandez-Avila secured a $10,000 grant from the American Council of Learned Societies and the Center for Contemplative Mind and Society in support of her teaching of NAS 157. She also secured a grant from the UC Humanities Research Institute at UC Irvine for $10,000 (and an additional $16,000) to support the May 2008 conference, “Discursive Practices: The Formation of a Transnational Indigenous Poetics.” From 2004-07, Profesor Macri has secured $371,971 from the National Science Foundation for her J.P. Harrington Database Project: Languages of California and the West. In 2008 alone, Professor Tsinhnahjinnie and Curator Passalacqua have secured $6,500 from the UC Humanities Research Institute, and $90,000 from the Ford Foundation for Gorman Museum initiatives. Professor Varese has secured $23,250 from a UC MEXUS-Conacyt grant to study indigenous migration in the region of Oaxaca of southern Mexico.

How NAS Might Contribute To The Priorities Set Forth in the HArCS (draft) Strategic Plan

As an academic department, NAS is already carrying forth some of the priorities set forth in the HArCS (draft) Strategic Plan released to the UCD faculty on September 24, 2007. Here are some examples.

First, some of our already existing courses fit in with the five interdisciplinary priorities spelled on in the HArCS draft:
Second, Professor Macri has been named as a UCD Humanities Fellow for 2008-09 and will deal with the theme of “California Cultures—Past, Present, and Future.” Her fellowship fits into the category of California Cultures/California Studies.

Third, to varying degrees, we are also currently carrying out the four principles specified in the HArCS strategic plan: (1) commitment to graduate education, (2) building connections to region, (3) improving the capability for collaboration, and (4) serving constituencies both on and off-campus.

(1) As already made clear in this report, NAS has been deeply committed to building our graduate program since its inception in 1999. We will have thirty graduate students by the fall quarter 2008. We created our first graduate seminar in the winter quarter 1994, some five years before even having a graduate program. We have had a Designated Emphasis since the mid-1990s. Most DE persons have earned their Ph.D.’s and are now teaching in leading colleges and universities, including the University of Oklahoma. We are ready to become involved with the two proposed graduate groups: Religion and Society and Comparative Race and Ethnicity. Concerning religion and society, Native American communities, past and present, have centered their societies around religious traditions. Tribes in California continuously have World Renewal ceremonies. Due to Native religious orientation, Congress passed the American Indian Religious Freedom Act of 1978. Concerning comparative race and ethnicity, Native American peoples share much in common with other racial and ethnic groups. For example, Native Americans were rewarded U.S. citizenship in 1924 in part due to their involvement in World War I. Filipino Americans were rewarded U.S. citizenship in 1946 for their involvement in World War II. The State of California applied the Civil Practice Act of 1850 to both Native Americans and African Americans.
NAS as a department is already committed to place, in this case, Native peoples of California. This is the major reason why the Rumsey Chair position came into existence in 2007 with its focus on sixty tribal groups who are indigenous to California. At the same time, NAS is fully aware that many Native peoples from outside of California now live in this state. In the late 20th century, California had the largest Indian population of all states in the U.S. (Oklahoma surpassed California in 2000). Los Angeles County has the largest concentration of Native Americans. The federal government’s Relocation Program of 1952 brought thousands of out-of-state Indians into California. Beginning in the 1980s, Mixtec, Zapotec, Trique, Pur’epocha and Yucatec Maya peoples from Oaxaca, Michoacan, and Yucatan, Mexico began to migrate to California due to depressed economic conditions in southern Mexico and also due to potential employment in California. NAS is also committed to place in relation to the geo-centricity of Native cultures.

NAS is also committed to collaboration, both on and off campus. Some of our faculty are having ongoing communication with other programs on campus. On December 13, 2007 individuals from some of the Hart Hall groups held a meeting to discuss the topic of comparative race and ethnicity. Some of our faculty are communicating with Native American faculty from the other UC campus. Some of us have talked about sponsoring a conference which involves the Native American Studies faculty within the UC system, such as a national Native American Studies conference.

Lastly, the NAS faculty have served constituencies both on and off campus over the years. This point has been emphasized throughout this report.

In short, NAS already possesses a larger vision. Currently, NAS has the largest number of courses (nine altogether) accepted as requirements under UCD’s interdisciplinary minor in Social and Ethnic Relations (other programs have one, two, or three courses). At the graduate level, we have D.E. agreements with the following departments: English, Spanish, Comparative Literature, History, Anthropology, Sociology, Theater and Dance, and Education. Some of our faculty have been very active in working with DE students from these departments, even serving as chairs of dissertation committees.
1. Strengths

1.1 New Faculty

The Religious Studies program is in a period unprecedented growth. After having been in a holding pattern of 3 FTE for over a decade, the growth has occurred in two stages: first, the 0.5 spousal hire of Baki Tezcan (Islam) followed by the creation and then filling of the Castelfran-co Chair by Allison Coudert (early modern Christianity) for a new total of 4.5 FTE; second, the hiring last year of four new faculty comprising one retirement replacement (Catherine Chin), one POP (Flagg Miller), one new position in Hinduism (Mark Elmore) and a 0.5 Religious Studies and 0.5 Comparative Literature position in Hinduism/Tamil literature (Archana Venkatesan), bringing the department up to 7 full FTE and two 0.5 FTE). Filling the Quran FTE will add an addition person to the faculty.

These hires have completely transformed Religious Studies from a tiny program which produced a huge number of student credit hours into an intellectual powerhouse in HaRCS (while still producing a huge number of student credit hours).

The quality of the recent hires attests to the program’s potential impact on UC Davis as a whole. Mark Elmore, hired from NYU, was the
first choice candidate in an intensely competitive field (the second-ranked choice ended up at the University of Washington, a top-ranked Religious Studies program). Catherine Chin, the new hire in Christianity, turned down the University of Pennsylvania, a top-ten Religious Studies department. Flagg Miller is a leading scholar in the field of modern Islam and semiotics and was offered a residency at the National Humanities Center which he turned down in order to begin teaching this year. Archana Venkatesan (Hinduism/Tamil) is an outstanding student of the dean of Tamil studies, George Hart at UC Berkeley. This year the program can boast, in its first year of this second stage of growth, already having been offered three prestigious awards: one NEH and two National Humanities Center residencies.

These new hires are young, enthusiastic and committed to helping UC Davis develop into a top-ranked Religious Studies program. Their training is impeccable (University of Michigan, UC Santa Barbara and Duke) and their scholarship already well-known.

**1.2 Overall Faculty**

The new faculty join a program committee that already was strong, including many senior scholars on campus committed to the study of religion but with FTE elsewhere (e.g., Brenda Schilgen, David Biale and Jay Mechling). At this point all members of the RST program have both national and international reputations in their fields of research and all
have equally impressive service records both on campus and around the country. Whalen Lai, for example, has been consulting with religious studies programs in Hong Kong and other parts of Asia and is also known for his Buddhist-Christian dialogue with Hans Kung. Allison Coudert, a leader in the field of esotericism, lectures both in America and Europe and has most recently been invited to India. I recently edited a volume of *History of Religions* journal, the premier journal in the field of comparative religion. Keith Watenpaugh is an internationally recognized scholar in the field of modern Islam with research focusing on the growth of the modern middle class in Islamic societies and human rights.

### 1.3 Character of the program

Many programs have talent but not all programs can move forward. One of our strengths, and one that was very important in our recruitments, is the high level of collegiality we have created within the program. Everyone is a good citizen, that is, everyone is ready and willing to do their share of the work. This spirit of cooperation will be vital to our future growth and to the quality of whatever new programs we may launch.

### 1.4 Interdisciplinary character

Religious Studies is truly an interdisciplinary program; the majority of our faculty do not have PhDs in religion or religious studies. While
this may look confusing from the outside, it will turn out to be a major plus if we start a graduate program. The methods used in the study of religion have always been those developed in other related fields, and the breadth of training of our faculty is stunning.

2. Graduate program

The majority of faculty in RST are very interested in being involved in graduate education. We have proposed and are currently teaching a series of graduate courses for students in other programs. We have carefully designed our undergraduate major with only one required course (Methods for the Study of Religion) so that faculty have the flexibility to teach more graduate courses as needed.

3. Undergraduate program

Our undergraduate program is also in a period of transition. The entire undergraduate curriculum is being re-worked with over 20 courses submitted to the Courses Committee. The purpose of these revisions is not only to integrate the new faculty but also to make the Religious Studies major more attractive to undergraduates. Undergraduate Religious Studies majors are not born, they are made. The small number of students who come in from high school intending to major in Religious Studies are often looking for denominationally-based programs and are unfamiliar with the academic study of religion. Parents are not enthusiastic about the major. Thus our gateway courses are crucial to the growth of majors and we are therefore launching a new thematic-based set of RST
1 courses (Religion Today, etc). We think it should be possible in the next two years to double the number of majors. We are also revamping our Honors program. This year we have six students writing Senior Honors theses (an amazing number given the overall number of our majors) and all of these students are presenting their research at the Undergraduate Research Conference in April.

Our courses continue to be so popular that we rarely have an empty seat available even before the quarter has started. We are proud of the fact that our courses are rigorous, and are known to be rigorous, but are still full.

4. **Assessment**

Two modes of assessment make sense for our particular program at this time. An additional FTE in Jewish Studies would permit us to staff some of our core courses with a regular faculty member in place of lecturers. This shift would result in more majors, a better foundation for a graduate program and more predictability in the program and its budget. Filling the Quran position will give a backbone to our strong but diffuse program in Islamic studies.

5. **Resources**

Despite our small size, we have always been very actively involved in fund-raising. We were able to attract the funding for the Castelfranco Chair, seed-money for the study of Hinduism, and funding for our course in Ethics. I continue to work closely with the fund-raising efforts of the
Jewish Studies program, which have been very successful. We continue to raise funds every year for both the Hebrew program and for those Religious Studies courses with primarily Jewish Studies content. We have recently helped fund the first three years of the Jewish Studies FTE we are trying to jump-start.

Given the growth in the RST program, we expect to increase our fund-raising attempt substantially. This year Mark Elmore applied to the Wabash foundation for $70,000 funding for exploration of a graduate program; the materials developed for this grant will be used in further attempts to secure funding this year. Professors Elmore and Venkatesan will also be working on fund-raising to support the teaching of Hinduism.

6. Relationship to HarCs Planning Process

We find ourselves at the center of the planning process with the proposal for a PhD program in Religion and Society. We have both sufficient energy and extensiveness of training in order to help develop this initiative. There is no doubt that religion is a growth field now, and that many good students are looking for graduate programs in this area. We are extremely lucky not to be locked into an old-style program. In fact, it is advantageous to begin a program with the variety of interested faculty we find in HARCS who are interested in religion and the recent training of so many of the faculty. These ensure that our program will not look backwards to the days when programs in religion were thinly disguised
theological endeavors. The strongest program in the future will be highly interdisciplinary and ours is guaranteed to be just that.

I hope that this review has captured the excitement in our program and our hopes that we can make a substantial contribution in the future of HaRCs.

Naomi Janowitz

Director, Religious Studies
WOMEN AND GENDER STUDIES (WGS)

Strengths
As a field Women’s Studies has been producing cutting edge research and fostering innovative pedagogy for over thirty years. Women’s Studies draws from and contributes to theories and methodologies central to disciplines throughout the humanities and social sciences. However, like all truly interdisciplinary fields of study, Women’s Studies is not simply an amalgam of different disciplines. That is, it does not simply mix disciplines together, rather it transforms them, generating new forms of knowledge from which the traditional disciplines benefit. Continually shifting paradigms and developing new methods and practices, Women’s Studies continually produces new bodies of knowledge. It is, in short, a field that is constantly evolving.

Historically, the Women’s Studies Program at Davis has, from the outset, been in the vanguard of Women’s Studies scholarship, pedagogy, and program development. Begun in 1981, the program existed as an undergraduate major and minor, with volunteer directors and two core courses until 1989, when Judith Newton was hired as its full time director. The appointment of a full time director, whose FTE was dedicated to and housed in the program, marked the turning point of Women’s Studies at UC Davis. By 1991 the program offered an undergraduate major and minor and a graduate level Designated Emphasis in Feminist Theory and Research.

For many years the UCD Women’s Studies program was the strongest in the UC system, both in terms of faculty size and student numbers. The policy of hiring 100% FTE into the program was the envy of other Women’s Studies’ programs in the UC system and was subsequently emulated by our sister campuses. Today, following a series of retirements and resignations, the Davis program is no longer the largest in the UC system. Currently UC Riverside has 9.5 FTE; Santa Barbara has 9.2 FTE and several other campuses, such as Irvine, and Santa Cruz have increased their dedicated faculty to over 8.0 FTE, while the UC Davis program has shrunk to 7.0 FTE. Gayatri Gopinath is currently on leave of absence and must decide by 15 April whether she will return to Davis and Judy Newton will retire at the end of the academic year. We have just completed a search for an associate professor with tenure and have unanimously recommended Professor Maxine Craig, who works on sociology of the body and critical race studies for this position. Thus at the beginning of the 2008-09 academic year, we will have either 7.0 or 6.0 FTE, depending on whether Professor Gopinath returns. Of these, there will be six 1.0 FTE (Maxine Craig, Gayatri Gopinath, Caren Kaplan, Anna K. Kuhn, Luz Mena, Kimberly D. Nettles); two 5 FTE (Wendy Ho, joint appointment with Asian American Studies and Suad Joseph, joint appointment with Anthropology), and one .0 FTE (Susan Kaiser, Textiles and Clothing). In addition, Peg Swain, is an Adjunct Associate Professor in the program and Liz Constable has provisionally transferred her FTE to the program. We expect to make this transfer permanent shortly.

Despite the decline in our number of FTE, the number of our majors has been increasingly steadily. While UCLA, UCSB, and UCSC currently have over 100 majors, the Women’s Studies program at Davis, with 78 majors, compares favorably to our other sister campuses UCB (30-40 majors); UCR (40 majors) and UCI (31 majors).

The UC Davis Women’s Studies program was one of the first in the country to move away from a narrow second wave feminist emphasis on white middle class women and to insist on the need to incorporate issues of race, class, sexuality, trans/nationality and ethnicity into a feminist analysis of gender. It was also the first program in the UC system to focus on the transnational study of women, a focus that is now central to our sister programs at UCB, UCI, UCSB, and UCSC. The Davis program was also the first to develop a Designated Emphasis in Feminist Theory and Research, which served as the model for similar programs at Berkeley, Irvine, Riverside and Santa Cruz. In 1998, in response to changes in the field, the Women’s Studies faculty voted to change the name of the program from “Women's Studies” to “Women and Gender Studies.”

The WGS core faculty, whose areas of research incorporate work on women and gender in the USA, Europe, Latin America, the Caribbean, the Middle East, and Asia/Asian America are nationally and internationally
recognized for their work in transnational feminisms. Indeed, in Caren Kaplan we have on our faculty one of the pioneers of the field of transnational feminisms. Suad Joseph, the General Editor of the multivolume Brill Encyclopedia of Women and Islamic Cultures project, is an internationally known figure in the area of human rights, citizenship, and gender in the Middle East. Susan Kaiser is also an important international figure in the area of global production, consumption, and fashion. Wendy Ho works in Asian American Studies and teaches courses on Asian American women in US and global contexts, Asian American History and Transnational Literatures. Anna K. Kuhn is recognized for her work on German film and East German literature, culture and politics. Luz Mena, a cultural geographer, is an emerging scholar of women in Latin America. Kimberly D. Nettles has published on women’s activism in the Caribbean. In addition, we are fortunate to have Peg Swain, the foremost feminist scholar on issues related to gender, transnationalism, and tourism, affiliated with and teaching in our program.

Traditionally, WMS has been heavily involved in film studies. Our former colleagues Sarah Projansky and Rosa Linda Fregoso were instrumental in helping create the film studies major at UC Davis and Juana Rodriguez taught in the film studies program. Currently two of our faculty (Gopinath, Kuhn) regularly teach film; we anticipate that, with the addition of Liz Constable to our faculty, our involvement with film studies will again increase.

Another area of strength is sexualities studies. Judith Newton’s work on masculinities, and Gayatri Gopinath’s work in sexualities studies have found great resonance both among their peers and among our students. Currently Maxine Craig, Wendy Ho, and Susan Kaiser are working on issues of masculinities. Our recently developed minor in sexualities studies has generated great excitement among both undergraduate and graduate students. In response to broad based faculty interest in issues of gender and sexualities across the Division of Humanities, Arts, and Cultural Studies (HARCS) and among our graduate student body, we hope to develop a DE in Sexualities Studies within the next five years.

Our faculty have been successful in obtaining outside funding. Professor Suad Joseph, for example, has received multiple grants for her numerous research projects. The following is a list of the funding she has received from 2004-2008:
- Arab Families Working Group, International Development Research Center, Ottawa, $470,000
- Encyclopedia of Women and Islamic Cultures Scholars Database, International Development Research Center, Ottawa, $90,000
- Encyclopedia of Women and Islamic Cultures Volume I Arabic Translation and Launch, Swedish Institute of Alexandria, $47,000
- Arab Families Working Group, Ford Foundation, $150,000
- Encyclopedia of Women and Islamic Cultures, Ford Foundation, $270,000
- Department of Education, Undergraduate International Studies and Foreign Languages Grant, including matching funds: $650,000
- Donor Development for Middle East/South Asia Studies Program: $65,000
- Donor Development for Encyclopedia of Women and Islamic Cultures: $10,000

Susan Kaiser and Leslie Rabine were the recipients of a UC Presidential Co-Chair award ($115,000) for Undergraduate Studies (2003-07). Focusing on the transnational production and consumption of fashion, the resulting program has fostered dynamic collaborations with and among students in Women and Gender Studies, Textiles and Clothing, Design, and other majors. Resulting from the program were: two student-planned conferences (2005 and 2007) focusing on issues of ethics and social responsibility in transnational fashion production and consumption, a quarterly undergraduate seminar, WMS film-making courses focusing on critical approaches to fashion (taught twice), and a capstone senior course addressing transnational fashion production and consumption through the lens of California. Susan Kaiser also has a funded research project (2005-09) in which she is studying masculinities through style and fashion, funded by the National Textile Center ($250,000).

The WGS faculty are immersed in exciting new scholarship. Caren Kaplan’s current research focuses on the visual culture of military technologies of identification, location, and navigation. Thanks to a residential fellowship from USC’s Institute for Multimedia Literacy (IML) and Annenberg School (2004) and an ACLS Digital Innovation Fellowship (2006-07), her most recent scholarship is realized in digital multi-media as well as conventional formats. Professor Kaplan is currently designing a course, to be cross listed with Science and Technology on Gender and Technology that will taught in the fall 2008.
Another emergent area of research within the program is transnational production and consumption, an area in which Kimberly Nettles, Susan Kaiser, and Wendy Ho are currently working. Kimberly D. Nettles and Wendy Ho belong to the MRG in Food and Body Politics. We envisage that a newly approved course in our curriculum, WMS 136: Topics in Gender, Production/Consumption and Meaning, will serve as a core course for the study of Transnational Production and Consumption. Taught by Professor Nettles in Winter 2006 with an emphasis on food, this variable topics course examines how gender is constructed through processes of production and consumption of goods and services in modernity, especially in light of the transnational movement of peoples and products. WMS 136 was written broadly enough to encompass an emphasis on production/consumption in other areas: fashion, technology, etc, enabling comparative work in this area and presenting excellent opportunities for team-teaching. Professor Wendy Ho has indicated that she would like to cross list WMS 136 in Asian American Studies and that she is interested in teaching this course with an emphasis on Asian American food and transnational cultural politics.

Doubtless the greatest strength of the program is the impact the study of cutting edge research on women and gender has on students, both undergraduate majors and minors and non-majors alike, as well as on graduate students. Time and time again we hear from students that having taken WMS 50: Introduction to Women’s Studies was “life altering” experience. Many of these students go on to major in Women’s Studies. We currently have 78 WMS majors; 28 WMS minors; and 25 Sexualities Studies minors. All of our faculty are dedicated and gifted teachers and students appreciate the time and effort we put into our courses and the personal attention we give to mentoring and advising them.

On the graduate level the DE in Feminist Theory and Research remains vital, allowing doctoral students from thirteen affiliated graduate programs across the campus to obtain what amounts to a graduate minor concentration in Feminist Theory and Research. There are currently 53 students enrolled in the DE. As a recent review of the DE has shown, students who receive their PhD with a DE in Feminist Theory and Research have a decided advantage in the current competitive job market.

Among our program’s greatest strengths are the close ties we have forged with the UC Davis Ethnic and American Studies programs. This alliance, of which we are particularly proud, is the result of conscious purpose and conscientious labor, and of our involvement in a shared PhD program (Cultural Studies) with these programs. Another great strength of the WGS program has been our historical commitment to creating and maintaining a community within the program and between our programs and other units in Hart Hall. Our commitment to community includes maintaining the highest forms of collegiality and enacting the Davis principles of community, by, for example trying to maintain an ethic of addressing differences in a caring, respectful manner. Our goals, however, have been higher than that. We have also made a point of working on our relationships with one another---by being supportive, by doing our share and more than our share of the work, by planning events, by seeking moments in which we can enjoy each other's company, and by cultivating habits of kindness, honesty, and trust. We have tried to give our collegial relationships the kind care that we give our friendships outside the program. Cultivating collegiality has obvious rewards: it not only allows programs to function at a higher level when these kinds of relationships are maintained, it also makes it possible for our workplace to be a place of joy.

This is a time of great change for the program, a moment that is at once challenging and exhilarating in its potential. At the end of the 2006-07 academic year we lost two senior faculty members: Professor Leslie Rabine, who retired and Professor Juana Rodriguez who joined the Gender and Women’s Studies program at UCB. When Judith Newton retires at the end of the 2008-09 academic year, WGS will in effect lose the founder of the program as we know it. At this time it is not clear whether Professor Gopinath will return to UC Davis or whether she will decide to remain at NYU, where she has been offered a tenured professorship. Anna K. Kuhn is stepping down as director of the program in June 2008.

In light of the recent spate of retirements/resignations in WGS, this year, at the behest of Dean Owens, the Women and Gender Studies Program, underwent an outside review by three prominent Women’s Studies scholars. Given that at present there is no viable director candidate among the core WGS faculty, the outside review committee strongly recommended that we search for an outside chair in the coming academic year. Susan Kaiser has generously agreed to serve as WGS director for one year during this period of transition. The WGS faculty concur with the outside reviewers that the hiring of a new director is essential to the mission of our program. Absent a new director, the program faces a potential crisis in leadership. We agree that the new director
should be someone whose training and research are interdisciplinary and who has demonstrated success in administrating and program building a Women’s Studies or similar program. In addition to hiring a new director, we hope that the WGS program will be able to search for the FTE in Gender, Justice, and Islamic Cultures that was allocated to the program several years ago as part of the “Islam Initiative.” We understand that deliberations are currently underway regarding the definitive allocation of these Islam Initiative FTEs and hope that these deliberations will result in our receiving permission to search for this position.

Once a new director has been hired, the program as a whole will need to determine the directions the WGS program will take in the coming years and recruit additional faculty positions accordingly.

II. A. Undergraduate Program

Goals: The goals of the WMS undergraduate curriculum are to provide students with the historical, methodological, and theoretical frameworks necessary to understand the complex ways in which gender, always forged in relation with race, class, ethnicity, sexuality, nationality, age, religion, ability and other categories of difference, has variably organized language, identities, traditions of knowledge, methodologies, social relations, organizations, economic systems, and every facet of culture. Our courses are designed to engage students in a transnational, comparative and multidisciplinary study of these intersections. The Women’s Studies program offers an undergraduate major and minor in Women’s Studies and houses the minor in Sexualities Studies.

Curricular Revisions: It has been obvious to the WGS faculty for some time that the undergraduate curriculum is in need of major revision. Indeed, one of Professor Kuhn’s first acts as director was to establish a curriculum committee whose charge was to (re)evaluate and revise the undergraduate and graduate curricula. In light of the departure of several key faculty and the prospect of a major faculty turnover in the program, we decided to postpone our discussions until such time as some replacement faculty had been hired. The outside reviewers also underscored the need for curricular revision; their suggestion that the program rethink its curriculum in terms of skill sets, rather than content, has been well received by the faculty and will surely inform our discussions.

In the early stages of the program, we relied on courses in other departments to deliver its major. One of the most attractive features of the program has been that it allowed students to devise their own program of study, by selecting a thematic track. Some of these tracks are focused in a disciplinary way and some are focused on the cross disciplinary study of a particular area or topic, such as, for example, gender and cultural representation, gender and public policy, gender and race, gender and globalization, gender and production and consumption issues, and sexualities. This approach made sense when the program had to rely on courses outside the program to help deliver its major. It no longer makes sense today, when there are numerous WMS courses on the books which majors can take as electives, but which are not required to complete the major. As part of our curriculum reform, we plan to increase the number of required WMS courses and to develop a graduated sequence of courses that work with one another in building and enhancing the theoretical and methodological skills of our students. In keeping with the recommendations of the outside reviewers, we also plan to incorporate the study of sexualities into all of our courses more consistently.

Together with African American and African Studies, Asian American Studies and Native American Studies, WGS participates in a joint undergraduate Minor in Ethnic and Social Relations. Currently housed in WGS, this interdisciplinary minor explores the racial, ethnic, class and gender aspects of human relations in the modern world. Students study human societies and cultures from a multiethnic perspective and across established academic departmental lines. As recent discussions within the HARCS Division have made clear, this minor could serve as an excellent venue for collaborative work in comparative race and gender studies. We plan to collaborate with members of other programs involved in this minor to review and revise the requirements for the minor and discuss the possibility of developing it into an undergraduate major that could be connected to the Graduate Group in Comparative Race and Ethnicity currently under discussion.

Were the faculty size of WGS to grow by five percent, we are sanguine that we could double the number of our majors. Given the success of our introductory courses, we believe that we could increase the enrollment of such gateway courses as WMS 20: Feminist Interpretations of Culture, from its current cap at 60 to 200. This would of course also entail additional resources in the form of Teaching Assistantships. Additional faculty would allow us to devote more energy to advising and tracking our majors, minors, and recruiting more students into the program.
Workload: The WGS program has traditionally been able to meet the requisite 600 hour SCH faculty workload by offering its large 200+ student podium course WMS 50: Introduction to Women’s Studies every quarter and by having faculty Film Studies 1. In addition, many of our lower division courses, eg. WMS 20: Feminist Interpretations of Culture and WMS 70: Histories of Sexualities Studies, WMS 25: Gender and Global Cinema typically draw 60 students. In the last few years we had not been able to meet our required SCH because we have had to rely on lecturers to teach so many of our courses and because WGS faculty have not taught in Film Studies. Thus, while our WMS enrollments have continued to be high, we have not achieved our usual high SCH numbers, because courses taught by lecturers, as opposed to ladder rank faculty, are not counted toward a program’s SCH. We anticipate that this will change in the coming academic year and continue to improve with each new faculty member that is replaced.

B. Graduate Program and HARCS Planning Process
In addition to delivering the WGS undergraduate and graduate curriculum, most of our faculty teach in other programs. Most WGS faculty are heavily involved with the Cultural Studies Graduate group and participate on qualifying exams and/or dissertation committees, or conduct independent studies with graduate students in other programs. Among these are Art History, Anthropology, Community Development, Comparative Literature, Cultural Studies, English, French, Geography, History, Human Development, Native American Studies, Psychology, Sociology, Spanish, Textiles and Clothing, and Theater and Dance.

Currently all of our faculty are engaged in graduate teaching, be it core courses for the DE or in other programs, such as Anthropology, Cultural Studies, Comparative Literature, Geography, and Textiles and Clothing. We are all interested in continuing and expanding our graduate teaching and are excited by the prospect of cooperating in the development of the prospective graduate groups under discussion. Several faculty (Ho, Mena, Nettles) are already actively involved in discussions surrounding the possible creation of a new graduate group in Comparative Race and Gender, an enterprise other faculty members in the program (Craig, Gopinath, Joseph, Kuhn) would certainly welcome and participate in. Caren Kaplan is involved in planning discussions around the proposed graduate group in Visual Arts and Media, a graduate group other WGS faculty (Constable, Craig, Gopinath, Kaiser, Kuhn) are interested in participating in as well. Maxine Craig has expressed an interest in participating in a graduate group in Performance Studies and Suad Joseph is interested in participating in the proposed graduate group in Religion and Society. Thus, as can be seen, the WGS faculty are fully committed to the new graduate group initiatives under consideration.

III. Assessment
One of the best criteria of assessment of the WGS program, were the campus to allot additional FTE to our unit, would obviously be an increase in the number of majors and minors in our program. Were we to receive additional FTE, we are confident that we could raise these numbers significantly. The WGS program is also committed to reinvigorating the DE in Feminist Theory. Although we currently have a record number of 53 students pursuing the DE, we are aware that we must undertake some serious community building among the students and affiliated faculty in the program, to ensure the continued vitality of the program. We plan to hold a series of colloquia in the coming year. We also intend to involve members in the DE affiliated faculty more closely in the governance and teaching of the DE. It would be reasonable to assess the degree to which we have achieved our community building goals in the next two to three years. We concur with the outside review that the DE in Feminist Theory and Research should continue to be housed within WGS. Unfortunately, in the past few years, our faculty have been stretched so thin, that it has been difficult to recruit a suitable chair for the Executive Committee of the DE from within our program. We anticipate that this will change in the coming academic year and are convinced that additional FTE would enable us to sustain and further develop the DE. Another measure of success would be the degree to which the WGS program provides leadership and support to the new graduate group initiatives. Several of our eminent faculty have garnered national awards and awards, and are poised to submit applications for substantial national grants. Such recognition would, of course, also serve as a measure of success.

IV. Resources—Challenges and Opportunities (excluding FTEs)
Women and Gender Studies, together with Gender and Global Issues, currently administers a Post-Baccalaureate Certificate program through University Extension. To date, we have graduated 7 students, with 3 currently
enrolled. We have not accepted any new students in 2008, despite inquiries, due to uncertainty over the program’s future resources and staffing. Among our graduates, two are pursuing PhD programs in disability rights and critical theory, 4 are working professionals in human-rights based NGO work, and one is creating her own non-profit to support computer programming literacy for girls. An advantage of the Post-Bac is that it provides a modest income stream (40% of any WGS course fees, and a one-time bench fee) that would increase with greater enrollment. As testified to by WGS and other faculty, Post-Bac students also greatly enrich the courses they take, for both instructors and students. The program further increases the visibility of WGS by offering a flexible portal for return students interested in exploring graduate school or other professional options.

As Emily Albu’s report of 8 March on HARCS Post-Bacs confirms, besides advantages, there are a number of issues to be resolved concerning the administrative and advising load, support for faculty, and student needs. As a program, WGS needs to evaluate the feasibility of expanding the Post-Baccalaureate Certificate. Among the issues we will need to grapple with are such pressing financial issues as funding for a GSR staff position. The WGS program plans to discuss the possibility of developing a fifth year BA/MA program. Such a program would benefit our best majors, many of whom go on to graduate school. It would also provide some modest additional funding to the program in the form of block grant funding. It might well help resolve some of the issues confronting the Post-Bac.

The Women and Gender Studies Program currently employs one full-time Program Coordinator IV, one part-time Administrative Assistant II (50%), and one Student Assistant III: Academic Peer Advisor. Both career staff positions are primarily administrative and financial personnel for the program; neither is trained to advise either undergraduate or graduate students about university, college, or program requirements. The Academic Peer Adviser (APA) is an undergraduate WMS major who holds office hours to advise fellow undergraduates who are pursuing a major in WMS or one of the three undergraduate minors. The Peer Adviser is the first point of contact for students interested in the undergraduate WMS program. S/he can answer general questions about program requirements, distribute appropriate forms, answer questions about course offerings, and perform outreach to a variety of audiences on behalf of the program. The APA has no signatory authority, cannot grant exceptions to or waive program requirements, and has no direct access to confidential student information, such as transcripts, which are necessary for advising. There are faculty advisors in place of the WMS major and minor and the Social and Ethnic Relations minor; the Sexuality Studies minor; and the DE in Feminist Theory and Research. Each of these faculty advisors holds two advising hours per week.

Until last year the UCD WGS program held the largest number of faculty in the UC system. Yet, compared to Women and Gender Studies programs at our sister UCs, the Davis WGS program has traditionally been seriously understaffed; as a result, we have not been able to adequately meet the needs of our students and faculty. Of the eight1 Women and Gender Studies programs on UC campuses, six2 have student affair officers/academic advisers. The average number of staff in each UC Women’s Studies program is 2.6. The need for staff, and particularly for an SAO, is underscored each time a UCD WGS faculty member attends the all-UC Women’s Studies Consortium. Despite our large numbers of faculty, our diverse student body, our three minor programs, and our active involvements in campus events, our 1.5 staff FTE is among the lowest of all UC Women’s Studies programs. The current statistics on WGS staff are as follows: Berkeley: 2.25 FTE, 2 work study; Irvine: 3 FTE; Los Angeles: 3.75 FTE, 2 work study; Riverside: 1 FTE, 2 work study, with an additional FTE coming on board next year; Santa Barbara: 2.25 FTE; and Santa Cru: 2.25 FTE. Only UCSD, which has only two 50% faculty FTEs, and UCSF, which has no undergraduate program and offers only a Designated Emphasis in Medical Sociology, have fewer staff FTE than our program.

Historically, the WGS program’s need for adequate staffing first surfaced when HARCS interdisciplinary programs moved to Hart Hall. Since then, WGS has had the smallest number of staff FTE and has been the only program to lack a Student Affairs Officer among the academic programs which take as their subject matter gender and/or ethnic studies (AAS 2FTE; AMS 1 FTE; ASA 2 FTE; CHI 3 FTE; NAS 3 FTE). Indeed, as WGS has come to include faculty members whose fields of study concern underrepresented ethnic and sexual minorities as well as gender, we have attracted to our classes, major, and minors, an increasingly diverse body of students. Our undergraduate program includes students of color and students from the LGBT community in far greater

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1 These programs are at UCSC, UCSB, UCSD, UCR, UCLA, UCI, UCD, and UCB.
2 The two programs without SAOs/Academic Advisers are UC Davis and UC Riverside.
proportion than their representation on this campus. This is especially the case since the Sexuality Studies minor was approved two years ago. Like the students in the ethnic studies programs, these students need the services in advising, retention, confidence building, professional preparation and financial resources that a Student Affairs Office can provide. The outside reviewers of the WGS program emphatically underscored the need for additional staff to help with student advising and outreach and urged the creation of new Program Coordinator or Assistant Director position.

Like most programs in HARCS, the WGS Program suffers from an acute lack of adequate office space. Indeed, we have for some time been unable to house all WGS faculty in Hart Hall. Two faculty members currently have offices in a nearby building, Kerr Hall. The lack of adequate space negatively affects collegiality, morale, and effective administrative services. We have been assured by the Dean’s office that additional office space in Hart Hall is forthcoming and we eagerly anticipate the day when all the WGS faculty are housed under the same roof.

In sum, the WGS program has managed remarkably well in the face of daunting staff and space issues and ongoing budgetary constraints. In order to assume its proper place as a top-ranked Women and Gender Studies program, these issues, as well as FTE needs must be addressed.

Respectfully submitted for the Women and Gender Studies Program

Anna K. Kuhn
Professor and Director
Classics Academic Plan

2009-14

Overall Profile

Classics offers a highly regarded liberal arts education that provides training in critical thinking and gives the students a unique perspective on today’s problems through the study of ancient societies and their literatures that have wielded—and continue to wield—an enormous influence on the world.

With only three Senate faculty (increasing to four on 1 July 2008) and two Academic Federation lecturers, we have built a small undergraduate program into a thriving academic community with 42 majors (June 2007), a five-fold increase from 1999. We have done this while still requiring a year’s upper-division work in Latin and/or Greek or Hebrew at a time when several UC campuses, including Berkeley, have resorted to non- or minimal-language Classical Civilization majors to attract more students. One or more of our students has placed first, second or third (or, once, Honorable Mention) nationally every year for the last six years in the Latin and Greek exams organized by Eta Sigma Phi (the Classics honorary society). In 2007 two of our students tied for third place in the Intermediate Greek exam. Our student organization, the Classical Studies Association, is among the liveliest and most active on campus, organizing frequent events that range from faculty lectures to a splendid Roman Triumph in the Picnic Day Parade.

We have also developed a highly successful post-baccalaureate program for students whose knowledge of Latin and/or Greek is insufficient to gain admission to graduate programs in Classics. Now in its eighth year, this program has enabled numerous students from across the nation to enter prestigious graduate schools with multi-year fellowships; for more details see Addendum 1.

A strong Classics program provides essential support for many graduate disciplines, including ancient and medieval history and philosophy, art history, romance languages, comparative literature, religious studies, and the history of science. Our Classics Program has supported those graduate disciplines by the training we offer in Latin and Greek and more particularly though our Designated Emphasis in Classics and the Classical Tradition. The DE has been of significant help in securing jobs for recent PhDs; through our Designated Emphasis in Classics and the Classical Tradition and has been of significant help in securing jobs for recent PhDs; for more details on this program, see Addendum 2.

As Spanish breaks away from its long association with Classics to form a new Department of Spanish and Portuguese, we look forward to welcoming into an enlarged Department of Classics and Mediterranean Studies the nascent programs in Arabic and Hindi / Urdu as well as the more established program in Hebrew. This expansion, whose details have not yet been fully worked out, will help facilitate our plan to start a Graduate Group in East-West Transfusions (see below).
Strengths
A) Teaching
Our success comes from superb teaching and faculty willingness to teach large classes and be available in their offices every day. Patricia Bulman, was a finalist last year and is a finalist again this year for the Academic Federation Excellence in Teaching Award. Rex Stem, our most recent hire, won a Distinguished Teacher award at Louisiana State University. John Rundin is an extremely popular and successful teacher of our first-year Latin classes.

B) Research
Two of the three Senate faculty (David Traill and Emily Albu) are active and productive scholars in Late Antiquity and the Middle Ages and have strong teaching and research interests in the Classical Tradition. Late Antiquity and the Classical Tradition are major growth areas in the field in Classics. Our strength in these areas will be significantly enhanced this summer by the addition of Akihiko Watanabe, a dynamic young scholar, whose interests focus on the ancient novel (largely a phenomenon of Late Antiquity) and the Classical Tradition in Japan. It is quite unusual even in Classics departments with 18-20 FTE to have such a concentration in these areas. The research interests of the fourth Senate member of the program, Rex Stem, are more firmly planted in core areas of Classics, namely, Cicero and the fall of the Roman Republic and Greek and (primarily) Roman historiography, but through his participation in our DE program (see below) he has lately been expanding his interests in historiography to embrace Late Antiquity.

Proposed Graduate Programs
As we indicated in our June 2007 Strategic Plan, we believe that with five Senate faculty and two Lecturers we could restart our MA program and transform it so that it would serve different groups of students. In other words, we need at least one more FTE in addition to Akihiko Watanabe and an adequate replacement for David Traill, who is expected to retire in July 2009. Our idea is to create two separate tracks for the MA in Classical Civilization:

1) A fairly traditional track in Latin and Greek literature – not unlike the existing program (currently suspended due to lack of teaching capacity) – aimed at students who wish to acquire an MA to improve their chances of admission to the best PhD programs in Classics. In tandem with this we should be able to offer a five-year BA/MA program to our best students.

2) A track aimed at students who wish to become high school teachers of Latin. Many Latin positions in American high schools go unfilled every year, and programs close because they cannot find a qualified teacher of Latin. John Rundin and Emily Albu have been working with other foreign language departments and the Education Dept. at UC Davis to develop teacher-credentialing programs in several of the languages taught here.
In addition, we plan to be the lead program in developing a new Graduate Group MA in East-West Transfusions 2000 BCE to 2000 BCE. This would be taught in collaboration with participants from other HArCS and DSS programs. The emphasis would be on the ancient, late antique and medieval periods but some courses on the modern period would count too. The goal would be to break down the barriers that the East and West seem to be building against one another by showing how over the centuries each has benefited profoundly from the infusion of ideas from the other. For further information on the goals and possible topics, see Addendum # 3.

We eagerly look forward to being able to offer a core of Classics graduate courses every year. This will certainly bring variety and enrichment to our DE and post-bac programs. We also look forward to the challenge of interacting with the students from widely different backgrounds who will be drawn an MA program in East-West Transfusions.

Undergraduate Program

The goals of our undergraduate program are similar to those of Classics departments across the country:
1) to provide a first-class liberal arts degree for a broad range of majors, most of whom will go on to a wide variety of careers outside of Classics
2) to prepare a small number of our best majors for graduate work in Classics

We have been remarkably successful in achieving these goals with extremely limited resources partly because of our excellent record in teaching but also because of our willingness to recognize and count towards the major courses offered by allied departments (such as history, philosophy, art history, political science, religious studies) on different aspects of the ancient world. Our extraordinary record of success in the national Greek and Latin language exams (see Overall Profile above) attests to the high standards achieved by our best students.

Due to the success of our large-enrollment courses, CLA 1, 2, 3 (enrollment usually 70+) and 10 (enrollment 200) and 30 (enrollment 100-150), our Senate faculty usually have no difficulty in meeting the 600 SCH standard. It is sometimes more difficult for our lecturers, the great bulk of whose teaching has to be in beginning language classes, to meet their 900 SCH standard. This problem would be alleviated if we had more teaching capacity so that they could be released from one language class to teach CLA 10 or 30 once a year.

Assessment

The following seem to us appropriate criteria for assessing whether the investment of an additional FTE in Classics in addition to a replacement position for our retiring senior faculty member will have had a positive outcome for the campus:

1) Maintenance of a successful undergraduate program with over 30 majors
2) A modest but reasonably steady increase in enrollment in our graduate offerings until
they appear to have reached a satisfactory level five years after the inception of the program.

3) Questionnaires filled out by recent graduates as to the effectiveness of the new MA programs in helping them achieving their personal goals
4) Continued research productivity of the Senate faculty involved, whether or not this reflects their participation in the new graduate program.

Resources
Our post-bac students number about 7-10 at any given time. UnEx returns a share of the fees they (and other UnEx students) pay to the teaching department. This generates a surprising amount of revenue for us, more, in fact, than we receive in discretionary funds from the Dean’s office. This has helped the Classics program enormously.

Relationship to the HArCS planning process
Our planned Graduate Group MA in East-West Transfusions could perhaps be one of several stepping-stones to a Graduate Group PhD program in Religion and Society. Akhihiko Watanabe’s expertise in gender and sexuality could lead to cooperation in the projected graduate group in Comparative race and Gender.
Addenda

1: Post-baccalaureate certificate program

In 1999 we created the post-baccalaureate certificate program, primarily to prepare recent BA graduates for application to graduate programs in Classics and related fields by offering them additional training in Greek and Latin as well as modern languages essential for their research. In 1999 only two other programs like ours existed in the country. Now there are at least seven that fill a widely recognized need.

Our program has proved very successful. All three of our current post-bac students who applied to graduate school this year have gained admission to programs of their choice. Two have already been offered multi-year funding and the third seems likely to do so within the next few weeks. The post-bac students elevate the level of our undergraduate language classes, inspire and sometimes tutor their classmates, and serve as our readers and research assistants.

2: Designated Emphasis in Classics and the Classical Tradition

We created the DE in 1999 to allow graduate students in humanities and social science programs allied with Classics to complete a significant body of work on the languages and civilizations of Mediterranean antiquity that would form an important piece of their dissertation research. Five students have completed the DE, and two have completed all of our requirements and are taking Ph.D. exams early next year. Just recently, Philosophy’s affiliation with our DE was approved by Graduate Council.

3: East-West Transfusions 2000BCE to 2000 CE

Goal:
This proposed new MA program is intended to produce more young men and women with a deeper awareness of the cultures of the East and West and how they have constantly enriched one another by mutual borrowing. It is obvious that there is an urgent and growing need for such awareness in all fields: business, government, the professions, and academe.

Possible Topics for period 2000 BCE to 1200 CE
Minoan Crete and Egypt
Greek mythology and its links to eastern mythologies
Egyptian and Near Eastern influence on Greek Art and Architecture: temples, reliefs, kouroi, the “orientalizing” period in Greek art
Persian Wars & Herodotus
Alexander the Great and the spread of Hellenism
Romanization of Anatolia, Egypt, Palestine
The strange phenomenon of Petra
The spread of Eastern cults, including Christianity, into the Roman World.
Constantinople
Roman influence on the architecture of mosques through the paradigm of Aya Sophia
Moors reach as far as Poitiers (8th cent) and Turks (later) reach the gates of Vienna.
Reconquista and crusade
Islamic science and medicine in the Middle Ages (incorporating Greek thought)
Preservation of Aristotle in Arabic and the effect on western culture of the diffusion
throughout Europe of Latin translations from the Arabic texts of Aristotle
Norman Sicily and cultural exchange
The work of Averroes and Avicenna
Comparative Literature Academic Plan
March 20, 2008

Overview:
Comparative Literature is a dynamic discipline whose self-definition is constantly shifting. Once mostly limited to the study of western European literature and its Greco-Roman classical past, today Comparative Literature has become the global interdisciplinary study of literature and other media (including cinema, television, and opera, for example) in original languages. We now define Comparative Literature as the study of literature and culture across national boundaries and throughout time. Comparative Literature is thus uniquely positioned to contribute to the newly defined international mission of the University of California.

Comparative Literature at UC Davis has participated in these recent transformations of our discipline through vital new initiatives and impressive accomplishments in the realms of both teaching and research. Recent hires in Arabic and Persian, Chinese and Indian cultural traditions have significantly strengthened our non-Western course offerings and research capabilities. In response to these exciting changes in our discipline as well as to demographic shifts in California, we have restructured our undergraduate major to allow students to focus on Europe, the Americas, the Middle East, or Asia. Our faculty teach in UC Education Abroad programs in China, Cuba, Germany, Italy, France, and Sweden, with plans for a program in India. They have garnered prestigious fellowships and guest professorships that have taken them to Italy, Ukraine, and India. Indeed, our program was recently ranked sixth in the nation for research productivity and number of awards, honors and fellowships. Comparative Literature graduate alumni place articles in flagship journals like *PMLA* and teach at top-notch universities around the world from China to Switzerland to Norway.

On the UC Davis campus, our diverse and cosmopolitan research and teaching interests contribute significantly to the intellectual life of our division. Comparative Literature faculty are exceptionally active in a truly impressive range of academic programs beyond our program at both the undergraduate and graduate levels. We regularly teach courses in a wide array of programs and departments including Humanities, Medieval Studies, Nature and Culture, Film Studies, Critical Theory, Classics, English, Religious Studies, and the Freshman Seminar initiative. Comparative Literature faculty also play key roles in the Critical Theory, Feminist Theory, and Performance Studies Designated Emphases and frequently direct dissertations or sit on committees of students from across the division. Since we require expertise in languages other than English of both our undergraduate majors and our graduate students, we initiate and welcome cooperative efforts with the foreign language departments. The Comparative Literature 1-4 courses perform an essential service for the university as a whole by fulfilling the composition requirement and necessitate a productive working relationship with the University Writing Program. And just as Comparative Literature faculty have attained exceptional recognition nationally and internationally, so have we also recently been awarded many honors here on campus: the Distinguished Graduate Teaching Award; numerous TRC grants; and three Davis Humanities Institute Fellowships within the last five years.
In the next five years, we plan to transform the Comparative Literature Program into a department; increase the enrollments in the graduate program by 20%; double our number of undergraduate majors; when vacancies occur due to retirements, make strategic faculty hires (in areas not presently covered by Comparative Literature or other languages and literatures at UC Davis) to strengthen the program’s research, graduate and undergraduate profile; and develop a BA/MA program.

The Graduate Program in Comparative Literature

- **Overview**

  The Comparative Literature Graduate Group enables students to study several literatures in their original languages in a theoretically and historically informed context and from an interdisciplinary and multicultural perspective. The Graduate Program review in Comparative Literature in 2006-07 was outstanding; the faculty is very productive in research, and the program has a high matriculation and retention rate, and a strong placement record.

- **Faculty**

  The graduate group faculty includes the Comparative Literature program faculty and faculty from English, East Asian Languages and Cultures, Italian, African and African-American Studies, and Native-American Studies. These faculty cover Arabic, Chinese, Classics, English, French, German, Italian, Persian, Spanish, Yoruban, Pidgin, Tamil, Hindi, Sanskrit, and Turkish. The faculty has strong interdisciplinary research interests (across the foreign languages and English; Theatre and Performing Arts; Religious Studies; Film Studies; Critical Theory; Women and Gender Studies, for example). The faculty works across disciplines, teaching or working with graduate students in German, French, Spanish, English, Critical Theory, Cultural Studies, and Theatre and Dance.

- **Students**

  We have increasing numbers of exceptional applicants, with very high GRE scores and grade point averages, and who regularly win President’s Pre-Doctoral, GSR, Cota Robles, Dean’s, and Dissertation Year Fellowships. Last year’s entering class (2007) received three fellowships for our six admits; every year for the last five years, one student has received a dissertation year fellowship. The curriculum has solid articulation and professional preparation in teaching and research from year 1 to year 6. Students are funded either by fellowships or teaching assignments in our large enrollment classes for the first two years and in Comparative Literature 1-4 in the last four years. In terms of placement, in the last two years alone, our students on the highly competitive job market attained positions at Brooklyn College, Villanova University, Georgia Tech. University, Louisiana State University, and Cal Poly Pomona.

As far as expansion of the number of graduate students is concerned, we might be able to accommodate one more student per year, if we had enough TAships and other increased funding, but we would not wish to accept more students than we could reasonably expect to compete successfully for tenure-track positions. In our view no more than five to six new students per year could realistically hope to compete successfully for tenure-track positions. With additional block grant money, we could
1) admit more of our excellent international applicants (who by definition are especially important for a high quality program in Comparative Literature) and more out-of-state students, the numbers of whom are limited by our inability to provide non-resident tuition;

2) shorten somewhat the time to degree (now over six years on average) for more students by freeing them from teaching for a few quarters;

3) consider offering multi-year packages, which has happened only on rare occasions when students have received centrally administered Cota Robles or President’s Pre-Doctoral Fellowships. This would make us more competitive with other institutions.

Undergraduate Program

Undergraduate students majoring in Comparative Literature read works from at least two national literary traditions in the original languages, one of which may be English. After the introductory sequence (COM 1 or 2; COM 3 or 4 and a course in the COM 53 series for Option B), each student's major course work is divided between courses in the two literatures of concentration and Comparative Literature courses. These Comparative Literature courses encourage students to take a broad view of a historical period, a theme, a genre, or a literary movement. Academic choices in the program provide students great flexibility and encourage interdisciplinary connections among literature and philosophy, psychology, history, and the arts. Historically, (over the last twenty years), the undergraduate program has been outstanding, particularly in terms of the success of students, who have gone on to PhDs in fields as diverse as Nutrition and Biological Sciences to Comparative Literature at major institutions (Berkeley and Cornell), and to professional schools (medicine, law, dentistry, veterinary science, for example).

Beginning in Fall 2006, the Comparative Literature Program undertook a major review of the undergraduate curriculum. The review happened to coincide with the TPPRC review which was just catching up to a 2004 report, so many of the concerns raised in the 2006-07 TPPRC review had already been addressed by the Program. Among the revisions, approved by the courses committee in 2007 or by the L & S executive committee in Spring, 2007, was a streamlining of requirements so that students (particularly transfer students) could graduate more quickly; the addition of a number of courses taught abroad, which faculty in Comparative Literature are particularly well-trained to provide; and editorial changes to course descriptions for the first time in thirty years to bring the curriculum into the twenty-first century. The Comparative Literature faculty now participate in several courses abroad, a short-term program in Cuba, one of only five in the nation, and summer courses in France, China, Germany, Sweden, and Italy.

Furthermore, the program has moved to strengthen the advising on the undergraduate level with the addition of its first peer advisor, a revised web site designed to be more helpful to undergraduate students, and a new advisor who has taken a proactive approach to recruitment, planning, and retention of prospective students. These changes have contributed to increasing our number of majors by 33% over the last year (now at 40).
We plan to double that number in the next two years by promoting foreign language study and double majors to entering students in our lower-division courses.

Comparative Literature has always had outstanding undergraduate students. In 2007-08, 30% of our majors have achieved a 3.5 or above overall grade point average. Our outstanding students last year, when only six were graduating, included a member of Phi Beta Kappa, a pre-dentistry student, a pre-law student, and a high school teacher, all future leaders in California’s public life.

Our enrollments have held steady in our Great Books courses, COM 1-4 (approximately 38-39 sections per year), our large-enrollment lower division courses (6 per year with a total of approximately 900 students), and our upper division courses (15 offered per year), which means that our enrollments have not declined and courses remain filled. COM 1-4, from which majors traditionally have been recruited, in radical contrast to just five years ago when five Unit 18 faculty did a large portion of that teaching, are now taught almost exclusively by graduate students. COM 5, 6, and 7, the large-enrollment lower division courses, also traditionally taught by lecturers, will be taught beginning in 2008-09 almost exclusively by senate faculty and by 2009-10 will be taught entirely by senate faculty and the one continuing lecturer. As a consequence, all senate faculty except one will reach the minimum 600 SCH per faculty in Comparative Literature in 2008-09.

These changes in the undergraduate program in the last few years (in curriculum, number of majors, advising, senate faculty teaching assignments) suggest that as in the best liberal arts colleges in the rest of the country, Comparative Literature will continue to produce outstanding students and to maintain a solid presence in major research institutions (See “2005 report on Undergraduate Comparative Literature Curriculum,” Profession, 2006).

Planning

- Comparative Literature at UC Davis is an anomaly as a program because it has senate faculty appointments, and offers both undergraduate and graduate degrees. Thus it has functioned more like a department from its inception. Since the 1980s the program committee has discussed turning the program into a department and this year the committee voted unanimously to complete the paper work to achieve departmental status beginning in Fall, 2008.
- However, one of the strengths of Comparative Literature at Davis has been its ability to bring faculty into its undergraduate and graduate curricular offerings, and onto its PhD directed studies, exam, and dissertation structures. With departmental status, we would not eliminate our graduate group faculty but instead, as has been initiated this year (2007-08), would expect to invite a number of faculty from other literature departments who work in multiple languages and cultures to be affiliated with the graduate program in Comparative Literature.
- Comparative Literature would like to increase the enrollments in the graduate program by 20% or by one additional student per year. This student would most
likely be working in Spanish or Chinese, since these are the areas of greatest interest among current applicants.

- With greater emphasis on undergraduate advising and recruiting, we plan to double the number of majors from 2006-07 in the next five years.
- Beginning in Fall, 2008, a faculty committee will design a BA/MA program specifically for undergraduates already enrolled in our program.
- To strengthen the program’s research, graduate and undergraduate profile when vacancies occur due to retirements, we would plan to make hires in areas not presently covered by Comparative Literature or other languages and literatures at UC Davis.
- With anywhere from three to five retirements in the next five years, our priorities for faculty replacements are faculty whose main areas are 1) Japanese/Korean (with an MOU for shared teaching with East Asian Languages and Cultures); 2) Arabic/Francophone with a joint appointment or MOU with French or Arabic; 3) Latin American feminist scholarship focused on women and/or indigenous literature; 4) Greco-Roman Classics (with Hebrew, Sanskrit, or East Asian Classical language), again with the possibility of an MOU with Religious Studies and/or Classics; 5) Russian with the possibility of an MOU with German and Russian; 6) South Asian, particularly Hindi/Urdu and/or indigenous cultures and languages; 7) Literature and the Environment from a multicultural/multilingual perspective.
- The COM appointments in Arabic/Francophone and South Asian are contingent on developments in the Islamic cluster hire.
- **CRITICAL RECRUITMENTS.** Comparative Literature does not expect any retirements in the next two years. However, losses in Russian and French affect the graduate and undergraduate programs in Comparative Literature profoundly, so we would strongly support recruitments in those two departments that are central to the mission of the Comparative Literature program.
- When retirements do occur in Comparative Literature, because of the current number of senior faculty, the program would recommend replacement hiring be apportioned among different ranks.

**Assessment**
Traditional assessment of the program’s health and potentiality might include the following criteria:

- **Undergraduate:**
  The growth in the number of majors and minors
  Successful progress in terms of time through the undergraduate program
  Number of students graduating with honors, high honors, highest honors, Phi Beta Kappa
  Prizes won by undergraduate students
  Number of students advancing to graduate study or professional schools with fellowships.
  Student satisfaction evaluations

- **Graduate Program:**
  Increase in number of applicants to graduate program
  Increase in quality of applicants to graduate program
Acceptance rate of graduate applicants admitted
Fellowships won by new and continuing graduate students
Years to successful completion of PhD
Placement record of PhD graduates
Publication record of PhD graduates

- Faculty:
  Faculty publications, Grants, and Awards (in teaching, scholarship, and service)
  Range of courses taught by faculty (across the curriculum: ld, ud, graduate)
  Range of courses taught by faculty outside the Comparative Literature Program
  SCH performance of faculty
  Successful innovations in teaching, curriculum, and research

However, in line with recent discussions of assessment at the Modern Language Association, an additional criterion we might want to include in evaluating the health of a program or department is “outcomes assessment,” in other words, not do we attract the best students and help them gain admission to the best schools and secure the best jobs, but what do students learn as a result of studying with us (Gerald Graff, “Assessment Changes Everything,” MLA Newsletter, Spring, 2008). Graff argues, significantly, that when we take into account what we expect students to learn, we are also forced to think about education as a team effort and not the result of one scintillating teacher turning a student on to learning. Thus another feature of assessment might be the degree to which colleagues cooperate and collaborate with each other across disciplinary boundaries in the design of curricula and the mentoring of students. This would translate into joint planning of curriculum to develop courses that have specific outcomes in knowledge, in cognitive skills such as analysis, synthesis, creativity, and critical thinking; communication skills in public speaking and writing in more than one language; international perspective through the study of global texts in foreign languages coupled with foreign experience; qualitative contrasts between first year and fourth year students; and laying the groundwork for lifelong intellectual curiosity. Although these are difficult to measure in humanities courses because a degree of subjective evaluation is inevitable, the present design of the curriculum and the requirements over four years do reflect careful thought about objectives and assessment, even though these may not be expressed in the language of “outcomes assessment.”

**Resources**

Following up the HArCS strategic plan to increase the commitment to graduate education (HArCS Strategic Plan draft, 9/24/07), the Comparative Literature Program has voted unanimously to pursue the development of a BA/MA degree beginning in Fall, 2008 with plans to send the proposed program forward by Spring, 2009. Open only to UC Davis undergraduate majors in Comparative Literature, a BA/MA degree as a new initiative is a resource opportunity that would strengthen the Comparative Literature Program in a number of ways:

- It would enhance opportunities for Comparative Literature undergraduates, many of whom are double majors and who find themselves taking five years to complete their degrees. A brief survey of our undergraduates produced a fifty percent return of students who would be interested in the possibility of completing
an MA in the fifth year. Also, because students have to do advanced work in a foreign language in Comparative Literature, a fifth year, resulting in an MA would allow those doing very difficult languages like Arabic, Russian, Japanese, or Chinese, to achieve a competency that could prepare them for graduate work in Comparative Literature with these languages or for other work where knowledge of these strategically important languages might be essential.

- Because we have spaces in our upper-division courses and graduate seminars, such a degree would fill the program to capacity, thus producing more SCHs.
- The MA would be a revenue-generating degree without spending additional resources.
- Offering this degree would make additional block grants available that could be used to support our PhD candidates.
- The Comparative Literature Program would not require more resources to offer this degree.

**Relationship of Campus Academic Plan to the HArCS Planning Process**

1. In keeping with the draft HArCS strategic plan to increase graduate enrollment, while requiring no additional resources, Comparative Literature proposes to
   - increase graduate enrollment in the PhD program by 20% (one student per year)
   - develop a BA/MA program

2. Following from the draft HArCS strategic plan proposal for an increase in the number of graduate groups, the Comparative Literature Program, with its strength in gender studies, would make a strong contribution to the proposed graduate group in Comparative Race and Gender; several faculty pursue research related to Performance Studies (drama, film, and ritual performance); two faculty could contribute to Religion and Society; and at least three to Visual Arts and Media.

3. Also, in keeping with the HArCS strategic plan that faculty work across disciplinary boundaries, besides the faculty mentioned above from English (1) and East Asian Languages and Cultures (2), the Comparative Literature Graduate Group has recently expanded its graduate group to include representatives from African and African-American Studies, Italian, and Native-American Studies. Faculty from Italian, Russian, and Women and Gender Studies also teach in the undergraduate program on a regular rotation.
March 15, 2008

Dean Jessie Ann Owens  
Humanities, Arts and Cultural Studies  
College of Letters and Science  

Dear Dean Owens:

The following is EALC’s report on our department’s strategic academic planning in response to your January 4 request.

We first begin with a summary of the current state of our department since our mid-2007 review. Based on comparative data between winter 2007 and winter 2008, the department has witnessed student enrollment and majors/minors figures consistent with our mid-term growth projections for both Chinese and Japanese. As before, virtually all our language and literature classes in both languages in the first two quarters of 2007-08 were filled with waitlists of varying sizes. While we were anticipating an additional .50 FTE Chinese faculty member beginning from 2007-08 as a split-hire with Comparative Literature to alleviate part of our enrollment pressure, this scenario did not materialized, making our total faculty head count the same as last year. In assigning courses for faculty, every effort was made to ensure that our faculty meets the 600 SCH workload standard. Those teaching advanced language courses that typically enroll fewer students are encouraged to offer or design courses with the potential to attract larger enrollment to make up for the difference.

At the beginning of 2008, Noriko Iwasaki announced her intent to resign at the end of the academic year to take up another position at the University of London. And so EALC will begin 2008-09 with 4.00 FTE in Chinese but only 2.50 FTEs in Japanese. Currently, we are in the middle of our national searches for Chinese and Japanese lecturers. If the recruitments are successful, EALC will have 7 Japanese and Chinese lecturers each (including a visiting lecturer from Taiwan) beginning from 2008-09.

With the university’s anticipated 417 million budget gap for 2008-09, we would expect to have less than our current level of resources to accommodate continuing enrollment growth. Realistically, we can entertain little real expansion in existing programs in the immediate future. Despite this serious setback, however, a number of new courses have already been proposed and approved within the 07-08 year; these include a course on Japanese medieval drama, an introductory course on Japanese linguistics, another course on modern Japanese film, and a new offering on the history of Chinese Daoism.
Our Strengths

For many years, one of the defining qualities of EALC has been its outstanding faculty in both Chinese and Japanese, many of whom are distinguished senior scholars with important publications in English and in other Asian languages and whose reputations are recognized not only in this country but also widely in China, Hong Kong, and Japan, as the case may be. Some have published prize-winning books at various stages of their career, sat on governing or editorial boards of major journals in their fields, served important positions within the Asian studies community in the U.S., and received prestigious grants such as those from the Fulbright Foundation, American Council of Learned Society, the Chiang Ching-kuo Foundation, and the Japan Foundation.

Our graduating students have over the years successfully pursued a wide variety of careers ranging from attendance of law and business schools, taking up English teaching positions in Japan under such coveted programs as JET, and working as government internships in Sacramento. Our Japanese program, for example, has become sufficient renowned that two separate Japanese computer-related companies have made special trips to Davis to recruit our major language students for job training programs and job placements in Japan. Our Chinese language program has also been overhauled as a result of the arrival of faculty members such as Chengzhi Chu, Xiaomei Chen, and Mark Halperin, making it an increasingly challenging intellectual experience for our students.

China:

Our faculty this year has revamped our Chinese major requirement to make it more intellectually rigorous by increasing the required units for depth subject matter and by augmenting the range for our elective courses. There is every expectation that students will greet this change positively. The number of our Chinese majors has reached 55 at last count. We are still in the middle of the academic year, and the department expects the number to increase by the end of the winter and the beginning of the spring quarter in 2008. Indeed, there is a strong likelihood that the total number of Chinese majors will exceed 60, our count at mid-June, 2007.

The fall 07 enrollment figure alone in basic language courses was 360, 400 if enrollment in classical Chinese is included. The figure for lower- and upper-division literature, film, and culture courses for 2006-07 has reached an impressive 552, overtaking those of previous years. In fall 2007, both CHN 110 (Greater Writers of China) and CHN 131 (Traditional Chinese Poetry) had enrollments beyond their respective caps of 60 and 30. Existing statistics shows that the number of waitlisted language students during the first week of class in fall 2007 quarter was 56. We expect the situation to become even more acute in the next few years. In view of the rise of China on the world stage and the
country’s growing political, economic, and cultural influences in virtually every corner of the world, there is little doubt that the popularity and demand for courses on Chinese language, literature, and culture will correspondingly accelerate.

Japan:

Still the world’s second largest economy in addition to the great popularity of Japanese popular culture, film, design etc. on a global scale, Japan has continued to attract wide student interest. We estimate that the demand for courses on Japanese language, literature, film, and culture will continue to increase despite our university’s funding retrenchment. This projection is supported by the growth in student enrollment over the last decade and particularly in the last three to five years. What we have seen in 2007-08 so far has confirmed this belief.

To put numbers in historical perspective, our Japanese majors increased from 47 (Fall 03) to 61 (Fall 04); it reached 90 in spring 2007, almost double the 2003 figure. At current count, there are 88 Japanese majors in winter 2008, and, as in the case of Chinese, the department expects the number to go beyond last year’s 90 by spring 2008. All 16 sections of our basic language courses offered in fall 07 were filled to or very near capacity, with waitlisted students of varying sizes. Enrollment in advanced reading courses at the fourth-year level and literature survey courses also witnessed full capacity. For example, JPN 103, a survey course on modern Japanese literature and capped at 50, had almost 20 students currently on the waitlist at one time. Like Chinese, existing resources are seriously inadequate to meet such consistently heavy student needs.

Our need for additional resources and faculty support will become even more acute in the next few years as both Chinese and Japanese are exploring the possibility of offering conversation and more advanced language courses to accommodate rising student demand. In the last few years, it has become apparent that many students have no more advanced levels of languages to take after finishing or having tested out of fourth year. Sustaining such new offerings, a trend increasingly evident in a number of US colleges, would require institutional support for hiring new lecturers.

You asked for criteria to judge the success of programs. The measurements suggested in your statement: the number of majors, the rate of their increase over time, the quality of faculty, and placement of our graduates are all applicable to EALC. As described above, judged by these standards, EALC is doing very well.
Future Directions:

Recruitment to Replace a Resignation:

Our immediate recruitment request is to replace Noriko Iwasaki who has announced her resignation at the end of the 2007-08 academic year. Our fast-growing Japanese program and the imperative for an anchor person to provide intellectual leadership and coordination among seven lecturers make this replacement critical to the mission of our basic Japanese language program. We are therefore requesting permission to start a national recruitment at the beginning of 08-09 for a tenure-track assistant professorship to replace Iwasaki's position.

New Position Requests:

Given the demographics of the department, there may very well be a retirement in the next five years among the senior Japanese faculty. Considering the new directions suggested by current scholarship in the field, anticipating the new cutting edge of East Asian studies, and, equally important, filling conspicuous gaps in the delivery of our curriculum are all important factors informing our following requests for faculty hires in the next few years.

EALC has identified two immediate and critically urgent full-time FTE needs, one on China and the other on Japan. The plan articulated below is unchanged from what we presented to your office in mid-2007.

First, EALC wishes to fill a China position in Late Imperial literature/culture (Ming-Qing period, 1368-1911) to replace a former FTE vacated in 2003 when she left for Berkeley. Currently, a very large chronological gap—a millennium in fact—exists in the delivery of our curriculum between the first thousands years of Chinese civilization and the 20th century. This new hire will meet increasing student demands in that area and can easily contribute to interdisciplinary clusters in pre/early modern studies, religion and society, and performance.

Second, we wish to fill a position on Japan; possible areas of expertise include post-1960s Japanese literature/culture and premodern Japanese literature (1600-1850). The new position will serve to provide crucial courses on some of the most significant periods in premodern/contemporary Japanese history and culture, contribute to the enrichment of a host of interdisciplinary clustered now being considered, and help create a much-needed critical mass in Japanese studies on this campus.

At this time, the department deems the two positions to be of equally importance and does not wish to prioritize them without having an opportunity to deliberate fully on the subject. In the meantime, any new additional faculty to our existing
strength to consolidate and complement our current curriculum and add to the intellectual vitality of the department is most welcome.

New Staff Support:

With a total faculty of 20, including lecturers, EALC urgently needs a support staff fully dedicated to the needs of our department. Filling this need will greatly facilitate the smooth administration of the unit.

Interdisciplinary Collaborative Clusters (ICC)

Even though EALC currently does not yet have a graduate program, ICC initiatives present us with opportunities for interdisciplinary linkages and cross-departmental co-operation in ways that have not been contemplated in the past. Senate faculty members have exhibited considerable eagerness to associate themselves with one or more of the clusters that have been planned; we all look forward to future opportunities for course cross-listings between departments and programs, co-teaching with outside colleagues on courses of common interest, and, working with and serving on committees for graduate students from such varied disciplines as history, comparative literature, linguistics, theatre and dance. In fact, the EALC faculty has been encouraged by the strong support many colleagues have given to Asian studies during our open forums when ICC ideas were discussed. Among the ICCs that particularly interest our faculty are the following: Asian Studies, Pre/Early Modern Studies, Modernity and Modernisms, Religion and Society, Linguistic Diversity (Second-Language Acquisition and Pedagogy), and Performance Studies.

New Initiatives for EALC:

MA in Chinese Studies with Two Tracks:

The faculty at EALC will be happy to further contemplate a new MA program in Chinese with two tracks should the request for an additional FTE in Chinese be granted. The first would be designed for students interested in obtaining a graduate degree in Chinese before going to professional schools. It envisions a 68-unit curriculum, including 24 units in upper-division language, 24 units of graduate seminars taught by EALC faculty, and 20 units in graduate courses from other departments. The second track would be a 64-unit academic track for those who wish to pursue a Ph.D. degree in Chinese literature or comparative literature. Students from this track would write a thesis and take one fewer course from other departments.

This new graduate program would build on existing strengths, namely our language and literature faculty and the cluster of faculty who teach China-related graduate courses from other departments (three in history, two in sociology, one in anthropology, one in religious studies, and one in art history). The program would need a specialist in late imperial Chinese literature (1400-1900) to offer
four courses; this would allow the current four EALC Chinese faculty to offer one and a half graduate courses each every two years. This new recruit would fill a big gap in our existing undergraduate curriculum and is crucial in launching the MA program. We would also need support for at least five graduate TA positions to recruit graduate students and to provide them with experience in teaching.

On the other hand, due to substantial differences between the China and Japan sides, the Japanese faculty is not currently contemplating a new graduate program. Japan’s current FTE strength is smaller than Chinese, and the potential graduate student pool in Japanese studies nationwide is considerably smaller than Chinese. As our current resources for Japan cannot even sustain the very heavy demands of our undergraduate program, the Japanese faculty does not think this is the right time to propose a graduate program.

**BA/MA**

A recent poll of the Chinese and Japanese faculty at EALC reveals that the BA/MA initiative is not enthusiastically supported by our faculty at this time. Traditionally, the overwhelming majority of our graduating majors do not contemplate eventual graduate careers in Chinese or Japanese, nor do most of them entertain careers in teaching the languages, scenarios for which a Master’s degree would be an advantage. Secondary schools offering AP courses in Japanese and Chinese are still relatively few (unlike languages such as French or Spanish), and most of our students need to study for four years of Chinese and Japanese to reach a reasonably satisfactory degree of proficiency. Additionally, one of the strongest reasons for the faculty’s lack of enthusiasm is that we already feel seriously under-resourced in fulfilling the basic and central academic mission of our department, in proving sufficient courses for our major and minor students, and in strengthening the intellectual rigor and range of our existing offerings. Venturing into a new BA/MA initiative would have overextended our meager resources at our current disposal.

**Summer Abroad Program for Chinese:**

Currently, for our students in Japanese language and culture, EALC has a well-established Summer Abroad program with Ryukoku University, as well as a Quarter Abroad program with Seika University in the Spring Quarter. In the next few years, EALC will aim to expand and deepen our existing ties with China’s Zhejiang University and to establish a new program in Beijing or Shanghai where approximately two dozen students may study in a summer session abroad initiative.

**Summer Visitor Initiative:**

The Chinese faculty at EALC has been contemplating a summer enrichment program by inviting a visiting scholar from China to teach an upper-division course and our future MA students.
Respectfully submitted,

Chia-ning Chang, Chair
Introduction & Overview: We are grateful for the opportunity to describe our department’s current profile and our strategies for building on strengths over the next several years. Ours is a dynamic and ambitious department that has changed significantly in the last decade. It has attracted new faculty in both literary studies and creative writing; many new faculty members have chosen Davis over other prestigious universities and are pursuing interdisciplinary research that strengthens our ties with other departments and programs in the humanities, in the social sciences, and in the physical sciences as well. English faculty regularly teach courses for and advise students in for other departments and programs, among them Asian-American Studies, Classics, Comparative Literature, Cultural Studies, Film Studies, Humanities, Integrated Studies, Science and Technology Studies, Nature and Culture, Women and Gender Studies, and Critical Theory. Since 2004, English department faculty have directed five programs; and of the 17 clusters currently sponsored by the DHI, five are run by faculty in English.

Our faculty have won prestigious national prizes for articles and books; our faculty have also won Guggenheim, Fulbright, National Endowment for the Humanities, Huntington Library and UC Presidents’ Fellowships, among others. Three faculty members co-edit major anthologies of English literature; and faculty publish scholarly research and creative work in venues ranging from major university presses (Chicago, Harvard, Pennsylvania, for example) to journals with wide circulation such as the London Review of Books, The New York Times Book Review, Harper's, Fiction International, and The Village Voice. Faculty present their work mainly in print but also in other media. One professor of English, for instance, appeared in a recent segment of a Sacramento public television program on origins of interesting phrases such as “jay-walking”; another colleague was interviewed on the BBC for her book on Victorian culture, Men in Wonderland; yet another colleague was interviewed on the Bob Edwards Show (XM Satellite Radio) to discuss his prize-winning DVD set of American silent films, Treasures III. It is fair to say that we are visible nationally and internationally as a department on the move.

Departmental Demographics: Those outside of our division may not realize how much the English department has changed in the last decade. As the largest unit in HArCS, with approximately 40 FTE, approximately 680 majors, and over a hundred graduate students enrolled in our M.A. program in creative writing and our Ph.D. program in literature, English has hired fifteen women and seventeen men since 1997; in the same period, ten women and twelve men have left the department for other institutions or retirement. Now formally separated from the University Writing Program, although we continue to teach writing in all of our courses and work harmoniously with Federation and Senate Faculty in the UWP, our department has only one full-time lecturer position, which is held by a senior professor with Security of Employment. We currently have 19 men and 18 women in tenured or tenure-track positions in our department and will have four stellar new faculty members, two men, two women, joining us next year; two other offers are still pending, as is a possible POP appointment. We have just recently lost to retirement and to an Ivy League institution respectively two faculty members who regularly and successfully taught African American literature courses in our department; these are serious losses. One of our department’s major goals is increasing our demographic, cultural, and intellectual diversity. Hiring colleagues with research and teaching interests in African-American and Afro-Caribbean literatures is the department’s top priority now.

Departmental strengths and distinctive features to consider in future hiring: Curricular and scholarly breadth across the major historical periods in British, North American, and, increasingly, other Anglophone literatures is a major strength of our department and a feature that prospective graduate students and new faculty find attractive. Faculty hired in part for their demonstrated competence in a historical period (the rubric under which our professional organization, the Modern Language Association, continues to advertise most academic positions for literary scholars) also tend to have interdisciplinary and theoretical interests that foster participation in many new initiatives in our division and across campus. We would like to continue this pattern of hiring in the future, filling retirement and possible growth FTE in a way that both sustains our historical coverage and enriches the distinctive interdisciplinary foci described in more detail below.

Many English Department faculty are notably “cross-temporal” as well as interdisciplinary in their scholarship; and an increasing number pursue transatlantic lines of inquiry. For instance, one expert in medieval literature, Seeta Chaganti, is also part of an emerging group of HArCS faculty interested in performance theory, in visual culture, and in theories of space and place. Elizabeth Freeman works on nineteenth-century American literature as well as contemporary literature and film; another colleague, David Van Leer has research and teaching interests that range from Colonial American literature to modern popular culture, especially theater and film. Joanne Diehl publishes on both nineteenth- and twentieth-century American poetry. While Desirée Martin was hired to teach twentieth-century Latino/a literature and Mike Ziser was hired for his work in ecocriticism, both
of these young scholars actually cover American literature from the first European contact to the present, with special strength in the nineteenth century. One of our British Romanticists, Tim Morton, publishes on food studies, contemporary visual art, and ecology as well as on Shelley; another Romanticist, David Simpson, has lectured at the Guggenheim Museum in New York on post-9/11 developments in memorial architecture. These are just a few examples of the ways in which our long-standing departmental policy of hiring faculty in specific historical fields helps us contribute to cutting-edge interdisciplinary work in our division and also to productive conversations bridging periods and fields within the department, in HArCS, the Davis campus, and the wider national and international communities of scholars studying language and culture. We strongly believe that there is no conflict between a commitment to traditional fields and a commitment to new initiatives.

We have particular strengths in Medieval and Early Modern literature and are working toward developing a Center for the study of medieval and early modern literature and culture out of the thriving undergraduate program and two existing Davis Humanities Center research clusters. Such a Center, we hope, would sponsor graduate student fellowships for study in London as well as expand the number of speakers currently being brought to campus by the research clusters. We hope to maintain our strength in this area; graduate student applications are up in this field, with a number of students choosing Davis even when they have better financial offers elsewhere because of our faculty and the collegiality of our student cohort. We also have notable strengths in 18th and 19th century British and American literature; faculty publication in this area is enhanced by the presence at Davis of the respected interdisciplinary journal Eighteenth-Century Studies, which regularly employs English department graduate students as research assistants for the editors.

Our emerging profile as a department to contend with in American literature deserves special mention. A recent open-rank job advertisement in American literature attracted more than 450 applications and yielded two new hires. We cover the full range of classical United States literature from the Colonial era through the present; but we also, and increasingly with our recent hires, expand and critique common understandings of what constitutes “American” literature. Our faculty foreground questions about geographical, ethnic, sexual, racial, and linguistic boundaries both in their research and in their teaching. Moreover, because some of our faculty not only write about contemporary American literature but also produce it and stretch its definition (by writing about Mexico, France, South Africa or China, for instance, from Californian sites), we can offer an unusually rich mixture of critical perspectives on contemporary writing in many genres, and on the relations among different media. One of our poets, for instance—Joshua Clover—also publishes widely in film theory and music criticism. Our faculty explore what counts as American culture and literature with informed attention to stylistic and other kinds of diversity.

Our areas of strength increasingly show the synergies developing among groups of faculty and graduate students, both in literature and in creative writing, whose interests cross boundaries among national literatures, theoretical approaches, and disciplines. Parama Roy, for instance, who is trained in and continues to contribute to British Victorian studies in our program, is also a postcolonial theorist who investigates Anglophone literature in India and is increasingly known for her research on representations of conflicts involving food in nineteenth-century India. John Marx, like Roy a recent hire with expertise in postcolonial literature, has a book on the modernist novel and the “decline of empire.” Lynn Freed is an expert on South African fiction, our new fiction writer Yiyun Li writes in English about modern China, and Greg Dobbins works on contemporary as well as high modernist Irish literature. Postcolonial Anglophone literature is an emergent area of strength in the department and one we would like to continue to expand.

A number of our faculty teach in the graduate program in Critical Theory; one faculty member, Scott Shershow, currently directs that program, and many of these same faculty (among them Evan Watkins and Don Abbott, along with our new Victorianist colleague Kathleen Frederickson) have taught or will teach our required undergraduate courses in literary theory. Several colleagues work on the relations between psychoanalytic theory and literature (among them, Alan Williamson, Patricia Moran and Joanne Diehl); several others, among them Catherine Robson, Gina Bloom, Chris Loar, and Fran Dolan, publish and teach in the (overlapping) areas of feminist, gender, and sexuality studies. Concepts of race and ethnicity are explored in many faculty publications (Mark Jerng works on transnational adoption, for instance) and in courses taught at both the undergraduate and graduate levels. Candidates who are literate in a range of theoretical discourses tend to rise to the top of our short lists, and we hope that this trend will continue in future hiring.
An emergent area of departmental strength is literature considered in relation to science and interdisciplinary debates on the environment. Three of our new assistant professors, Nathan Brown (from UCLA), Hsuan Hsu (currently an Assistant Professor at Yale) and Kathleen Frederickson (from the University of Chicago) have research and teaching interests in literature and science; they thus join forces with faculty who are already working in this area such as Winfried Schleiner. Brown will teach a cross-listed in English and Science and Technology Studies called “Writing Science.” This course was developed by Colin Milburn, an Assistant Professor in American literature is one of the 12 core directors for a National Science Foundation application for a UCD Center for the Environmental Implications of Nanotechnology.

Hiring that contributes to the areas of strength mentioned above and also to emergent faculty interests in visual cultures, in digital and media studies, and in transnational poetry and fiction, will be immensely beneficial to our departmental trajectory. We hope to increase our undergraduate and graduate offerings in literatures written in English from postcolonial spaces such as the Caribbean and India while also continuing to question the monolingual model of a single “standard” vernacular that has predominated in most English departments since the end of the 19th century. Several of our faculty—for instance, Claire Waters, Alessa Johns, and Margie Ferguson—work on issues of translation and/or bilingualism, and we foresee increasing research and teaching in these directions.

Undergraduate program: In the last two years, we have significantly revised our curriculum at the lower and upper divisions. The structural changes we have made will allow all of our courses to count for major credit and will thus direct students to some courses that had been inadvertently marginalized by the structure of our old major. The new curriculum is designed to meet several goals: 1) to reflect changes in the discipline and the expertise of recent hires in English, crucial architects in the development of our new courses; 2) to create a more rigorous, innovative, attractive, and coherent course of study for majors; 3) to rethink lower division courses and to create opportunities for “advanced study” for all majors so that the curriculum builds or develops across the four years; and 4) to enhance curricular, administrative, and staffing flexibility. In line with changes across the disciplines and also in line with our strategic hiring plan, we are developing new courses that move across traditional periods, national traditions, and disciplines. For example, we now require an introductory “transatlantic” and historically oriented sequence as well as courses in literature and the environment or technology, new media, and ethnic literatures. As our ongoing process of revision moves to its next phase, faculty are working together to reconceptualize these newly required ethnic literature courses around topics such as diaspora and migration and border studies. Our commitment to curriculum revision has proved important in recruiting new faculty to the department; those faculty, in turn, fuel our commitment to teaching and to curricular innovation. With three winners of the Distinguished Teaching Award on our faculty (David Van Leer, Richard Levin, and Patricia Moran), the department fosters both formal and informal conversations about best pedagogical practices. We received a generous grant from the Undergraduate Instructional Improvement Program to underwrite the launch of the new major, with a particular focus on enhancing faculty collaboration, technological innovation, and retraining.

Graduate programs: Our process of revising the undergraduate curriculum revision has led us to strengthen our mentoring and training of graduate students. We have a new system of senate-faculty oversight for students teaching English 3, our freshman course focusing on writing about literature. We are now developing opportunities for engaging some competitively selected, advanced graduate students in teaching their own courses at the lower division, under the watchful eye of faculty advisors. Both our undergraduates and our graduates participate in Artsbridge, a program that brings Shakespeare to K-12 students. Some faculty also conduct Shakespeare seminars for local high school teachers through the new Globe Academy. In short, the department engages in teacher training at a number of levels. We would like to make this even more central to the preparation we offer majors and graduate students, and to this end, we are including discussions of graduate student mentoring in the discussions of teaching strategies we are organizing for the faculty at large and for newer faculty in particular. The Chair and the Directors of Graduate and Undergraduate Studies are actively engaged in mentoring new faculty as well as graduate students.

Enrollments in our two graduate programs have remained steady since 2004; there are 95 students enrolled this spring in our Ph.D. program in literature and 26 in our M.A. program in Creative Writing (the latter group is fairly evenly divided between poets and fiction writers). Our graduate seminars have generally healthy enrollments and many seminars draw students from other departments. One of our attractions for new faculty is
the opportunity to prepare and teach graduate courses early in their careers at Davis. To keep our Ph.D. program strong in a range of seminar offerings, as well as in doctoral dissertation advising, we need to pursue the two interlinked strands in our strategic plan: sustaining our coverage of major historical periods while also enriching the various interdisciplinary foci described above.

We continue to work hard to support our doctoral students in ways that encourage them to finish the degree in six years; we would be significantly more competitive nationally if we could offer better funding. Although our placement rate for doctoral students has been strong in the last few years and several recent Ph.D.s have gotten tenure-track jobs with teaching loads of 2/2 that will allow them to pursue research careers, we could be doing better, we feel—and could bring our doctoral program up to the level warranted by our success in hiring young faculty in recent years—if our funding were better. We lose many top applicants to programs such as those at UC Irvine and UCSB that provide guaranteed fellowship time to their students, chiefly through first-year and dissertation fellowships.

The Creative Writing Program, at both the undergraduate and graduate levels, continues to be a major feature of the Department of English. Our CW track, unlike that at many universities, is fully integrated into the English major; our core CW faculty—4 poets and 3 fiction writers—teach both writing workshops and literature courses, including the large lectures required of all of our faculty in order to meet divisional goals for student credit hours. Directed by Pam Houston, the program features a thriving undergraduate freshman/sophomore sequence that enrolls almost 500 students per year. In the last decade, the applicant pool for our M.A. in Creative Writing has become significantly stronger; we are competing with a different group of schools for our students. Recent graduates include best-selling authors (Anthony Swofford, Jarhead, 2006) and Emmy-winning screenwriters (Christopher Markus and Stephen McFeely, “The Life and Death of Peter Sellers,” 2005). Building on existing strength in poetry (Sandy MacPherson and Alan Williamson), we have hired two nationally acclaimed poets, Joe Wenderoth and Joshua Clover. They buttress our presence in postmodern and experimental poetry. We have also hired two prominent young fiction writers, Lucy Corin and Yiyun Li.

Since assuming the position of CW Director, Pam Houston has increased the financial support for our MA students, though better funding would increase our competitive edge. Houston has also drawn national attention to our program by organizing (with the support of the Unex and HArCS deans) the Tomales Bay Writers Workshops. In addition to enhancing the reputation of our Creative Writing program, this annual event at the Marconi Conference Center in Marin County provides a distinctive benefit: all second year CW students have a chance to attend the workshops, which are led by well-known fiction writers (such as Jane Smiley, this coming fall) and poets (such as Cornelius Eddy, last year).

Conclusion: We aim to evolve over the next five years through productive collaboration with other fields of study while simultaneously strengthening our foundations in the historical analysis of distinctive literary periods and traditions. Towards this goal, our curricular development and future hiring plans address the place of literature within local as well as global ecologies of media and material culture. We aim to position ourselves on the cutting edge of literary studies by multiplying and fortifying our core domains of literatures in English; at the same time, we aim to expand our methodological horizons in response to changes in other areas of the humanities and sciences.

Thank you for giving us this chance to contribute to the planning process; the task of creating this document led to useful discussion about the past, present, and future of our department.

* * *

Attached:

Appendix A: a list of English department faculty by fields of interest

Appendix B: English Department Faculty Teaching for Units Other Than English, 2004–08
Appendix A:

ENGLISH DEPARTMENT FACULTY 2008-2009

Don P. Abbott, Ph.D. (U. of Massachusetts): history of rhetoric; rhetorical theory; Renaissance literature; freedom of expression.
Gina Bloom, Ph.D. (U. of Michigan): early modern literature; drama; performance theory.
Seeta Chaganti, Ph.D. (Yale): Old & Middle English poetry; late medieval drama; English & French Arthurian romance; medieval, religious & material culture.
Joshua Clover, MFA (U. of Iowa): creative writing (poetry); poetics; postmodernism; film & media studies; critical theory.
Lucy Corin, MFA (Brown): creative writing (novel & short story); contemporary fiction.
Joanne Feit Diehl, Ph.D. (Yale): American literature; feminist theory; psychoanalytic criticism; poetry.
Greg Dobbins, Ph.D. (Duke): 20th-c. Irish & British literature; modernism; postcolonial theory & literature; cultural studies; critical theory.
Frances E. Dolan, Ph.D. (U. of Chicago): early modern literature & culture; law, crime & violence; print culture; drama; gender & confessional identity; feminist theory; cultural studies.
Margaret W. Ferguson, Ph.D. (Yale): early modern literature; feminist theory; literary studies.
Lynn Freed, Ph.D. (Columbia): creative writing; 20th-c. fiction; South African fiction.
W. Jack Hicks, Ph.D. (U. of North Carolina): literature of California; literature of nature & wilderness; creative writing.
Pam Houston, B.A. (Denison): creative writing (fiction, non-fiction & plays); modernism; contemporary fiction; the short story; wilderness literature.
Mark Jerng, Ph.D. (Harvard): Asian American literature; American literature & culture; narrative theory; transnationalism; psychoanalytic theory; law & literature.
Alessa Johns, Ph.D. (UC Berkeley): 18th-c. British literature & cultural studies; women writers; utopianism; disaster.
Richard A. Levin, Ph.D. (Stanford): early modern literature with an emphasis on Shakespeare & drama.
Christopher Loar, Ph.D. (UCLA): 18th-c. literature; critical theory.
Desireé Martín, Ph.D. (Duke): U.S. -Mexico border studies; Chicano/a & Latino/a literature & culture; literature of the Americas; 19th & 20th-c. Mexican literature; performance art & theatre; subaltern studies.
John Marx, Ph.D. (Brown): modernism; postcolonial theory & literature; the novel.
Sandra McPherson, B.A. (San José State): creative writing (poetry & poetics); 20th-c. women poets; founder, Swan Scythe Press.
Colin Milburn, Ph.D. (Harvard): relations of literature & science; science fiction; gothic horror; history of biology; history of physics; posthumanism.
Patricia Moran, Ph.D. (UC Berkeley): women writers; feminist theory; 20th-c. British literature; contemporary fiction; modernism; short story; psychoanalytic theory.
Timothy Morton, D. Phil. (Oxford): literature & the environment; Romanticism; literatures & cultures of food & diet; literary & cultural theory.
Marjiane Osborn, Ph.D. (Stanford): Old & Middle English literature & language.
Riché D. Richardson, Ph.D. (Duke): African American literature; American literature; cultural studies; critical theory; feminism & gender studies; Southern studies.
Marjiane Osborn, Ph.D. (Stanford): Old & Middle English literature & language.
Catherine Robson, Ph.D. (UC Berkeley): 19th-c. British literature; Victorian cultural studies; gender studies.
Parama Roy, Ph.D. (U. of Rochester): postcolonial theory & literature; Victorian literature; cultural studies; feminist studies.
Winfried Schleiner, Ph.D. (Brown): early modern literature; comparative literature; iconography; gender studies; history of medicine.
Scott Shershow, Ph.D. (Harvard): critical theory; cultural studies; history & theory of drama; Renaissance.
David Simpson, Ph.D. (Cambridge): Romanticism; literary theory.
Christopher Thaiss, Ph.D. (Northwestern): rhetoric & composition; writing in the disciplines; business & professional writing.
David Van Leer, Ph.D. (Cornell): American cultural & intellectual history; American philosophy & literature (Colonial - Civil War); 20th-c. popular culture; gay studies; minority discourse.

Claire Waters, Ph.D. (Northwestern): medieval comparative literature; Chaucer; medieval religious culture; gender studies.

Evan Watkins, Ph.D. (U. of Iowa): literary theory & composition theory; cultural studies; American literature; gender studies.

Joe Wenderoth, MFA (Warren Wilson College): creative writing (poetry, fiction, non-fiction, essay); Wallace Stevens, Paul Celan, Toni Morrison.


Karl Zender, Ph.D. (U. of Iowa): American literature; Faulkner; Renaissance literature; Shakespeare.

Michael Ziser, Ph.D. (Harvard): American literature; literature & the environment; ecocriticism.
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In addition, English faculty have directed since 2004 the following programs: Nature & Culture, the Pacific Rim Regional Humanities Center, Medieval and Early Modern Studies, and Film Studies.
March 14, 2008

**Academic Plan for the Department of French and Italian**

**Strengths in French**
The Department of French and Italian prides itself on providing a curriculum that, without sacrificing breadth or historical coverage, offers an interdisciplinary approach to French and Italian Studies. Given the small number of FTE in the department (7 in French and 3.5 in Italian), the interdisciplinary profile of the faculty enables us to offer historical and disciplinary coverage while at the same time reflecting the recent changes in the field of language studies that stress, in addition to the study of literature, culture and linguistics.

The program in French has research strengths in the period prior to the Revolution. The hire of a faculty member in early modern French in 2009—a top priority for the department—will help to round out our strength in the early periods and will dovetail with the strength in the division in pre/early modern studies. We believe that this hire is a necessity in order for the graduate and undergraduate programs to continue functioning effectively. In addition, strength in the early periods gives our department a unique profile and complements other departments on campus, especially English. The work of the scholars in the early periods echoes the character of the work of the department in general: interdisciplinary in scope, it engages philosophical (especially ethical problems) and critical questions across a number of historical areas. The work blends history of ideas with theoretically informed literary criticism and the study of culture in historical context. Faculty research has encompassed areas such as allegory, sexuality and gender studies, theatre, music, and social and political thought. With the presence of the journal *Eighteenth-Century Studies*, the department has a significant national and international profile in the periods prior to the French revolution.

The more recent hires in French bring added strength to this interdisciplinary core and move the areas of research into the nineteenth, twentieth and twenty-first centuries. There is a continuity of emphasis on interdisciplinary questions informed by contemporary literary theory and the history of ideas. Faculty research includes work on ethics and politics, poetry, graffiti, rap, and film studies.

In addition to the strength in a cultural approach to the study of literature, the research in French studies includes both theoretical and applied linguistics. Faculty members work in the areas of phonology, syntax, and second language acquisition. The newly designed linguistics track of the Ph.D. promises to attract strong graduate students to the department. The presence of language-specific linguists completes the profile of a department that provides an education designed to produce well-rounded graduate students, prepared to assume the responsibilities expected of faculty members in French departments.

In order to continue to offer students—and especially graduate students—a curriculum that prepares them for the expectations of the current job market, our highest priority is to
hire a specialist in early modern French literature and culture. If we were to add another faculty member, beyond the hire in the early modern period, the department would seek a scholar specializing in modernity or modernism, and especially colonial and post-colonial literature and culture. Finally, in the best of all possible worlds, the French program would imagine a faculty hire of someone with research interests in an interdisciplinary area that connected studies of culture and language/linguistics. For example, someone with training in ethnography, linguistic anthropology, romance philology, or socio-linguistics would enable us to bring together many of the strengths of the department. This same person could also potentially assist with the coordination of the lower-division language courses.

**Strengths in Italian**
The faculty in Italian have signal strengths in a number of important fields. Covering the Italian literary tradition from the Renaissance through the very contemporary, faculty research is characterized by a theoretically informed, interdisciplinary approach to a variety of topics including the relationship between human and animal culture, modernism, post-modernism, detective fiction, Italian women writers, and Italian and Italian-American cinema. A hire in pre/early modern studies perhaps with a focus on Dante would round out the curriculum and could contribute to research strengths on campus as well. The Italian faculty are currently exploring the possibility of a BA/MA program and/or a post-baccalaureate program, as well as teacher certification in Italian. With the addition of a modest graduate program, the FTE in Italian would need to be increased beyond the current 2.5 (for the purposes of upper-division and graduate teaching).

**Projected Needs: FTE**
With the retirement of a full-time lecturer in spring 2008, the French program has decided to shift the workload formerly performed by the lecturer to the faculty. This means that 6 upper-division courses per year, as well as language supervision of the second-year program will now be the responsibility of the faculty. We believe that one or two faculty FTE, rather than a full-time lecturer position, would better meet the needs of the graduate and undergraduate programs in French. Faculty supervision of language courses ensures smoother articulation of the curriculum and greater involvement by the faculty at an earlier stage in the education of the majors. We believe that this will strengthen the program and help to build on its current strengths.

In Italian, we anticipate the retirement of a faculty SOE. As in the case with French, the program foresees the opportunity to shift the workload from the faculty SOE to a regular faculty line. In order to fill in with extra courses, the program in Italian has begun cultivating relationships with graduate students in other programs—particularly in Comparative Literature—to help carry the load of language teaching in Italian along with the other full-time lecturers. Our first priority for the faculty FTE would be in pre/early modern studies, perhaps with a special emphasis on Dante. If a second position were possible in Italian, our priorities would be in cultural studies and/or second language acquisition.
The department has moved steadily toward meeting the divisional goal of 600 student credit hours by having faculty teach higher-enrollment courses in other programs. Because language departments must ensure the ability of students to read, write, speak, and comprehend the target language, classroom enrollments in the major are necessarily limited by the constraints of the discipline. At least one faculty member is charged with the supervision of large numbers of language sections, involving direct supervision of new teaching assistants responsible for classes that meet 5 days per week. Due to the work-intensive nature of language-course supervision, we do not expect faculty with expertise in second language acquisition, engaged in this type of service to the department, to meet the 600 SCH divisional norm. Other faculty members have successfully taught courses with large enrollments—in order to compensate for the lower-enrollment language courses—in Comparative Literature, Film Studies, Humanities, Women and Gender Studies, and Linguistics. We also routinely offer graduate seminars in the Critical Theory DE to further bolster those enrollments. We expect to continue with this strategy to maintain the integrity of both language majors while meeting the workload expectation of the division.

Growth for the Future
The faculty hire in early modern French is paramount to stabilizing the graduate and undergraduate curricula, as well as to maintaining the integrity of the profile of the department. If we were to hire one additional faculty member in early modern, the French graduate program could easily accommodate another 3-5 students (20–30% increase). With the additional hire, course offerings, faculty mentorship, and job placement opportunities would be at levels that could support the addition of 3-5 students. The program in Italian is currently exploring the BA/MA and post-baccalaureate possibilities. The faculty in Italian could sustain these graduate programs at its current size (2.5 FTE), but with difficulty. Both programs are strained at the undergraduate level to serve their majors (roughly 70 in French and 35 in Italian) and staff the language programs. There are regular waiting lists in both languages that suggest that the addition of new sections would be highly desirable, should funds become available. In French, at least 3 and upwards to 6 additional sections of language per year would likely fill. In Italian, 1-2 additional language sections would likely fill. The addition of language sections could support more graduate students. Finally, both French and Italian are exploring the possibility of teacher certification programs.

Assessment
At the undergraduate level, there are many measures of a successful program. The Department of French and Italian would point to the steady increase in the numbers of majors and minors, against national trends of declining enrollments, as evidence of successful undergraduate programs. We believe that the steady increase in the numbers of our majors is attributable to excellent teaching at the undergraduate level, as well as conscientious faculty advising of undergraduates. The addition of teacher certification programs in both languages might add modestly to the number of majors served by the department. At the graduate level, a successful BA/MA and/or post-baccalaureate
A program in Italian would draw a small number of qualified students who would go on to doctoral programs either in Italian, comparative literature, art history, or other fields. As a measure of success, the French graduate program is most concerned with the placement of students in tenure-track jobs. While the pool of qualified applicants for doctoral work in French will always be small, relative to other fields (English or Spanish, for example), we believe that a successful French graduate program would admit a mixture of students interested in research in literature, culture, and linguistics that would reflect the faculty’s interdisciplinary breadth. Looking forward to the establishment of the reputations of the currently untenured faculty in French, a successful graduate program would have a balanced curriculum with research strength in several fields. Students would be placed in tenure-track jobs based on their well-rounded education in a department that provided strong disciplinary training stressing historical breadth, while at the same time offering interdisciplinary opportunities to grow and develop in the rapidly changing environment of language studies.

Julia Simon
Professor and Chair
Department of French and Italian
Addendum: Search for 2008-09
The search for a scholar in early modern French is critical to the curriculum at both the undergraduate and graduate levels, as well as to the smooth functioning of the French major and minor. Beginning at the graduate level, we currently have at least two students interested in writing dissertations on early modern topics, for whom this person would serve as the major advisor. At the undergraduate level, we are stretched thin in being able to provide sufficient numbers of sections of FRE 100 (Composition in French), which is required for the major, and upper-division literature and culture courses. With only 4 FTE in literature currently teaching in the department (and one with course release for being chair), it is nearly impossible to offer sufficient courses for students to satisfy major and minor requirements in a timely manner. Added to this problem is the requirement that students take at least one course centered on material prior to 1789. Finally, the profile and reputation of the French program cannot be maintained without a scholar in this crucial field.
Preamble

The Department of German and Russian represents a core unit in the Division of Humanities, Arts, and Cultural Studies on the UC Davis campus. All of its members are productive, highly active scholars. In terms of research productivity, *The Chronicle of Higher Education* has recently ranked the German Program fifth in the nation (after Harvard, Georgetown, the University of Illinois at Chicago, the University of North Carolina at Chapel Hill). The Russian Program offers a B.A., while German continues to offer the M.A. and Ph.D.

Faculty, Lecturers, Teaching Assistants

The Department of German and Russian consists of 6.5 FTE Senate faculty in German and 2 FTE in Russian. In addition to senate faculty, the Department employs 2-3 lecturers per year to cover language courses in Russian and some upper-division courses in German. Eight teaching assistants also contribute to language instruction in both programs. Both programs are in, or are entering, a state of transition with respect to personnel. The situation is particularly critical in Russian, with one of two FTE in the Program retiring at the end of the 2007-2008 academic year. The German Program is anticipating the retirement of at least one faculty member within the next three years.

Past Achievements

1. The German Program

The German Program takes pride in its significant accomplishments over the past few years. The latter have included the hiring of several outstanding new faculty members, an increase in undergraduate majors, development of overseas summer programs, revitalization of the graduate program in German, outstanding scholarly productivity culminating in the aforementioned national ranking, presentation of prestigious awards to faculty members, and reinstitution of the Max Kade Distinguished Visiting Professorship. In 2007, a distinguished guest speaker, Alice Kuzniar, Professor of German at the University of North Carolina, Chapel Hill, commented that our Program is likely the best among German departments in California.
A thumbnail sketch of recent faculty publications illustrates the astonishingly high level of scholarly productivity. Over the past three years alone, faculty members in German have published five single-authored books, one co-authored book, one edited collection of articles, and three co-edited volumes. Several other books have been completed and are currently with respected presses or under consideration by such presses. It should be noted that all of the faculty are represented in these statistics. Our books have appeared in such highly regarded publishing houses as Wilhelm Fink Verlag, Indiana University Press, Francke Verlag, Routledge Press, Peter Lang Verlag, University of Wisconsin Press, Wayne State University Press, University of North Carolina Press, and Stanford University Press. The faculty in German have also authored scores of articles, essays, and reviews over the past few years that have appeared in the most highly regarded journals in our profession, including *German Quarterly*, *Monatshefte*, *German Politics and Society*, *Journal of Visual Culture*, *German Studies Review*, *Die Unterrichtspraxis*, *Philosophy and Literature*, *Seminar*, *The Journal of English and Germanic Philology*, *Zeitschrift für Deutsche Philologie*, *Modern Language Notes*, *Goethe Yearbook*, *Zeitschrift für Germanistik*, *Qui Parle*, *Germanic Notes and Reviews*, *New German Critique*, and *Publications of the Modern Language Association of America (PMLA)*. The faculty’s research accomplishments have been recognized through the presentation of some of the most prestigious awards in our profession, including fellowships from the American Council of Learned Societies (ACLS), Guggenheim Foundation, Alexander von Humboldt Foundation, the National Endowment for the Humanities (NEH), and the Medal of Honor bestowed by the Heinrich-Heine-University in Düsseldorf (Germany).

As part of its service to the University, the faculty in German has consistently contributed to instruction in other academic units and programs, including the Humanities Program, Jewish Studies, Critical Theory, Medieval Studies, Comparative Literature, Film Studies, and the Honors Integrated Studies Program. In addition, faculty members have been particularly active in the Freshman Seminars Program. Professor Gail Finney is a recipient of the 2008 Distinguished Graduate/Professional Award, and our emerita colleague, Dr. Ingeborg Henderson, is a past recipient of the Academic Senate Distinguished Teaching Award. The German Program has clearly excelled in, and been recognized for, its outstanding achievements in both arenas: research and pedagogy.

The Graduate Program in German has achieved new levels of excellence over the past decade. One important measure of the strength of a graduate program in German is unusual success in placing its graduates, a process that we facilitate through close mentoring, informal professional workshops, mock interviews, and individual consultation about the job market. Graduates with a Ph.D. from the UC Davis German Department have been successful in obtaining faculty positions at Duke University, University of Pennsylvania, Emory University, University of Georgia, Brandeis University, Middlebury College, and Washington University, St. Louis.
2. The Russian Program

The Russian Program has witnessed a ca. 60% decline in its Senate faculty over the past decade. It has, nonetheless, succeeded in maintaining the integrity of the undergraduate program and even increasing the number of Russian majors, which currently stands at approximately 20. The cost has been heavy, however, given the annual five-course load (in contrast to the norm of four) and the number of 99s and 199s that have had to be offered by the two remaining faculty members.

These colleagues, a Full Professor who will retire at the end of the 2007-2008 academic year, and an Assistant Professor (tenured Associate Professor as of 7.1.08), are also highly active, productive scholars. In addition, the senior colleague is also an internationally-renowned novelist. Over the past five years, Professors Druzhnikov and Stuchebrukhov have produced four new books and seventeen articles in several languages. They have been highly visible as speakers at conferences both here and abroad. Their public activities in the Bay area and Sacramento in order to enroll more students to study Russian underscore their unflagging dedication to the welfare of the Russian Program on the Davis campus.

The years since the dissolution of the Soviet Union have seen a large influx of Russian immigrants into the greater Sacramento region, with visible effects on the Russian language program at UC Davis. The problem of how to accommodate simultaneously heritage and non-native speakers of Russian has been effectively addressed by Professors Arnett and Stuchebrukhov through a combination of restructuring of language courses and enforcement of policies regarding enrollment of native-speakers in lower-division courses. As a consequence, we anticipate a higher enrollment of non-native speakers in Russian language and literature courses in the years ahead.

Future Plans

1. German Program

A top priority within the German Program is to maintain the critical mass of Senate faculty needed to a) deliver the undergraduate and graduate programs and b) maintain our high standing within the discipline. We anticipate that one faculty member will retire within the next three years (McConnell). The Program would expect that position to be returned to the unit and authorization given to recruit a replacement at the assistant professor level with a specialization in Medieval German Literature and one other field (e.g., German Romanticism). One of the great strengths of the Program has been its ability to offer the entire spectrum of literature-culture courses from the Middle Ages through to the present while simultaneously participating in a wide variety of interdisciplinary endeavors, a characteristic of this unit that sets it apart from sister programs at, for example, UC Santa Barbara and UC Irvine. We wish to maintain that particular strength.
It is imperative to capitalize now on our hard-won achievements. We urge the administration to support the augmentation of our 6.5 FTE senate faculty by one senior Senate FTE, preferably a specialist in late eighteenth-century and early nineteenth-century literature (Goethezeit through Romanticism). An appointment of this caliber would be instrumental in maintaining the high level of recognition already garnered by the German Program.

In concert with the goal of the administration to increase the number of graduate students on campus, the German Program envisions receiving fifteen to twenty applications per year by 2010 and admitting four or five of those students, with about two students entering each year. Such a percentage will be crucial to maintaining the high degree of quality that we envision for the program. Essential to our efforts to attract the best students will be the ability to extend them support packages that are competitive with those that other top departments in the United States regularly make to their candidates.

On the graduate level, the Department of German will continue to provide its students with a solid knowledge of the field while encouraging innovative and multidisciplinary pursuits, such as combining its doctoral program in German Literature with interdisciplinary Designated Emphases in Critical Theory, Classics, Feminist Research, and Second Language Acquisition. We are one of a select few German programs in the nation that enjoys the support of the Max Kade Foundation in New York through a) the annual grant of a matched-funds stipend to allow the appointment of a Distinguished Visiting Professor for a quarter at UC Davis; b) an annual grant of $14,000 to a graduate student to allow the latter to concentrate solely on his/her studies for a year.

However, the German Department is currently not competitive with top-flight institutions across the country in the area of resources, especially annual fellowships that permit students to concentrate solely on their research or dissertation writing. We are convinced that, ideally, at least two such fellowships per annum must be available from either internal or external sources in order to close the competitive gap between UC Davis and comparable institutions.

On the undergraduate level, we intend to expand the pattern of growth that has become particularly visible since 2004, when our linguist, Professor Arnett, assumed responsibility for the basic language courses in German. The undergraduate program has seen a steady increase in student enrollments in three key areas: the basic language program itself, the lower-division language and literature courses, and the upper-division literature courses. The basic language program, consisting of first- and second-year German, has grown from 17 sections to 21 sections per year, the result of sustained efforts at student retention throughout the first year and into the second year. Unlike other language programs, in which there is a rather steep decline after the first-year language requirement has been fulfilled, German ends the first year with three sections and begins the second year with two sections that continue throughout the year. This situation compares favorably with that of neighboring programs such as
French. Indeed, only Spanish and Chinese offer more introductory second-year courses in the fall, a measurable sign of our success in the area of language instruction.

According to statistics kept by the UC Consortium on Language Learning and Teaching (http://uccllt.ucdavis.edu/Stats/searchstats.cfm), the German Department at UC Davis enjoyed the largest number of majors (23) in the entire UC system in Fall 2002, the last year for which data is available. This is a remarkable achievement, given the Department’s modest size and the comparative size of the campus in relation to much larger sister campuses such as UCLA. The German Department at Davis currently has about 25 majors and continues to lead the German Departments in the system. In the future, we would like to increase our number of majors even further. The increase in freshman in 2006-2007 has translated into higher enrollments in basic language courses. The German Department would like to claim its share of these students and bring them into our high quality program. At this time, we have enrollments that support eight TA-ships in the basic language program, yet we currently have seven TA-ships allotted to the Department. The Department could also have easily filled another section of first-year German in 2006-2007, but lacked the necessary TA-ship. With two additional TA-ships, the German Department still has fewer teaching assistants than its peer UC campuses, in spite of comparable or higher enrollments. Davis is in a unique position to compete with UCLA and Berkeley with respect to undergraduate enrollments, if provided additional resources by the administration.

Enrollments in our Department are comparable to those at UC Irvine and lower than those housed on the larger campuses of UCLA and UCB. (To put these numbers into perspective: in Fall 2007, Irvine had ten full-time faculty and fourteen teaching assistants, while Davis had 6.5 full-time senate faculty and seven teaching assistants.) Davis thus continues to produce enrollments equal to, or higher than, all but the two largest campuses, in spite of having a smaller faculty and fewer teaching assistants.

The Department would like to urge the most serious consideration of our request for an eighth TA. When none of the faculty are on fellowship or sabbatical, we teach 23 courses per year at all levels. This can be broken down into the following structure: 6 graduate courses, 10 courses for upper-division students and 3 courses in the second year and, with the agreement of other academic units, 4 courses outside the Department. This means that 19 of 23 courses will normally have enrollments that do not exceed 25. All languages except for Spanish will be in this predicament of needing to deliver the major and graduate program, but knowing that these courses will have enrollments around 25. If each faculty member is to deliver one large course, which is how we can attempt to meet the expectation of 600 student contact hours and still deliver the major and graduate program, we need to free up the three second-year language courses (one for each faculty member). The eighth TA-ship would allow for 3 more courses and bring us into line with the other language departments whose faculty do not teach in the second-year language program. Furthermore, if a colleague is on fellowship or sabbatical, we cannot deliver the major and graduate program without placing a burden on some colleagues by asking the latter to do overloads. The major has been cut to from three tracks to one track with a requirement of 44 upper-division
units to reflect the reality of student demand and our ability to deliver a cohesive, credible program; it cannot be cut any further. We can, and will, attempt to address this problem by asking faculty who are not meeting 600 SCH to teach five courses, but such a policy does not necessarily solve the workload issue for colleagues who are teaching more than their assigned course load and attempting to meet the expected 600 SCH.

The Department enjoys such high enrollments because of its unwavering commitment to rigorous and innovative undergraduate teaching. During the last two years, three German TAs were among the recipients of the coveted Outstanding Graduate Student Teaching Assistant Award. Apart from the other programs listed above, in which faculty from the Department of German have been involved for years, the faculty has offered 3-4 courses in the Davis Honors Challenge and the Integrated Studies Honors Program, and offers at least three courses annually in the Freshman Seminar program.

2. Russian Program

With the impending retirement of Professor Yuri Druzhnikov, the senior colleague in Russian, the Program will seek a temporary replacement for the 2008-2009 academic year and authorization has been granted to recruit a tenure-track junior replacement to begin on July 1, 2019. Colleagues agree that the area of specialization of the latter should be Twentieth-Century Russian Literature, if possible with a second interest in an area such as Film Studies.

The Russian Major is in the process of being completely revised so that upper-division requirements can be covered without imposing a burden on the two Senate faculty members (continual requests for 199s by students to fulfill requirements). Language courses ranging from Russian 1 through Russian 101C will continue to be taught by lecturers and teaching assistants. Supervision of the latter, including the coordinating of proficiency examinations in Russian, will continue under Professor Carlee Arnett (German Program).

Professor Stuchebrukhov, having received her Ph.D. in Comparative Literature, has close ties to the Comparative Literature program, ties that are being strengthened through her willingness to serve as TA Supervisor for that Program, thus occasioning an annual course release for as long as she holds that position. The Russian faculty would also like to develop more contacts in the future with areas such as Film Studies and Critical Theory. While such associations have traditionally been encouraged in the Department of German and Russian, the practical effect could be a weakening of the core program if steps are not taken to increase the critical mass of FTE that are solely devoted to the latter Program.

The major in Russian is currently being overhauled to bring it into line with what can realistically be offered with two senate FTE, a lecturer, and two teaching assistants. Long-term planning must take into consideration the desire and potential for growth in the coming years. The faculty recommend that the administration strive for, and
maintain, a critical mass of at least three senate FTE in Russian at all times. A recent TPPRC review recommended that the Russian program needed two additional senate faculty FTE, and that at a time when the faculty numbered 2.5 FTE (in contrast to the current 2.0 FTE).

Given the current demand for Russian on campus, the diversity of the students that we are required to serve, and the resources needed to deliver the Program in a way that will address these diverse needs, we strongly recommend that the College move towards supporting the following personnel structure within the Russian Program: 3 Senate Faculty; 1 Unit-18 Lecturer; 2 Teaching Assistants.

Concluding Remarks

The German Program and its highly visible faculty sponsor nationally competitive programs on both the graduate and undergraduate level. Administrative support is a sine qua non if we are to maintain this level of achievement and insure a healthy pattern of growth in the years ahead. Allocation of such resources will not only insure that we are in a position to expand our undergraduate majors and attract some of the best graduate students in our discipline in the country to study at UC Davis, but will also serve as a powerful retention incentive for the younger, stellar faculty we have been able to recruit since the year 2000.

The Russian Program, currently in a state of major transition, will continue to fulfill the need for high-quality education in the Russian language, literature, and culture for both heritage-speakers and non-heritage speakers alike, without placing an undue burden on the two senate faculty FTE in the Program. The current overhauling of the Russian major will insure that the courses required by students to fulfill the major can be given on a regular basis.

The German and Russian Department has provided convincing testimony to its vitality and flexibility in fulfilling its mission as a core unit on the Davis campus. Its undergraduate and graduate programs are healthy and poised for further growth in the immediate future. To this end, we urge the Dean’s office and the Office of Graduate Studies to insure even greater support in the form of increased FTEs and TAships/NRTFs for our unit, support which, we are convinced, will pay remarkable dividends for both the Department and the College in the years to come.
Department of Spanish Report

By: Emilio Bejel, Chair
May 2008

Since the last report in 2004-05, the Department of Spanish has increased its national and international stand. The department has been recently ranked number two by The Chronicle of Higher Education (2007) in the category of faculty scholarly productivity among Spanish departments nation wide.

The Spanish Department is currently enjoying considerable success in its three major areas of concentration (Latin American literature and culture, Spanish Peninsular literature and culture, and Linguistics) due to its emphasis on core-discipline excellence, high-caliber courses for both undergraduate and graduate students, cutting-edge research both in established areas of inquiry and in emerging frontiers, interdisciplinary orientation, international experience, and diversity of its faculty, students and program.

At the present time, the Department of Spanish has 13 ½ Senate Faculty members, 2 Continuing Lecturers, and 1 Lecturer. We don’t anticipate any retirements any time soon. We would like to add one more faculty member in Applied Linguistics. We have just hired, Robert Newcomb, an Assistant Professor in Luso-Brazilian literature and culture, and with that hiring we will be able to start a Luso-Brazilian Program within the department.

By adding a junior Applied Linguist with specialization in Second Language Acquisition, and a junior professor in Luso-Brazilian studies the Department will be fully prepared to become in the near future the number one Department of Spanish and Portuguese in the nation.

We will need a junior Applied Linguist to be able to cover the Linguistics courses in the department (See addendum).

CORE-DISCIPLINE EXCELLENCE

The first year program has three major parts: first year language classes, language teaching methodology, and tutoring.

The third part of the first year program includes two for-credit tutoring programs. It is available to upper division students who wish to help our first year Spanish students. They practice their Spanish while they help others. The other tutoring opportunity is for students who wish to help in the community (Spanish 197TC) as they help teachers and/or tutor the students at Cesar Chávez Elementary, a Spanish immersion school. Over two hundred students so far have participated in the two tutoring programs.
HIGH-CALIBER COURSES FOR UNDERGRADUATE AND GRADUATE STUDENTS

At the undergraduate level, we teach courses on the language and culture of Spain and Latin America as well as on the Latino-Chicano experience in the U.S.. Besides the traditional courses on literature and culture of Spain, Latin America and Latino/Chicano culture, our undergraduate curriculum is moving toward an ever-more student-oriented courses, where there is more variety of classes, and where the themes of those courses respond better to the needs and interests of our specific student population. We are also beginning to actively participate in the offering of freshmen seminars, and most of our faculty participates in the Honors and Murals programs that allow exceptional students to write demanding research papers on important literary and cultural topics.

For some years now, we have offered exciting courses that deal with the relationship between literature and cinema. Some of the most successful courses in our department are those geared to heritage students. Our department offers classes on Chicano language and culture every quarter, and these courses respond to the needs and interests of a very specific and important section of our student population. Also, we are happy that a similar experience is being practiced in the Peninsular Spanish section. I am referring to the new and special contribution of the Spanish Golden Age theatre courses. The enthusiasm and involvement of these students is truly admirable.

At the graduate level, the department has been moving toward more relevant and cutting-edged courses. Several of our faculty members teach courses on topics like feminist writings, cinema and literature, gender and sexuality, and current political issues as they relate to Spain, Mexico and South America. As an example of that move we can mention the new course on Vanguard Latin American (including Brazil) culture of the first part of the twentieth century.

Our graduate students, in collaboration with HIA, have been publishing Brújula, an excellent graduate-student journal that publishes high-quality research papers on Latin American emerging-frontiers topics.

We teach our students not only to acquire useful and relevant knowledge about Latin America, Spain and Latinos/as in the U.S., but also to enhance their critical thinking skills with challenging courses on literature, culture, linguistics, and critical theory. Our collaboration with the Comparative Literature and Critical Theory programs is intense and fruitful.

CUTTING-EDGE RESEARCH BOTH IN ESTABLISHED AREAS OF INQUIRY AND IN EMERGING FRONTIERS

Our faculty is highly productive in important and exciting areas of inquiry like Jewish and middle-eastern cultures, feminism, gender and sexuality, border studies, literature and cinema, current political issues, and linguistics. Among the many books published by our faculty recently we can mention: Michael Lazzara’s Chile in Transition: The Poetics
and Politics of Memory (Florida, 2006); Robert Irwin’s Bandits, Captives, Heroines and Saints: Cultural Icons of Mexico’s Northwest Frontier (Minnesota, 2007); Emilio Bejel’s Gay Cuban Nation (Chicago, 2001); Robert Blake’s Al corriente (McGraw Hill, 1998); Samuel Armistead’s Voicing the Moment. Improvised Oral Poetry and Basque Tradition (U of Nevada, Reno, 2005); Linda Egan’s Carlos Monsivais: Culture and Chronicle in Contemporary Mexico (Arizona State, 2001); Cecilia Colombi’s Mi lengua: Spanish as a Heritage Language in the U.S. (GUP, 2003); Adrienne Martín’s, An Erotic Philology of Golden Age Spain (Vanderbilt, 2007); Cristina Martínez-Carazo’s De la visibilidad literaria a la visibilidad fílmica: La Regenta de Lopoldo Alas “Clarín” (Libros del Pexe, 2006), Marta Altisent’s Ficción erótica española desde 1970 (Edwin Mellen Press, 2006); Ana Peluffo’s Lágrimas andinas (Iberoamericana, 2006), Leopoldo Bernucci’s Edição de Os Sertões (São Paulo, 2002).

NEW HIRES

Since 2004, we have made four excellent hires: Assistant Professor Robert Newcomb, Assistant Professor Michael Lazzara, Associate Professor Robert Irwin, and Fiddyment Chair Professor Leopoldo Bernucci. Although a recent graduate from Princeton University, since his arrival at UCD, Professor Lazzara has published or has in press two major books. Professor Irwin, who received his Ph.D. in 1996 from NYU and taught at Tulane University until he came to our department, has also published or has in press two major books since 2004, and is the recipient of the 2008 Chancellor Fellowship Award. This year, Professor Bernucci, who was the chair of the Department of Spanish and Portuguese at UT Austin, accepted a position as the “Russell F. and Jean H. Fiddyment Chair in Latin American Studies,” and is leading the efforts to form a Luso-Brazilian Program in the department.

STRENGTHS

Our most obvious success in the last three years has been in three major areas: the quantity and quality of publications by our faculty, the three new excellent hires (Lazzara, Irwin, and Bernucci) in the field of Latin American literature and culture, and the Luso-Brazilian initiative that we have just began to organize this year. But we have also been successful in the three major areas of concentration (Latin American literature and culture, Spanish Peninsular literature and culture, and Linguistics) due to the emphasis on core-curriculum excellence, high-caliber courses for both undergraduate and graduate students, cutting-edge research both in established areas of inquiry and emerging frontiers, interdisciplinary orientation, international experience, and diversity of its faculty, students and programs.

Our strengths are many, but one could argue that we are especially strong in the following major areas or fields of study:

1. Latin-American Literature and Culture, with emphasis on Mexico and Chicano/a culture (Egan, Irwin, Alarcón), but with additional focus in other areas like the Caribbean, the Andes, and the Southern Cone (Bejel, Peluffo, Lazzara). We have
recently hired Leopoldo Bernucci who works mainly on colonial and modern
Brazilian literature and culture (Brazilian literature and culture is the area we
would like to expand in the near future as part of a new Portuguese Program)
2. Medieval and Golden Age Spanish Literature (Armistead, Martín, and González)
   (It most be emphasized here that Professor Sam Armistead is one of the greatest
   living scholars in the field of Spanish Medieval studies)
3. Applied Linguistics (Blake, Colombi, Bradley)
4. Twentieth-Century Spanish Literature and Cinema (Altisent, Martínez-Carazo)
5. Golden Age Theater and Performance (Martín)

Regarding fields of study that cross historical periods and national and geographical
boundaries, the following are perhaps our most outstanding strengths:

1. Women, Gender and Sexuality studies (Bejel, Irwin, Peluffo, Martín, Altisent,
   Martínez-Carazo, Egan)
2. Cultural Studies and Cultural Criticism (Irwin, Lazzara, Bejel, Egan, Peluffo)
3. Second Language Acquisition (Colombi, Blake, Bradley)

MOST DESPERATE NEEDS

1. A junior professor in Applied Linguistics with specialization in Second Language
   Acquisition
2. More graduate fellowships in order to be able to compete with other outstanding
   graduate programs in our field
3. Of course, we desperately need more office space

MOST INTERESTING INTERDISCIPLINARY ICCs

MOST EXCITING PROJECT FOR THE NEAR FUTURE

The department’s goals for the future are:

1. To become a Department of Spanish and Portuguese in the near future.
2. That this new Department of Spanish and Portuguese become a major center of
   interdisciplinary knowledge in the areas of Spanish and Latin American
   (including Luso-Brazilian) studies, as well as in Applied Linguistics. This center
   would hold regular conferences, symposia, and publish a major journal in these
   fields.

INTERNATIONAL EXPERIENCE

Besides our regular short-term programs abroad in Madrid, Spain, and Mendoza,
Argentina, we have a program with University of Havana in Cuba.

Our graduate students come from all over the world: Spain, Mexico, Chile, Argentina,
Colombia, Peru, Ecuador, Nicaragua, Canada, Iraq, and, of course, the U.S.
Our faculty comes from Spain, Mexico, Puerto Rico, Cuba, Argentina and the U.S.

ADDENDUM

REQUEST FOR A JUNIOR PROFESSOR IN LINGUISTICS

Rationale

1. The Spanish linguistic program is currently enjoying considerable success due to its particular focus on second language acquisition (SLA) and its interdisciplinary approach that draws on the campus’ strengths from the linguistics department, the Second Language Acquisition Institute (SLAI), the UC Language Consortium (UCCLLT), and the School of Education. At present, the Spanish linguistic program has 15 Ph.D. and 4 M.A. students. Recent graduates have experienced little or no trouble placing themselves at a variety of higher-education institutions including Michigan State University, Carnegie Mellon University, CSU San Marcos, Southern Alabama State, St. Thomas College, and Washington State at Pullman, UC Santa Barbara, and Iowa State University, among others.

2. Only three ladder faculty teach Spanish linguistics in the department: Robert Blake, who focuses on SLA, computer-assisted language learning, and diachronic linguistics; Cecilia Colombi, who works in L2 writing, bilingualism, systemic grammar, and pragmatics; and Travis Bradley, who specializes in phonetics, phonology, and dialectology. No one presently claims syntax as a specialty, although it is programatically one of the core areas. The Spanish linguistic program has had to rely on assistance from a professor in linguistics to give the graduate syntax course (SPA 206) for the Spanish graduate students. It is doubtful that this temporary solution will be available in the future due to the linguistics department’s own pressing needs to serve their newly created Ph.D. program. Given the routine absences generated by sabbaticals, short-term programs abroad (e.g. Mendoza and Madrid), and the inevitable changes in personal scheduling, the existence of three scholars is barely enough to keep this program fully functional from year to year. These same professors also carry a heavy advising load as dissertation directors (see below, Emilio). Another hire is needed to stabilize an already highly successful Ph.D. track within the department and continue to extend its current reputation for excellence.

3. The department recommends authorizing a new position in Spanish linguistics for a person with a primary interest in Spanish syntax—especially cognitive, semantic, or functional models—and a secondary concern for second language acquisition. Such a person would naturally contribute to all of the related interdisciplinary programs mentioned above (e.g. linguistics, SLAI, UCCLLT, Education).
TO: Jessie Ann Owens, Dean, HArCS
FROM: Chris Thaiss, Director, UWP
SUBJECT: Report on 2007-2008
DATE: August 11, 2008

Notable achievements of this past year:

- Approval of DE in Writing, Rhetoric, and Composition Studies by Graduate Council; first students enroll
- Hiring of Dana Ferris as Coordinator of Lower Division and Specialist in English Language Learning
- UC Davis (and UWP) named in Top 15 of “writing in disciplines” programs by U.S. News and World Report
- UC Davis (and UWP) named to host 2009 Int'l Conference on Computers and Writing; Assoc. Prof. Carl Whithaus to coordinate
- Proposal for Undergraduate Writing Minor moved ahead to L&S Executive Committee
- Gift of $5000 from novelist John Lescroart to support Prized Writing
- $90,000 Grant to Professor Chris Thaiss from Spencer and Teagle Foundations for Undergraduate Educational Improvement (writing in the disciplines)
- Addition of 12 sections to Summer Session offerings
- Continuing Lecturer Elisabeth Davis wins Academic Federation Teaching Award
- Continuing Lecturer Eric Schroeder wins Meyer Award for UC Davis Career Achievement
- New UWP Website Launched
- Successful hiring of new and replacement staff: Darla Tafoya, MSO; Elliott Pollard, webmaster; Mark Wong, computer specialist
- Thanks to the Dean’s office, our being able to hire top lecturer candidates earlier in the academic year

Hopes and Dreams for Next Year

- Final approval of Undergraduate Writing Minor
- Successful hiring of at least one and we hope two assistant professors of rhetoric and composition
- Approval by Graduate School and Graduate Council of funding proposal to support Graduate Writing Fellows Program
- Smooth move toward 2010 implementation of the strengthened general education requirement in “writing experience” (proposal passed by Representative Assembly in Spring 2008)
- Approval of new graduate and undergraduate courses
- Relief from California budget crisis (!)
• Successful move to online (paperless) merit review and search procedures
• Slow, but steady increase in advanced undergraduate writing courses and grad courses in rhetoric/composition

Problems I Would Most Like to See Solved

• Opportunities for TA and AI positions in UWP for PhD students from departments other than English
• Acceptance of standard 4-course (rather than 5-course) load for Senate faculty in UWP (4 is standard in Research I schools for this field)
• Funding formula for colleges and divisions that would make it more equitable for outstanding lecturers to receive accelerated merit raises

Things That Make Me Crazy

• That UCD talks as if it cares about undergraduate education, but is willing to keep increasing class sizes and watering-down the educational experience (e.g., by allowing many majors to offer no “writing experience” courses
• I’ve been an administrator long enough that not much else can make me crazy…but I’ll let you know when I’m reaching the edge.
Distribution of Faculty, Courses Taught, Admin. Releases

Current (2007-08)  
Projected 2010?

Senate Faculty

2 (Director and Assoc. Prof.)  
5 (Dir., 2 Assoc., 2 Asst.)
Total courses taught = 6  
18-19 (includes 5 grad level)
Admin. release = 2 (Dir.)  
4-5 (Dir., Lower-Div., Graduate)

Lectures

39 (24 Continuing, 14 Pre-Six, 1 Post-Doc)  
44 (25 Continuing, 17 Pre-Six, 2 P-D)
Total sections taught  
250 (includes 5 grad level)
(includes summer) = 220  
Admin. release = 18 (see p. 1)  
16

Graduate Student Teachers

28 (English Dept. PhD Cand.)  
32 (English and Other PhD Cand.)
Total sections UWP 1  
110
(includes summer) = 90