The enclosed self-study report was submitted for external review on August 25, 2017 and sent to reviewers on October 4th, 2017.
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1.0 Executive Summary

Starting with our revised Mission Statement that highlights the educational value of our curriculum and links to the University Mission, our Seventh Cycle Program Review is a collaborative effort by all of our tenured/tenure-track faculty and our two permanent lecturers.

The review begins with an introduction to our department and an overview that looks at our last six years. Our review then focuses on Latina/o students and an analysis of student enrollment in our department. A series of graphs shows important data, especially the Student-Faculty-Ratios, which are higher than any other department in our College, and even higher than that of the College of Business. Other data provides information regarding retention and completion time to degree. A series of surveys from both current students and alumni shows that our department is having a major impact on our students. Students speak of the role our faculty and department have played in their academic major choices, their career choices and, without exaggerating, the overall impact that our department, faculty and curriculum have had on their lives.

Program Planning

Findings: The department actively engaged in SF State’s most recent General Education (GE) revision process as a way to engage in program planning. We believe that this has made a positive impact on our students’ graduation rates. We approached the General Education revision process as an opportunity to pare down the department’s GE offerings a bit. The new GE courses are now less widespread across our curriculum than before. The revised General Education offerings of the Latina/Latino Studies department have served Latina/Latino Studies majors and the general student population. The Student Learning Outcomes requirement of the General Education submission process helped us reach out to non-majors and frame disciplinary methods and knowledge within broader educational contexts.

Goals: We plan to dedicate a faculty retreat to evaluating our curriculum changes and assess our program's offerings.

Student Learning and Achievement

Findings: The student/alumni survey shows that students want more time with faculty in areas of independent study and research. We have also found that Community Service Learning (CSL) is the most successful high impact practice within our curriculum. Although we have perhaps the strongest CSL component of any department at San Francisco State University, and have a high graduation ratio of our students, the reality is that our success is not sustainable with the current low level of budgetary support.

Goals: Our goal is to work with the College office to assure that hiring is equitable for Latina/Latino Studies (i.e. retirees should have their lines reopened for a new hire). Another goal is to offer community service in conjunction with more of our classes but we need additional
support to spread CSL across the curriculum. We need to be able to offer more secure compensation to support the service learning work of our permanent lecturer, Felix Kury. An additional .4 time assignment for Felix Kury would cover the necessary compensation for this key component of our curriculum. We will also work with the College to secure funding for Teaching Assistants and for Clínica Martín-Baró (one of the most popular CSL sites).

The Curriculum

Findings: The Latina/Latino Studies Department currently has an open-ended pathway for completing the requirements for the major. We are primarily focused on assisting majors and minors who are trying to complete their requirements for graduation. However, developing each semester’s schedule has been a major challenge of our department due to the fact that we have few faculty members in relation to the number of students that we serve. Problems of bottlenecking and frequency of classes are issues that we face every semester. Bottleneck courses are understood as those courses that are required for graduation and regularly attract more students than can be enrolled. The three bottleneck courses are LTNS 215: Introduction to Latina/Latino Studies, LTNS 410: Seminar on Gender and Latinas, LTNS 435: Oral History and Traditions; and LTNS 680: Community Organizing. All four are core courses required for graduation. The department has witnessed a rising number of majors and a shrinking number of faculty. Required courses are often offered only once a year, they fill quickly, and we don’t have the resources to offer them again.

Goals: We would like to offer classes at a wider variety of times. Student survey responses indicate that this is a concern. Students have also requested more opportunities for mentoring, advising, and research with faculty. We would like to offer students these opportunities to develop their scholarship but also want to make sure that faculty mentors are adequately compensated.

The department plans to host workshops that address student questions regarding career options for Latina/Latino Studies majors. We plan to reach out to successful graduates so that current students hear from their peers.

Given more resources, time, and faculty we would like to offer our own Graduation Writing Assessment Requirement (GWAR) course for Latina/Latino Studies majors. The GWAR class is currently offered as an Ethnic Studies course. None of our other required courses are offered by outside departments. We feel strongly that all required Latina/Latino Studies courses should be offered by the department of Latina/Latino Studies. Moving forward we would like more resources to be able to offer our own GWAR course.

Now that we have larger enrollments and assured funding for classes, we plan to use this as an opportunity to create a clearer pathway. One way we would like to strengthen our pathway is by adding tenure-track professors who could offer courses in the field of Arts and Humanities, Central American studies, Education and LGBT issues. We would also like to strengthen our curriculum by reflecting a broader vision of Latinidad beyond the west coast of the United States. In short, we plan to increase our course offerings by hiring more faculty in the coming years.
The Curriculum (as it relates to transfer students)

The Latina/Latino Studies department worked with SF State’s Articulation Officer to develop a pathway from entry to graduation that transfer students are encouraged to take.

We also have an informal agreement with San Francisco City College to count city college classes for the major. The former chair of the Latina/Latino Studies department has met with advisors at San Francisco City College to relay this information to them.

We have also taken efforts to make it possible for transfer students to enter upper division coursework without burdening them with excessive pre-requisites.

Goals:

Our current and prospective students could very much benefit from the department having a College advisor as part of our staff. This advisor would continue the work that the former department chair started. The advisor would reach out to multiple community colleges to implement additional pathways.

Faculty

Findings: Although there is a range of expertise in our department faculty, we desperately need to fill faculty lines that have opened due to retirements. We are also in need of Teaching Assistants to release our tenured faculty to work with students in independent studies and research.

Goals: Hire more faculty not just to replace the retired ones, but to open new lines that will complement our curriculum.

Resources

Findings: In regards to administrative staff and support, our current Administrative Analyst Specialist (AAS) is assigned only half-time to our department, which is problematic for us since we handle nearly twice the students of other departments in the College. This is especially troubling considering the projection that student enrollment in our major and minor, as well as in our courses in general, will grow considerably in the next six years.

We need resources on every level, from a full-time Administrative Analyst Specialist, to adequate office space, and a department budget that allows us to bring guest lecturers to our classes.

Goals: Work with the Dean of the College of Ethnic Studies to find equitable funding for our department.

Our review closes with a look towards the future and the next six years (2017-2023), and here we highlight the resources, faculty and staff development that we will need to achieve our mission of serving the expanding Latina/Latino student body at San Francisco State University, as well as the urgent need to replace our retired faculty, expand our faculty in general, as well as the need
for a full-time Administrative Analyst Specialist (AAS), and even the more mundane needs and resources that we require and that are currently absent from our budget.

2.0 Overview of the Program

As a direct result of the 1968 Third World Coalition-led student and faculty strike at San Francisco State University (SFSU), the College of Ethnic Studies was created as a response to the demands of concerned students, community and faculty activists for an academic program that addressed the higher education needs of the San Francisco Bay Area's under-served communities. The Latina/Latino Studies Department (originally Raza Studies) was established in the Fall of 1969, as part of the College of Ethnic Studies, and was the first department of its kind on any four-year college campus. The early goals of the Raza Studies program centered on providing SFSU students with a better understanding of the conditions and concerns of the various Latino populations in the Bay Area. There was also the commitment to improving social and economic conditions in local communities. Today, Latina/ Latino Studies still holds to a vision integral to the University's mission, and with an outlook to work on transformational projects for more visibility and inclusivity as well as for diversity. What follows is an overview of our department's curriculum, community service learning projects, faculty, students, and current resources regarding administrative and faculty development. In the conclusion we present our vision and goals for the next six years (2017-2023), including an assessment of our future resource needs.

Latina/Latino Studies Mission Statement

It is the mission of the Department of Latina/Latino Studies to prepare students with the comprehensive knowledge base, critical thinking skills and social consciousness necessary to function as effective leaders in an increasingly complex and diverse society. It is our intent to promote understanding, tolerance, and appreciation of cultural differences as well as to advance the understanding and interests of Latina/Latino populations in the United States.

As a direct result of the Third World Coalition-led student and faculty strike at San Francisco State University in 1968, the College was created as a response to the demands of concerned students, community and faculty activists for an academic program that addressed the higher education needs of under-served communities in the San Francisco Bay Area. The Latina/Latino Studies Department (originally Raza Studies) was established in the Fall of 1969, as part of the College of Ethnic Studies, and was the first department of its kind on any four-year college campus. The early goals of the Raza Studies program centered on providing SFSU students with a better understanding of Latino intellectual traditions as well as the conditions and concerns of the various Latino populations in the Bay Area and beyond. Raza Studies was also defined by its commitment to improving social and economic conditions in local communities.

Today, Latina/Latino Studies still holds to a vision of social equity, empowerment and diversity grounded in a global perspective while building on a solid foundation in the Latina/Latino community that includes a commitment to community service. Our curriculum places a high value on critical thinking so that students may positively navigate through such issues as immigration, equity, criminal justice, the transformative possibilities of the humanities and
creative arts, and the integration of indigenous thought and practices from throughout the Americas.

Educational Value of the Curriculum

With the changing demographics of California and the United States (including SFSU now a campus designated as a Hispanic Serving Institution) our curriculum offers a major and minor that prepares students to enter various fields, such as Criminal Justice, Education, Cultural Studies, the Social Sciences, and, especially, Ethnic Studies. Our curriculum and faculty are cross-disciplinary and this provides our students the ability to connect different sources, both in their academic study and in the real world of critical thinking. More and more, graduate schools and employers are looking for students that receive the pedagogical and curricular exposure that is the norm in our department. Our focus on historical and present day trends of the Latina/Latino diaspora and our consistent use of critical and community responsive pedagogy, focused on racial and social justice, gives our graduates the training to participate and lead in an increasingly diverse and complex global society. With a major or minor degree in Latina/Latino Studies the post-educational opportunities widen tremendously, especially in employment where contact with the public is essential, including in Silicon Valley where there is a current urgency to diversify the tech industry. Our students graduate with the ability to navigate complex issues that impact our community and the society at large including: Mental Health, Criminal Justice, Economic and Educational Equity, Gender Studies, Latin American and International Relations, as well as the Arts and Humanities. Our major, grouped into three areas of Behavioral and Social Sciences, History, and Arts and Humanities, is excellent preparation for a number of career paths, including teaching, law, medicine and counseling. Overall, our curriculum and faculty provide a transformative experience for the Latina/Latino and non-Latina/Latino student body.

We are closely aligned with the University’s mission. Our faculty is focused on teaching, service and professional development. Our students are offered a variety of experiences to work with faculty including travel to Latin American countries and working with faculty on special projects. Our curriculum exposes students to a variety of communities and ethnicities within the umbrella of Latina/Latino Studies. Our students go on to become leaders in both the community and in numerous professional fields.

Early in this past six-year cycle (Fall 2010-Fall 2016), our department officially changed its name from Raza Studies to Latina/Latino Studies. There were multiple reasons for this name change that was made in July 2011. The name Raza Studies was felt to be too antiquated plus the stark reality that there was no other Raza Studies departments caused problems for our students when they transferred or applied to graduate school. The change in name was also to align our department with the field of study in which we have held a leadership position: Latina/Latino Studies, and with the majority of departments across the country that carry a similar name. Although at the beginning the new name caused consternation for some individuals, the majority of faculty and students embraced the change. We recently completed a full revision of our classes in the SFSU Bulletin as well as revising our advising sheet to conform to the new numbering of our classes since the name change of our department.
In the past six years the Latina/Latino Studies department has confronted a series of challenges, including budget cutbacks and the ensuing pushback by our students and faculty; the loss of senior faculty through retirement; as well as an overburdened administrative staff to name some of the most pressing issues. At the same time, Latino student enrollment at SFSU has hugely increased, with SFSU most recently being designated a Hispanic Serving Institution. In spite of these difficulties, our faculty and staff have met the challenges. Even with the shortage of faculty, we offer more classes now than six years ago—our majors and minors have grown exponentially, as have the number of students enrolled in our classes. These achievements however, have come at the expense of both our faculty and students. With the absence of full-time faculty replacing the retired ones, the department is relying mostly on lecturers to fill these teaching gaps. Although lecturers solve the gap—it is a disservice to the faculty member who has no firm position and to the students since they don’t get the expertise or mentoring support of a full time tenured/tenure-track professor.

At the same time that the department confronted these challenges, the faculty continued a pathway of excellence and achievement in several fields, including professional development with publications and conference presentations, continuing our outstanding community service as part of our curriculum, expanding the work of the César E. Chávez Institute as well as achieving some of the strongest retention and graduation rates for our students at San Francisco State University.

3.0 Program Indicators

Program Planning: Revisiting Previous Departmental Review

Our last departmental review occurred in 2003. The current Mission Statement was reviewed in our faculty meetings and revised as part of this current review to include more contemporary language and also to indicate the reason our department changed names in 2011. We also added a section to indicate where our department's mission coincided with the university's mission.

Curriculum Changes: One of the most significant changes to our curriculum is that we have removed the General Education (GE) designation from most of our core courses. We did this in order to reserve those enrollment opportunities for our majors. We also decided to offer additional lower division GE courses so as to better distribute our classes across both lower and upper division.

Faculty Planning and Assessment: Each professor reflected on which GE courses to move to lower division and then submitted GE proposals in this manner. We also more evenly distributed GE courses across our faculty and took some GE courses off of the courses assigned to non-tenure track instructors. Each faculty member identified Student Learning Outcomes (SLOs) when they submitted courses for GE approval. These SLOs are used to assess the effectiveness of the GE courses.

Evaluation of program planning: We plan to dedicate a faculty retreat to evaluating our curriculum changes and assess our program's offerings. The department chair will apply for a curriculum redesign grant through the Division of Undergraduate Education and Academic
Planning. A faculty retreat will allow us to strengthen our program outside of the formal program review process.

In reviewing the 5th Cycle MOU (2003) certain discrepancies leap out. Many things have changed over the course of the 14 years that have passed since the last review. These changes have impacted SFSU, its general student population and faculty, and are a reflection of the economic reality of our times.

As with any program review, some goals were achieved and some were not. What follows is an assessment of the 5th Cycle MOU (Please see Appendix A for 5th Cycle MOU). Please note that the numbering below corresponds with the numbering in the 5th Cycle MOU.

Curriculum

1. We did not increase our major core units to 15 but kept them at 12 units to facilitate graduation of our students. We did renumber the Senior Seminar from 698 to 707 though the Senior Seminar is not part of our core courses.
2. All of our faculty are gender sensitive as encouraged in the MOU, however including feminist perspectives is something that we should continue to be mindful of. Feminist perspectives are now part of our paradigm in LTNS 215: Introduction to Latina/Latino Studies.
3. In Fall 2016 we revised our advising sheet to update the numbering system and to establish the prerequisites, plus including new requirements such as the GWAR and Complementary Studies requirement.
4. We have continued to collaborate with other departments by cross-listing courses such as LTNS 409 (Latina/Latino Cinema) and our Criminal Justices courses. We also recruit, as needed and within budget, faculty from other departments to fill in for some of our classes, especially LTNS 410 (Seminar on Gender and Latinas/Latinos), which is usually taught by Race and Resistance Studies faculty.
5. We just finished for this review a very intense assessment of student learning outcomes and how best to support them.
6. We did consider a name change and, in fact, changed the name of our department, but not as suggested in the MOU to "Chicano/Latino Studies" but rather to Latina/Latino Studies.

Faculty

7. We never received the permanent funding for the 2.0 lecturer positions. We do have two .60 funding from the College for our lecturers Felix Kury and Brigitte Davila, but the remaining .40 for each of them comes through either release time of faculty or augments for their classes. It is very problematic that the university did not come through with this commitment.
8. New tenure-track hires:
   a. We filled a new wave position with Dr. Jeffrey Duncan-Andrade, currently Associate Professor, specializing in Educational Equity (research methods and youth as per the MOU), but his appointment is only at .60 in our department, which means we did not get the whole position that we needed but only a part-time position.
   b. We hired a tenure-track position in comparative Latin American literature, society and culture, Alejandro Murguia, M.F.A. currently Professor.
c. We never hired a faculty for a tenure-track position in the arts, although in summer 2017 we submitted a request for a new position in Arts & Humanities.

9. We have tried joint appointments (Dr. Duncan-Andrade, for example) but they have not turned out well for us since we only get his services half-time, which is not effective at all. For the moment we have no intentions of doing joint appointments again.

10. We have worked for the past several years to install a mural by Juana Alicia Araiza in the Cesar Chavez Student Union but University bureaucracy has held that project up. Although the world-renowned Latina muralist was not paid by our department, she worked on this mural in conjunction with a class at Berkeley Community College and with SF State's Project Rebound, which helps students transition from prison to college.

11. We borrow faculty from Race and Resistance Studies to teach LTNS 410 (Seminar on Gender and Latinas/Latinos) but it is on a semester to semester basis, and it depends on which faculty is free to teach that class.

12. Although the MOU identifies a need for .40 faculty to teach our impacted history courses, we did hire a full-time faculty member. This professor eventually accepted a job offer at a research institution. We conducted a replacement search two years after the history scholar left. Our new hire, Dr. Maria Quintana, will start teaching in Spring 2018.

**Students and Alumni**

13. Our enrollment is highly impacted right now, so students are definitely engaged with our curriculum. In addition, we have explored innovative ways to engage students through CSL, faculty advised projects such as the Cipactli journal, and the Mexico Solidarity Tour. We are innovative in our approach to increasing our enrollments but also take practical measures such as making many of our class GE, which opens our curriculum to students outside our major. A caveat: though we have increased our enrollment that doesn't mean that the university supports our work - the student-led hunger strike of Spring 2016 is proof of that.

14. Our department holds graduation workshops for our major and, when it was financially feasible, we held graduation ceremonies for our Latina/Latino Studies majors and minors. Unfortunately, but we lacked the resources to do this in Spring 2017. The College and the Student Resource Center offer scholarship workshops. It has been years since any of our faculty held a brown-bag lecture.

15. Our department maintains a webpage with links to faculty and events: latino.sfsu.edu. Individual faculty produce class-based materials whether it's online or not. Most faculty, when appropriate, use PowerPoint presentations and the collaborative teaching technology platform iLearn. We have advising sheets available for major and minors in the main office. A listing of faculty office hours and contact information is also made available on the department website and in the main office.

16. We revised our advising sheet and oriented our faculty on how to provide effective advising, which is required of tenure-tenured track faculty. Students meet with an advisor to fill out their major/minor checklist, which the student then keeps for future advising sessions. All majors and minors have a file in our department, although we don’t have a "systematic method" of tracking our advisees.

17. We are in communication with Liberal Studies as needed, for example cross listing LTNS 409 (Latina/Latino Cinema) with the Cinema department or LTNS 490 (Teatro Workshop) with the Theatre Arts department. Latina/Latino Studies majors are
encouraged to minor in Liberal Arts (or vice-versa) as long as our units are fulfilled. We try to collaborate with other Colleges as much as possible.

18. We have continued to work on the alumni databases, especially with the hopeful intention that they can help us in future fundraising.

Community and International Study, Outreach, and Service

19. We don't get receive from the University or College to expand an international component for our major. Despite this, in Fall 2017 two of our faculty will be working with foreign graduate students who applied to do research specifically in the field of Latina/Latino Studies. Professor Carrillo will work with a graduate student interested in Political Science and Professor Murguia will work with a graduate student interested in Chicano/Latino literature.

20. As was mentioned above, we don't receive support from the University or College to expand an international component for our major. Individual faculty engage in international study projects on their own, such as Professor Carrillo who does the Mexico Solidarity Study Tour and in Summer 2017 initiated Sueño Mexicano, a new program with the Office of Foreign Relations of Mexico that brings SFSU students of Mexican background to live and work in Mexico's indigenous communities. Our study tours led by Professor Carrillo are very strong and in the process of perhaps expanding with a new program, Sueño Mexicano. The Cuba study tour is currently on hold due to problems with finances and securing visas for our students, plus the current administration has hindered travel to the island.

21. We have the strongest Community Service Learning component on campus yet receive very little from the university in terms of support for our two key faculty in CSL: Felix Kury and Brigitte Davila. They have both received grants in the past for their excellence in CSL. Kury most recently in Spring 2017. The university doesn't seem too interested in supporting CSL by funding faculty or the projects involved with CSL.

Resources

22. The department doesn't receive dedicated funds to recruit, retain and graduate Latina/Latino Studies majors and minors.

23. We have a Development Officer, Alex Sanchez, who is in charge of fundraising for our department. Unfortunately too much of the fundraising is dependent on faculty doing it, and we just don't have time for extra work especially since it is not compensated by the university. We have discussed ideas with the Development Officer but it is not in the job description of our faculty to be fundraisers.

24. Except for possible funding through the College of Extended Learning (CEL), we don't have a source of funds for colloquiums in our department. Our students and faculty participated in raising awareness of the issues impacting Latina/Latino Studies during the student-led hunger strike of Fall 2016.

25. We have not sought funding for conferences. However, the student organization MEChA (Movimiento Estudiantil Chicano de Aztlan) did hold a conference at SF State last year. The College of Ethnic Studies hosted the conference of the National Association of Ethnic Studies in Spring 2017 and many Latina/Latino Studies faculty participated.
Resource Needs

1. We have not received the 2.0 for permanent lecturers.
2. We have just hired a tenure-track faculty to teach history courses.
3. In Summer 2017 we submitted a request for a new position in Arts & Humanities and have three more positions lined up for future requests as budget permits.
4. There has been no funding to hire graduate students.
5. Currently our Administrative Analyst Specialist (AAS) is funded at .50 but we have requested and need a position funded at 1.00.
6. We do not have a budget line for basic operating expenses. Basic operating expenses are paid for through monies we receive by funds generated through College of Extended Learning enrollments.
7. Faculty does get updated computers.

3.2 Student Learning and Achievement

In the last several years, research into pedagogies that effectively increase engagement and achievement for students of color and first generation college students has turned its focus onto equity. These efforts have helped educators draw important distinctions between an equal education and an equitable education. In our nation’s failed attempts at creating an equal education system, there was a prevailing assumption that students enter the institution at more or less the same place. This approach largely ignored a national history of radicalized inequality that often meted itself out along lines of race and class. Equitable approaches to pedagogy acknowledge the fact that differentiated instruction has been the gold standard of excellent practice for nearly three decades and that this must include a pedagogical framework that values and includes the experiences of students of color and students raised in poverty. Ethnic Studies in general, and the Latina/Latino Studies Department specifically, has been on the leading edge of the research and practice that has driven these shifts in the conversation. Our work draws from the most cutting edge research in neuroscience, psychology, public health and social epidemiology and focuses on the three core factors that consistently emerge in the research on effective teaching practice: relationships, relevance, and responsibility. Our work has consistently established a bar for success with Latino students, and students of color generally, that far exceeds any other department outside of our College. We do this because we apply the practices that matter most for educators that aim to support student groups that have historically not done well in colleges and universities.

In academic year 2005-06, Latino students comprised 16.2% of the entire student undergraduate enrollment at SFSU. This percentage included a Mexican/Chicano presence of 9% and other Latino nationalities—principally Central Americans at 7.2%. Latinos were the second largest student presence on campus, following Asian Americans at 27.3% of the total. If one includes the Filipino population of 10.5% (which was not combined with the Asian American figure) then Asian Americans were more than a third or 37.8% of the total undergraduate population on campus. There were twice as many Asian Americans as Latino undergraduate students in 2005-
2006. African American students comprised only 6.8% of the total student body while American Indians and Pacific Islanders were enumerated at less than 1% of the total (SF State Facts).

This past academic year, the ten-year trajectory has starkly changed. Asian Americans remain a large part of the racial-ethnic population on campus at 30.0% of the total student body. This is a slight decline from the 2005-06 figure ten years earlier of 37.8%. The Latino student population, on the other hand, has increased to 32.9% of all undergraduates on campus and is now the largest racial-ethnic population at SFSU. Projections for next year’s incoming undergraduate class have estimated that nearly 40% of the entering undergraduate class will be Latino. Black students remain a small presence on campus at 5.4% of the undergraduate population. Native Americans and Pacific Islanders each remain less than 1% of the student body.

**Trajectory of Student Enrollment in Latina/Latino Studies**

At the time of the last Self-Study the department’s student enrollments were languishing badly and the department consistently failed to meet its enrollment targets. Enrollments have taken a very sharp increase since 2001. The Latina/Latino Studies Department now consistently exceeds its enrollment targets and, in fact, currently leads the College of Ethnic Studies in student enrollment. The significant enhancement of the department’s curriculum, accompanied by the sharp increase in the Latina/o undergraduate student population on campus, has helped turn this enrollment pattern around.

We examined course offerings and enrollment in Latina/Latino Studies (LTNS) classes from ADY 2005-06 to 2015-16 (see Figure 1). Faculty in the department taught to 29,612 in the 10 years between ADY 2005-06 to 2015-16. We teach 2,692 students a year on average. Our data show there is an increasing demand for LTNS courses. Course enrollment tracks the offerings in the department. As more faculty become available to teach classes, more students register for our classes. In 2010-11 we had 44 faculty members teaching units in the department and we had 3,271 students enrolled in our classes. As the number of faculty in the classroom declined below pre-recession levels (prior to 2009-2010), so did student enrollment. These trends support the need to hire more full time, tenure-track faculty that can accommodate the growing number of Latina/Latino students enrolling at SF State.
Students who major in LTNS often choose the major after taking courses in the department or choose LTNS as a second major or a minor. We made special requests to the Academic Research Office\(^1\) for data on LTNS primary majors (whether they chose it when they started in the campus or after being on campus) and on second majors and minors to examine the retention and completion of students with a concentration in LTNS. As shown in Table 1, primary majors are only 24% of students who majored in Latina/Latino Studies in 2006. Increasingly, students are choosing LTNS as their primary major – the percent of LTNS majors that are primary majors increased to 43% by 2009.

Table 1: LTNS Students Majoring or Minoring in Latina/Latino Studies

<table>
<thead>
<tr>
<th></th>
<th>Primary Major only</th>
<th>Primary and Secondary major</th>
<th>Primary 2ndary major and minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>4</td>
<td>17</td>
<td>25</td>
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<td>31</td>
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<tr>
<td>Fall 2009</td>
<td>12</td>
<td>28</td>
<td>38</td>
</tr>
</tbody>
</table>

\(^1\) The Academic Research staff was wonderful. They were very responsive and helped us get the data we needed.
Because of the growth in enrollment, LTNS faculty members teach a large number of students, as compared to most other faculty on the campus. In order to track this we draw upon institutional data gathered by Academic Affairs Office of Institutional Research on Student Faculty Ratio across campus from Academic Year 2008-2014. That data indicates that from Academic Year 2008 to 2014, the cumulative student to faculty ratio (SFR) across the entire campus was 21. **Figure 2** below shows the SFR for full-time equivalent students and faculty.

We compare the department to the average SFR for each college: Ethnic Studies, Business, Education, Science and Engineering, Health and Social Sciences, and Liberal and Creative Arts. LTNS consistently has higher SFR than most colleges, except for Business. It is no surprise that the College with the largest number of majors on campus has the highest SFR during this period. But we should not lose sight of the fact that despite being the smallest college on campus, the College of Ethnic Studies has the second highest SFR on campus from the period between 2008 and 2014.

Among the five departments in the College, the lowest SFR from 2008-2014 was in Race and Resistance Studies at 24; followed by American Indian Studies at 26; both Africana Studies and Asian American Studies were calculated at 27. LTNS, on the other hand, had the highest SFR of 31 during the seven year period from Academic Year 2008-2014. Our department was routinely first or second during each of those academic years and peaked in 2012 when the student faculty ratio reached 33.6. No other department in the College has ever exceeded that impressive ratio. In fact, the Latina/Latino Studies Department’s 34.6 SFR is even higher than the College of Business’ cumulative total for this period (33.5).
We examined SFR from 2013 to 2016 in Table 2 using two different sources from the Office of Institutional Research: (1) SFR for the campus and for LTNS from 2013 to 2015; and (2) calculations from data on student enrollment, sections, courses, and instructors at LTNS from 2013 to 2016. Just as the prior analysis, LTNS had a higher SFR than the average for the campus consistently between 2013 and 2016. Faculty in the department teach many students per semester, especially tenured/tenure-track faculty who teach over 80 students per semester and permanent lecturers who teach over 120 students in most semesters.

Table 2: SFR % of Course Taught by Tenure Track Faculty and Student Teacher Ratios

<table>
<thead>
<tr>
<th></th>
<th>SFR $^2$</th>
<th>Average # of students taught by faculty per semester $^3$</th>
<th>Average # of students taught by T/TT faculty per semester $^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Univ.</td>
<td>LTNS</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>22</td>
<td>27</td>
<td>67.7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>22</td>
<td>30</td>
<td>78.1</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>23</td>
<td>31</td>
<td>60.3</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>23</td>
<td>30</td>
<td>78.2</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>22</td>
<td>28</td>
<td>70.2</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
<td></td>
<td>69.2</td>
</tr>
<tr>
<td>Fall 2016</td>
<td></td>
<td></td>
<td>58.6</td>
</tr>
</tbody>
</table>

$^2$ Student to Faculty Ratios prepared by Academic Institutional Research, 11/16/2016. Source: APD53 Reports

$^3$ Data from the Office of Institutional Research about student enrollment, sections, courses, and instructors at LTNS from 2013 to 2015. Author calculations from data provided from Academic Research Office on LTNS course offerings from Fall 2005 to Fall 2017.
Note: These numbers are for majors only. Doesn’t include double majors or minors. SFR = Student-to-Faculty Ratio (Full-time Equivalent Student - FTES / Full-time Equivalent Faculty - FTEF).

**Retention, Completion and Time to Degree**

Tracking student success is often difficult for our department since the university provides data for primary majors only and it estimates retention and completion using the major students chose when they first started at the university. In Table 3 we use data for majors and minors to examine the retention and completion of students who concentrate on Latina/Latino Studies (primary and secondary major or minors). Students who concentrate on LTNS have significantly higher 2\(^{nd}\) year retention rates than the average student on campus. While 65% of students who started on campus in 2009 were retained for 2 years, 92% of students who concentrate on LTNS were retained for two years and 88% of those who major in LTNS. Six year graduation rates are also higher for students who concentrate on LTNS, but it is especially high for students who major in LTNS – 68% of LTNS majors who entered in 2009 graduated in six years as compared to 51% campus wide.

**Table 3: LTNS Student Retention and Completion**

<table>
<thead>
<tr>
<th>University</th>
<th>LTNS Primary and secondary major and LTNS Minors</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Number of Students</td>
<td>Percent</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
</tr>
<tr>
<td></td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>FTF</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>63.8%</td>
<td>47.3%</td>
<td>25</td>
<td>23</td>
<td>18</td>
<td>92%</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>60.2%</td>
<td>45.5%</td>
<td>29</td>
<td>26</td>
<td>18</td>
<td>90%</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>62.5%</td>
<td>49.7%</td>
<td>31</td>
<td>24</td>
<td>20</td>
<td>77%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>64.6%</td>
<td>51.2%</td>
<td>38</td>
<td>35</td>
<td>22</td>
<td>92%</td>
<td>58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th>LTNS Primary and secondary major</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Number of Students</td>
<td>Percent</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
</tr>
<tr>
<td></td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>FTF</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
<td>Retention 2nd Year</td>
<td>Graduation 6th Year</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>63.8%</td>
<td>47.3%</td>
<td>17</td>
<td>15</td>
<td>11</td>
<td>88%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>60.2%</td>
<td>45.5%</td>
<td>14</td>
<td>13</td>
<td>9</td>
<td>93%</td>
<td>64%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>62.5%</td>
<td>49.7%</td>
<td>22</td>
<td>19</td>
<td>18</td>
<td>86%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Results from LTNS Student Surveys

As part of the six year review, we conducted three online surveys: (1) a survey of students currently enrolled in our courses in spring 2017 who have taken at least 2 classes in our department; (2) a survey of LTNS majors or minors graduating this academic year; and (3) a survey of LTNS former students (alumni). The first two surveys were distributed in February 2017, via email by the department administrative assistant and faculty. Fifty students responded to the first survey, but only 37 were majors, minors or had taken more than one class in the department. Eighteen students responded to the graduates’ survey. The third survey was distributed by the Advancement Office in early March 2017. By April 17, 2017, when we closed the survey, 37 alumni had responded to the survey.

In Table 4 we provide a profile of the respondents to the three surveys. As expected, the majority of survey participants are LTNS majors or minors. Criminal Justice was the second most prominent major. Current students were for the most part in their junior or senior year (73%). Most of them started on campus as freshmen (60% of current students and 88% of the graduates). Most current students want to go beyond a Bachelor’s degree, but this is especially the case with LTNS graduates. Although the sample is small, 88% want to pursue graduate education.

Most alumni who responded to the survey were LNTS majors (97.3%). Different from current students and LTNS current graduates who started in the campus as freshmen, two thirds of LTNS alumni were transfers. Sixty-three percent of the respondents graduated from SFSU after 2000, 42% since 2010. They are a high achieving group. A significant number of them (38%) pursued or are pursuing post-secondary education – 19% have an MA, 8% a PhD, and 8% a professional degree, while 13% are currently in school.

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<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>64.6%</td>
</tr>
<tr>
<td></td>
<td>51.2%</td>
</tr>
<tr>
<td></td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>

Source: Author calculations from data provided by the Academic Research Office Roster Cohorts Secondary Majors Minors and Primary Majors Retention and Graduation, March 2017.

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4 We wanted to make sure our respondents had some experience in the department.
Table 4: Characteristics of sample participants

<table>
<thead>
<tr>
<th></th>
<th>Current Students</th>
<th>Graduates</th>
<th>Alumni 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTNS major or minor</td>
<td>69%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>LTNS minors</td>
<td></td>
<td>50%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 6</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Rank 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>2.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>5.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>48.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>24.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Year</td>
<td>16.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Year</td>
<td>2.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Student 4</td>
<td>40.5%</td>
<td>22.2%</td>
<td>66.8%</td>
</tr>
<tr>
<td>Educational Aspiration 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>21.6%</td>
<td>11.1%</td>
<td>62%</td>
</tr>
<tr>
<td>MA</td>
<td>40.5%</td>
<td>44.4%</td>
<td>19%</td>
</tr>
<tr>
<td>PhD</td>
<td>29.7%</td>
<td>38.9%</td>
<td>8%</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>5.4%</td>
<td>5.6%</td>
<td>8%</td>
</tr>
<tr>
<td>Currently in School</td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Year of Graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2016</td>
<td></td>
<td></td>
<td>42%</td>
</tr>
<tr>
<td>2000-2009</td>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>1990-1999</td>
<td></td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Before 1990</td>
<td></td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Num. of respondents</td>
<td>497</td>
<td>18</td>
<td>37</td>
</tr>
</tbody>
</table>

Sources: Survey results as of April 17, 2017.

Results from Survey of Student Currently Enrolled in LTNS Courses

We asked students to rate their level of satisfaction with particular elements of the curriculum, faculty, and department. Figure 3 shows the percent of current students who responded they were “satisfied” or “very satisfied” with a particular aspect of the department. Close to two of every three students reported being “very satisfied” with “the relevance of the course material to my life” (83% are satisfied) and 61% with “the commitment of the faculty to student success” (86% are satisfied). Ninety-two percent of students are satisfied with “the breadth and depth of

5 For Alumni, these numbers refer to the education completed by 2017. Examples of the degrees earned by LTNS alumni: MBA, MFA, MSW, MS Counseling, Bachelors in Nursing Science, JD, and PhD in Social Work.
6 Cinema, Business, Psychology, Apparel, Design and Merchandising.
7 Only 37 participants of the current student survey were majors, minors or have taken more than two classes in the department.
the materials covered” and 86% with “the department sequence of courses.” Moreover, 83% of students are satisfied with “the level of intellectual engagement in the department” (50% very satisfied) and “the quality of instruction in the department” (44% very satisfied). The incredibly high levels of student satisfaction with intellectual engagement, commitment to success (86%), quality of instruction (83%) are indicative of our commitment to critical and community responsive pedagogy. Our faculty emphasize the importance of building meaningful relationships with our students and classroom instructional approaches that allow students to connect with each other, the instructor, and the material. Our department’s long standing reputation is that we connect relationships and relevance with our responsibility to develop and deliver cutting edge curriculum and instruction. There is no better measurement of our ability to deliver on this promise than the feedback of our students and their notably high levels of satisfaction as evidenced by their rankings of intellectual engagement, breadth and depth (91%). These numbers suggest that we are hitting the mark.

**Figure 3: Percent of students who feel “Very Satisfied” or “Satisfied” with particular elements of the department**

Source: Author calculations from survey of current students. Number of respondents = 37.
In Figure 4, we examine students’ level of dissatisfaction with the curriculum. Close to a third of students (31%) are dissatisfied with “the availability of courses when students need them.” While this is a difficult issue for the whole university, the disproportionately high SFR in LTNS makes offering more courses for students an even more pressing need. Spring 2017 was actually a semester with a large number of course offerings (the university provided more courses as augments to the department to teach than in prior semesters) and all courses were filled at 80% capacity. Looking at the respondents, 9 of the 11 respondents who were dissatisfied with the availability of courses were juniors or seniors.

Students are dissatisfied about the “opportunities to work with faculty on research” (19%); “the opportunity for independent studies” (17%); “mentoring and support from the department faculty” (14%), in spite of believing overwhelmingly that faculty really care about their success and that faculty provide “advising on my career.” These are high impact practices that help the students succeed. LTNS faculty are already teaching more students than other faculty on campus, but about one in seven students desire more opportunities to interact with faculty in research, mentoring and career advice.

Students wish to receive more information about La Clínica Martín Baró, The Cuba Educational Tour, and the Mexico Tour. Information about these programs should be made available to students on the department website or through social media. There is some dissatisfaction with the Community Service Learning program even though the numbers are small (only three students responded they were dissatisfied), but it may still be important to examine the concerns with the requirement.
We asked students to rank what they see as the most critical for their success at SF State. Among the top-ranked elements were: “the breadth and depth of the department’s courses” and “the relevance of the courses for their life.” The department is providing students with the motivation to continue their studies and become personally invested in their educational pursuits. A student mentioned “when the material is relevant to me it just keeps me encouraged to continue.”

Students also see the quality of the instruction in the department and the commitment of the faculty to student success as two critical aspects that help them succeed. Here are some examples of students’ responses:

“I chose those three because the LTNS teachers I’ve had so far, such as Andrade, Kury, Murguia, Nestor, Teresa, and Almaguer, all have great qualities as professors. In different ways they make the classes interesting and relatable to our lives. Most of these classes are extremely interesting and engaging and the professors always leave room for
students to engage and discuss the material we are learning as well as talk about our experiences.”

“It helps me stay motivated if the teachers care about me and how I'm doing.”

“The faculty really care about us, when it comes to the future. They're very encouraging and supportive especially when you meet with them.”

“I don't know where I would be if I never found the Latina/o Studies Department.”

Students who participated in the Mexico Tour, La Clínica Martín Baró and the Cuba Educational Tour reported the importance of these activities in the department.

Finally, while course availability is critical to students’ success, students are struggling to get the courses they need. Many students expressed being unable to enroll in classes they needed due to the shortage in full-time faculty: “I transferred into SFSU and I'm only missing one class that I have not been able to take due to cancellations or timing.”

We asked students about their agreement with a set of statements about the department. Figure 5 shows their level of agreement with each statement -- 79% of students agree that “the pedagogical approach of the department uses active learning and discussions to engage students” (55% strongly agree) and “faculty engages and validates me as a Latina/o student” (61% strongly agree). Two of every three current students agree that “course materials and readings are not covered anywhere else on campus.” There was some disagreement only with the last two statements -- “faculty take the time to mentor and support me” (15% disagree) and “there is good communication between students and faculty regarding student needs, concerns, and suggestions” (9% or 3 students) disagree.
Overwhelmingly, we found that 94% of respondents said they were satisfied with their overall experience in the LTNS department. In addition, we asked students to provide their suggestions for improving our department. Students made several suggestions:

“Needs more class schedule variety especially for Intro to Latina/o studies.”

“I work full time and it is important to be to be able to take classes in the evening.”

“For new teachers more support in how to communicate effectively with students.”

“More class schedule variety. Ex. Switch up the times of Intro to Latina/o studies so it's not just one section Wednesdays at 12 EVERY semester. Also there's a lot of classes just on Monday/Wednesday and more specifically there's like 3 classes with a M/W 4-7 class time which made me have to choose one over the other.”

“Provide more mentoring and department outreach such as letting us know about opportunities for volunteer work, internships, and scholarships.”
“The classes are always interesting. As a minor it did seem like a bit much to take so many classes compared to other minors -- maybe because the classes demanded so much.”

“Some professors need to use the technology favoring all students.”

“Maybe to have advising be mandatory to push me to go into the office more.”

“I want to hear more about success stories of LTNS major/minor graduates/professionals. Better resources for employment.”

“More notice/access to things like community engagement, scholarships, internships and things like that.”

“More workshops on grad school, what we can do with an LTNS degree and opportunities to meet other LTNS students.”

“Hire more faculty as they are needed for the well-being of all LTNS faculty and the students. We need to be supported and backed up by a department who is 100% committed to the success of students and this can't be done with constant attacks on the department and college. If faculty were less impacted of their "university" work, they would be more active in student's lives and academics.”

Finally, we asked students if they had anything else do add. These responses validate the need for the specific curriculum offered in our department.

“This department is crucial in the lives of many of us who come into these institutions and don't know where we want to go in life.”

“As a transfer student trying to graduate in ample time I wish I had enough time to either double major or receive a minor in LTNS. However, I will not let this stop me from learning.”

“This the best major I could have chosen the teachers are great and I learned a lot from them. Thanks.”

“I don't know where I would be if I never found the Latina/o Studies Department.”

Results from Survey of LTNS Graduating Majors and Minors

While every survey asked similar questions, a few additional questions were added to the graduate and alumni survey so as to understand the impact of the major on their success. Graduates were asked why they chose LTNS as their major/minor. Many students referenced the desire to learn about their history, in the context of being of Latino descent: “[I want to learn] About Latino history and culture that we don’t learn from society.” Many responses from graduates spoke of a Latina/o Studies curriculum as a foundation for developing the tools for improving their own Latino communities:

“I believe that as Latinos, we must know our history to be able to advocate for social change within our communities.”
“I believe that it's important to be disciplined in a field where the Latino population is very high in the area where I will be working in.”

“The classes were really interesting, and I wanted to continue learning about my culture. I also plan to work with the Latino community in the future, and this knowledge will help me by being able to support them better.”

“I felt it was important for me to learn about myself and culture as well as the work Latinx do in our society. I felt it would better prepare me so I can later apply not only my LTNS degree but my Communications degree in my professional life.”

“To learn more history of all Latinos and to find myself represented within textbooks. It is a sense of healing being in a classroom that acknowledges my culture and ancestral history.”

“I was inspired by my professors being so proud of being bilingual and Latino. Plus being a Latina women really motivated me to learn more about my ‘familia’.”

Figure 6 shows the percent of graduates who responded that they were “satisfied” or “very satisfied” with a particular aspect of the department. Similar to current students, 89% of graduating LTNS students are “satisfied” with “the relevance of the course material to my life” (67% are very satisfied), “the level of intellectual engagement in the department, and “the department sequence of courses.” And 83% are satisfied with “the commitment of the faculty to student success” (61% are very satisfied) and “faculty advising on my career.” Over two thirds of graduating respondents said they are satisfied with more of the department, except for “opportunities for independent studies” (33% are satisfied), “opportunities to work with faculty on research” (39% satisfied), and “the availability of courses when you want to take them” (39%). Students who graduated from our program reported not having much information about the Mexico Tour or the Cuba Educational Tour. Graduates were mostly satisfied or neutral about the department, but some students expressed dissatisfaction with “the department sequence of courses,” the availability of “opportunities to work with faculty on research,” “the availability of courses when you want to take them,” and “mentoring and support from the department faculty.”
Figure 6: Percent of Graduating LTNS students who were “satisfied” or “very satisfied” with the following elements:

<table>
<thead>
<tr>
<th>Very Satisfied and Satisfied</th>
<th>11%</th>
<th>17%</th>
<th>33%</th>
<th>39%</th>
<th>39%</th>
<th>67%</th>
<th>72%</th>
<th>78%</th>
<th>83%</th>
<th>83%</th>
<th>83%</th>
<th>89%</th>
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<tbody>
<tr>
<td>The Cuba Educational Tour</td>
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<tr>
<td>The Mexico Tour</td>
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<tr>
<td>Opportunities for independent studies</td>
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<tr>
<td>Opportunities to work with faculty on their research</td>
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<tr>
<td>The availability of courses when you want to take them</td>
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<tr>
<td>Community Service Learning</td>
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When asked to rank the top three factors that impact their success, graduates ranked “the commitment of the faculty to student success” and “the breadth and depth of the department curriculum.” Community Service Learning was also mentioned by a few graduates as one of the top features of our department. When ranking what in the curriculum impacted their success, students overwhelmingly described the departments’ ability to provide a relevant, community-based curriculum that helped them see the links between academia and the community:

“I believe having a broad selection of courses to choose from is vital because if there isn't that availability of courses then it will be harder to graduate sooner. Having a good quality of instruction can also impact a student's learning. Lastly, it should be relevant to our lives in order to learn something out of it. Because if it isn't very relevant, then how will we use the teachings outside of the classroom.”

“Having close relationships with the faculty was vital to my success, and to other students, because the more we know one another the better they could help us determine
what kind of career path we could take. Even if it's non-directly, their relationship helps us figure out where we want to go with our lives and how we want to help people.”

Intellectual engagement keeps expanding my vocabulary and understanding of the world along with the correct terminology. The fact that it is relevant to my life keeps me interested, engaged, and passionate about helping my community. The professors' dedication to our success is important because sometimes we need a push through these hard times.”

“Because even as a minor, I learned more than I ever expected to and this department has changed my perspective and has taught me to be more critical, especially with social issues going on outside of campus.”

“I think the faculty in the department really show how much they care about our success and push us to step out of our comfort zones to get involved in communities and to take action towards social justice. I genuinely appreciate how much I have grown with LTNS.”

“It's harder to study material you feel is not relevant to your life experience so when academia and life cross paths it helps me get a better understanding of the world and myself.”

“Teacher engagement allows students to build trust and be able to easily communicate with professors.”

Figure 7 shows LTNS graduates' level of agreement with each of the statements – 83% agree that “there is good communication between students and faculty regarding student needs, concerns, and suggestions;” 78% agree that “the pedagogical approach of the department uses active learning and discussions to engage students” and “faculty engages and validates me as a Latina/o student;” 72% agree that “faculty take the time to mentor and support me;” and two thirds agree that “courses materials and readings are not covered anywhere else on campus.”

Seventy eight percent of LTNS graduates agree that “being a LTNS major/minor helps you succeed and graduate from SFSU.” And 83% said they were “satisfied with your experience in the LTNS department.” When asked to describe how their LTNS concentration helped them succeed, students generally demonstrated the personally transformative power of the LTNS curriculum in their lives and futures:

“Through LTNS I learned about myself and how I would like to help the advancement of Latinos.”

“The wide level of courses offered allowed me to be a full time student every semester.”

“It covered a lot of my general education and provided me with extra units through community service.” (Student minoring in LTNS)

“In many ways. It has taught me to be proud and has given me more knowledge of self and a sense of self-healing to be able to further pursue my education.”
“It certainly is preparing me to be proud of my heritage and give me the strength to advocate for my people and myself.”

Figure 7 Level of Agreement of graduating students to the following statement

Graduates made several recommendations for our department—ranging from improving the level of personal support that faculty offer to students taking Community Service Learning courses, advising, as well as suggesting that LTNS receive more funding in order to offer more courses and resources for students:

“…having more flexibility with FINALS. Almost all LTNS Courses demand a 10-12 pg paper and having 4 classes like that back to back is very unhealthy and stressful for the students.”

“Making the CSL class do 20 hours instead of the 35 that the professor wants.”

“You can provide more classes with more seats and bigger classrooms, as well as having professors announce that they can support you if you need it, instead of not saying anything and students having to ask the professors instead.”
“Provide more advisors available for students.”

“Improve the CSL course. The lack of communication back from the CSL professor was very disappointing.”

“More courses and more money for the department.”

“Make mandatory classes available both semesters, because otherwise it is nearly impossible for students to follow through the requirements.”

A few students reiterated the powerful impact of the major in their ability to understand and advocate for their communities:

“The LTNS minor has made a dramatic change in the way I view myself and my people. I am able to embrace my culture and be proud of how resilient Latinos are despite the awful way they are portrayed in the media. It gives me a platform to defend mi gente.”

“I wish I had made this my major instead of a minor.”

**Results from Survey of LTNS Alumni**

Similar to graduating seniors we asked LTNS alumni, both majors and minors, to reflect on their experience in the Latina/Latino Studies department and the reasons why they pursued a degree in LTNS. These were some of the responses we received for why they pursued LTNS:

*It was interdisciplinary and the curriculum mirrored the realities in the community I was from. Hayward, CA.*

*It was interdisciplinary, and I personally felt that I did not learn enough about my culture in high school.*

*I continually found myself choosing classes in Latino/a studies based on the courses that interested me and the quality of the faculty until I counted up my credits and was close to completing the major.*

*I took a class with Professor Cuellar that made me change my degree. He was so passionate about the course it made me want to pursue a degree in Raza Studies. He made me think in ways that I had never done. I was so engaged and excited to learn more about history and ideologies that were not taught in any public school. I am now a community services coordinator helping low income families and farm worker families attain safe and decent housing.*

*I wanted to learn more about my culture, where I came, and the struggles we have endured. It also opened my eyes to what we have to go through as people of color.*
I took my first Raza Studies class my sophomore year, because one of my friends was taking the courses from there I couldn’t stop. To me, at the time, these were the most interesting courses. They gave me a new world view and helped me learn about my background and history as a Chicana. While my official major was child development I continued taking Raza courses for personal reasons. In the end I had taken so many Raza and Ethnic Studies courses I ended up double majoring and it ended up being a really good complement to my child development major.

I was originally a BECA major. For my undergrad history requirement, I took US History from a Latino Perspective with Nancy. It changed my life. I changed my major.

I decided to choose Latino studies because I wanted to understand my history and myself better.

It was a program that challenged me to grow as an individual and get involved more with my community. Being surrounded by many Latin@s in higher education made me feel en familia.

It was important for me to be able to relate to the topic I was going to study, so that I wouldn’t be intimidated by the college experience or subject matter. As a child I was part of the first bilingual program in the Berkeley public school system. And was made to sit at a desk with 5 other children and color we did not receive any formal training. This was 4th, 5th and 6th grade what I believe to be the more formative yrs. So I lacked in basic reading, writing and math skills and did not have the confidence needed to pursue a more challenging degree. Velia Garcia was key part in my successful completion of the program. I then went back to SFSU to complete my graduate studies, once again in a field easy for me to relate to due to my lack of confidence. I am very happy that I was given the opportunity to attend SFSU. Both my parents attended, my father graduated in the early 1950’s my mother attended in the early 1970’s. I attended class with her. My son attended classes with me.

Because there was so much more I wanted to learn about my culture and my ancestry. In high school there was no Raza Studies class offered except if you had time to take extra-curricular activities after school. When I finally was able to take the after school program Raza Studies class, I took it and it changed my life completely. My perspective about the world and my role in it shifted and I was more empowered and inspired to pursue higher education.

I pursued a degree in La RAZA Studies, because unlike the other departments at SFSU the Faculty/Staff of La RAZA Studies took the individualized time and interest in supporting and helping their students understand not only the required curriculum material from a perspective we are familiar with as well as learning who we are as Latino Adults in this country by learning about our history and cultures; but for many of us 1st generation in College, how to survive demands of College. They gave me the knowledge I needed to return my books back to my community as a Social Worker.
Figure 8 shows the percent of LTNS alumni who respondent they were “satisfied” or “very satisfied” with a particular aspects of the department. Similar to all students and graduating majors, alumni feel very positive about their degree from LTNS. When ask about particular elements of the program, alumni were especially satisfied with the “level of intellectual engagement” in the department, “the relevance of the course materials to my life” and the “quality of instruction at the LTNS Department.”

It was all about caring. I cared about what I was learning, I felt that the faculty cared that I succeeded, and they made me care about my community.

Professors where passionate about what they were teaching and were open to discussion of different points of views as well as different experiences. It made you want to come to class and immerse yourself in the content.

I believe that it is important to have a deep understanding of the theories affecting the Latino Community but is also important to put those into practice. That is why having more research opportunities is vital for our professional success. I believe that my involvement with the César Chávez Institute helped me excel with my career. While that opportunity did come out of SFSU I was connected to the institute by a scholarship outside of SFSU. I believe there are great faculty members at the LTNS department but I would hope that more students had the opportunity I had to work on research at the school.

Faculty commitment and student counseling assures me in staying engaged through my coursework.
The variety of topics available for study through the program kept me fascinated and engaged. Without a history in my family of study at the college level, it was important to identify and work with trusted mentors.

The 1998 Cuba trip took place before anyone was able to "legally" travel to Cuba. Dr. Felix Kury was so passionate about Cuba and helping the country. It was a life changing experience. The trip was a catalyst for pursuing my Masters degree in social work and a commitment to social justice. To this day I still talk about my trip. Dr. Carlos Cordoba was such a great mentor. He was patient, a good listener, and challenged me to be a better Latina every day.

Being First Generation in this country and in College, I had very little role models and support at home, it was the professors that took the extra time to work, coach, encourage and mentor me that insured my success at SFSU. If not for them I would never have graduated from college.
Relevance of course materials to my life. I'm a hands on learner it is important for me to be able to relate on some level to the subject matter.

The professors played a huge role in my success within my program and the university. They made all of the material relevant to my life and community. They added a genuine sense of interest in my life and success. This motivated me and keeps me accountable.

I absolutely LOVED my experience at SF State because of the professors I had.

Jeff Duncan-Andrade's Educational Equity (Raza 580) class changed my life FOREVER. His class exposed me to the most content out of all my classes in community college and at the university. His pedagogy was unlike any other, and the assignments we had really prepared me for the "real" world, for lack of better words. His class really helped me understand and see racism/discrimination/isms/equity on levels I still have not been exposed to in other spaces. His class changed my life, and it significantly informed my life moving forward - personally and professionally. He also always made time to check-in with me about my education, professional trajectory/goals, and to work with me when I needed help. For someone like him, who is known around the world, it really said a lot about his commitment to students' success, myself included.

There are so many reasons I loved my time and experience at SF State, and I have to say that the fact that the professors and campus was SO welcoming to my children was one of the biggest reasons. At a very early age, my daughters had the opportunity and privilege to sit in university classes, engage with professors, and run around the campus like they owned it. They could walk over to Project Rebound and hangout there. They could run into professor's offices and be welcomed with open arms, and they could hang-out in a safe like ESSO any time they wanted. That is an experience I don't know I could've or would've had anywhere else, and it is one of the main reasons I love SFSU so much.

Level of intellectual engagement: I remember Raza Studies course being the first to challenge me in terms of intellectual engagement. Before my first Raza course I would hide in the back of class to now have to speak up. But Raza instructors really engage. This made me prepare for classes more so that I would be able to contribute to the conversation.

Figure 9 shows elements that alumni identified as the strength of the department. The overwhelming majority of alumni (88%) agree that “course materials and readings are not covered anywhere else on campus” (68% strongly agrees) and that “faculty engages and validates me as a Latina/Latino student” (60% strongly agrees). Although 74% agree that there is good communication between the faculty and students that was the area of less agreement among alumni. This could reflect the disagreement by some alumni with the change in the department’s name change, which some alumni strongly opposed.
Moreover, we asked alumni if a degree in LTNS helped them graduate or helped in graduate school or in their career in general. The majority of alumni answered that a degree in LTNS helped them graduate (97%) and 89% answered that the degree helped them with graduate school, job or career. We then asked alumni “How did LTNS help you graduate?” Here are some of the responses to that question.

*It gave me a vast amount of knowledge about Latino culture and it made me want to get involved within the community as well as take what I have learned and apply it to my future career.*

*I believe it gave me a voice and understanding of the oppressive forces that sometimes affect the Latino community. With that knowledge I was able to channel that to push me to graduate not only for myself but in order to support more communities of color to fight against institutionalized racism.*

*The program afforded me a sense of belonging and thus, the stability and confidence to take on challenges I would not have been able to otherwise.*
We were interested in the subject matter of every course and we could identify with the teachers, since they were also Raza. We also felt love from the teachers at the time, but this was in the early seventies. At the time we were able to fulfill a science requirement with "Black Contributions to Scientific Development" in the Black Studies Department, taught by the brilliant Dr. Raymond Noble.

If not for the support, encouragement, tutoring, mentoring I received from my professors within La Raza Studies Department, I would never have finished College.

Teachers supported me as a young single Latina working full time and going to school with 2 minor foster nieces by helping all of us with our homework during evening hours after work & school. You don't get that sort of familiar, community support from teachers in other departments at SFSU. The faculty & Staff of La Raza Studies Department are the reason I am a College Graduate.

It empowered me, and made me proud of my roots. And also reminded me why it was important to be a Latina in higher education and the importance of graduating, and taking my learning elsewhere.

My major empowered me and gave me the confidence to be involved on and off campus. They helped me create my own identity and ask the tough questions about myself, my community and our society.

Everything else was so impacted and hard to get classes in! As a Raza studies major, I received an elite education and still able to graduate in 2 years as a transfer student...do amazing community service projects which I still include on my CV.

Professors being willing to meet with me. Intellectually stimulating and challenging courses in a generally safe learning environment. My contributions in class were respected. I would have been a philosophy major, but as I moved up to higher-level courses it was increasingly only older white men. In Philosophy, my points were belittled even when I was saying something factually proven and not theoretical!

The close-knit community was helpful and getting to know my teachers was also helpful. It's very easy to get overwhelmed when you first get there and sitting in an auditorium full of students you don't get that feeling of that teacher knows I am struggling but he doesn't even know who I am. The smaller classes the same teachers and students help alleviate some of the stress factor and helped me keep going until I finished.

I don't know if it helped me get into graduate school but it did help with my masters. It definitely helped me understand who I am today, and helps me understand the families I work with. Cultural competency is valuable in social work world. I enjoyed the teachers.

When asked how Latina/Latino Studies helped you with your career, this is what we heard from survey respondents:
My professors taught me how to write about complex topics. Also, taught me to be disciplined with school and the expectations.

My career has been based on the pedagogy of the Dept. and its commitment to community service.

In my job I work with students and finally having a handle of what it is to be Latina/o in the US has helped me better serve them.

Not only was I experience in child development, bilingual, bicultural - and had a degree in La Raza studies to obtain the position of Site Supervisor for a bilingual child development program—where I eventually became the Executive Director.

I ended up becoming a registered nurse in San Francisco, and will soon be pursuing a Master's in Nursing. Because of my training in the La Raza Studies program, I have also become a Union Leader, and have been organizing my colleagues for years. These administrators that I take on just can't compete with my rational arguments and usually don't know what hit them. I eat corporate lawyers for breakfast. My colleagues, although nurses are consistently ranked "the most trusted profession," are beaten down by the bullying and blaming of corporate administrators. Seeing the light come on in their eyes, when they start getting organized and feeling empowered to defend themselves, keeps me going through the endless fight. I keep a copy of "Rules for Radicals" in the bathroom, for daily insight. (Thanks, Professor Kury!).

I have a clear perspective of the challenges around our educational system and it allows me to understand where others come from. In addition, the network I was able to create has helped me become the professional I am today.

I work with high school students from Oakland. Everything I ever learned in this major continues to be the base in which I stand on when I mentor the youth. It’s a reminder that I was in their shoes once and what I needed the most at that age, was to see people like me, encourage and push me to be and do better. So that is what I try to provide for them.

I wish there were advisors with different ideas on how to utilize the degree. I was 22 at the time and not sure about the job market, etc.

The program provided me a theoretical and practical understanding of the workings of society, institutions, organizations and communities. I also learned the history and evolution of social movements associated with the Latino Community. This knowledge has served me well in my career and other activities in service to others.

I would say Yes and No to this one. Yes, in the way that there are theories and practices that you get in this department that you will not get anywhere else. Understanding privilege, racism, colonialism and how those play in everyday life is not something everyone at the work place has and I believe the LTNS degree equip me with the understanding of that. To work with disfranchised communities it is important to have this understanding to better serve them. No, because if you are not specifically working in
the non-profit field is hard to explain how you can apply what you learn in the major at the work place.

Because of the community service and projects I had to complete for my degree, it gave me the ability to build my resume.

Lastly, we ask alumni, what we can do better. These were some of the responses we received:

I believe that the theories are there but I would love to have more practical classes. For example, many of us are in the program with the intention to eventually work for a non-profit, it would be awesome if there could be opportunities to learn more about how to run a non-profit, how to evaluate or create a program, how to manage staff with a socially conscious lens. Pair up with organizations like Compass Point who already offers these type of training. Offer the non-profit certificate opportunity as part of the LTNS program. I also see how there could be more cross work between departments like the department of urban development. I currently work at a financial non-profit and while I learned in the program about many issues in the Latino community like the criminalizing of Latino youth and history of migration, I believe that we can cover a bit more about the asset building sector and the non-profits doing this type of work to get communities of color out of poverty.

Expand more on indigenous cultures of Latin America and how they acculturated to the mainstream society.

I had to find the major on my own as transfer student. Perhaps marketing the program at junior colleges.

Change the name of the Department back to LA RAZA STUDIES. Hire instructors with community service experience, not just advanced university degrees. People who have shown a love for our communities, not just an interest in advancing their own careers.

Better mentoring, more exposure to research, enhanced advising, more access to internships.

More Diversity among the faculty, from a wider variety of Latin American & Caribbean Countries

I know sometimes this was out of the department reach, but it was hard to get into the main classes. They were either full or the timing wasn’t the best and it was the only one being offered for the semester.

Add some South American experiences and courses.

At times it seemed like some faculty didn't get along with other faculty members and as a student it can be a little demoralizing to see, especially when we consider the fact that in our classes we talk about unity. I think the department needs to be more aligned with each other so it's not so isolated work. Also, it would've been nice to bring more speakers
from around the world to speak, I know we get a lot of Cubans, but a variety of writers and activist would be good.

The male professors, although experts at unpacking racism, need some education and training on gender issues, and maybe consider some self-critical analysis of their male privilege and what they need to do to make their classes also gender-inclusive.

More emphasis on writing, including exposure to different pieces of writing (i.e. grants, resumes, job applications, etc.).

I think in this day and age, it is important to have courses that discuss LGBTQ+ topics within the Latinx community, if there isn't already something in place.

Train all faculty on sexual harassment. Have clear protocols. I purposely avoided those professors.

I had a difficult time getting accepted to a Masters program at SF State. There should be more support for students who want to continue with a different Major.

The program could have done a better job of preparing students of color for the "real world". I am now an Executive Director of a non-profit, but it hasn't been an easy road. Ethnic Studies Department at that time should have supported students in concrete ways to enter the work force. For example, offering a class on grant writing. How to obtain and manage funding for a non-profit, since so many of us ended up with careers in non-profit or education.

Mentor students to become better writers. Have more public policy classes. Involve alumni more. Students need a class on public resource procurement, allocation, and equity.

3.3 The Curriculum

The Latina/Latino Studies Department currently has an open-ended pathway for completing the requirements for the major (See Appendix B). Our curricular development process entered a crisis mode during the economic recession of 2008 and suffered through the severe budget cuts that ensued. At that point, our budget shrank and we focused on finding ways to offer the courses that students needed to graduate. Since then, we haven’t had the luxury of thinking about expanding our curriculum. We are still experiencing a robust student demand and this has been coupled with a shrinking faculty. We are primarily focused on assisting majors and minors who are trying to complete their requirements for graduation. We would like the opportunity to proactively think about curriculum change but we need more faculty to really engage in curriculum development, support growing enrollment, and provide resources for the growing number of majors and minors.

We are confident that by maintaining the current rate of growth we will surpass the high graduation rates that we have already achieved. However, developing each semester’s schedule has been a major challenge of our department due to the fact that we have few faculty members in relation to the number of students that we serve. Problems of bottlenecking and frequency of
classes are issues that we face every semester. These issues will be discussed in the narrative that follows.

Culminating Experience Requirement

The focus of our major and minor program is to promote engagement between academic content and the community. Our goal is to establish a nexus between students drawing on their education and engaging in service to their community. This approach challenges students to think about how they will utilize their education in service to the community. For this reason, the culminating experience requirement comes in the form of LTNS 680: Community Organizing. Through this class, students put into practice how to engage with their major in the service of their community. They have a mandatory 30 hour service learning module in this class. They also have the option of completing 40 hours of service and combining this with another course to receive 3 additional units. Students’ final paper prompts them to reflect on the themes of the course and their experiences in a local community organization or agency.

Community Service Learning (CSL) is the most successful high impact practice within our curriculum. We would like to offer community service in conjunction with more of our classes but we need additional support to spread CSL across the curriculum. A lecturer, Felix Kury, has been managing all of the service learning student assignments at Clínica Martín Baró and he also oversees the CSL that students complete as part of LTNS 680: Community Organizing. He does this without proper compensation. We need to be able to offer more secure compensation to support his work with the service learning component of our curriculum. An additional .4 time assignment for Felix Kury would cover the necessary compensation.

General Education Courses

The department actively engaged in SF State’s most recent General Education (GE) revision process and we believe that this has made a positive impact on our students’ graduation rates. We approached the General Education revision process as an opportunity to pare down the department’s GE offerings a bit. The new GE courses are now less widespread across our curriculum than before. Please see Appendix C and Appendix D for lists of Latina/Latino Studies courses that are offered in the general education curriculum. Please see Appendix E for information on how often, when, and where required courses are offered. Please see Appendix F for a list of courses that our program regularly offers that are cross-listed with other departments.

The revised General Education offerings of the Latina/Latino Studies department have served Latina/Latino Studies majors and the general student population. The Student Learning Outcomes requirement of the General Education submission process helped us reach out to non-majors and frame disciplinary methods and knowledge within broader educational contexts. For example, one of the SLOs for the lower division social science courses called for students to be able to “evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and debates in the social sciences.” This course expectation prompted us to consider how our GE courses could be relevant to non-LTNS majors. We are confident that we have been successful in reaching out to the broad SF State community. High enrollments and positive course evaluations confirm this.
We see the General Education breadth requirements as very important components of what we offer and we’re comfortable in that role but we need more support to continue offering GE courses in a way that doesn’t detract from what we offer our majors and minors. Latina/Latino Studies, and Ethnic Studies in general, is the right place to be offering GE but we need more support to do this while serving our majors and minors. The department of Latina/Latino Studies has been more responsive to the needs of GE across the campus than other departments. That is, a very high number of our courses fulfill GE requirements. We see this as one of the functions of Ethnic Studies but we, the Latina/Latino Studies department, have shouldered a significant part of this responsibility. Our actions in supporting the expansion of GE offerings merit the allocation of another faculty line to carry on and support the tradition of bringing general education requirements to the College of Ethnic Studies.

Complementary Studies Requirement

Students completing a Bachelor of Arts in Latina/Latino Studies must complete at least twelve units in Complementary Studies by taking classes with a prefix other than LTNS, and not cross-listed with LTNS. These units may be in: 1.) A Spanish or other Latin American language; 2.) One course from each of these prefixes: AAS, AFRS, AIS, or RRS; 4.) Partial completion of a minor, or partial completion of a certificate; 5.) A study abroad program in Latin America; or 6.) Upon advisement, a coherent group of courses complementary to the major.

With the approval of an advisor in the major, courses which fulfill the Complementary Studies requirement may be lower or upper division units, resident or transfer units. Students who have earned AA-T or AS-T degrees and are pursuing a similar B.A. degree at SF State are required to fulfill the Complementary Studies requirement in consultation with a Latina/Latino Studies advisor. Students are encouraged to consult with a major advisor about how transfer units and/or SF State units can be best applied to this requirement in order to ensure degree completion within 60 units.

Easing the Transition of Transfer Students

The Latina/Latino Studies department worked with SF State’s Articulation Officer to develop a pathway from entry to graduation that transfer students are encouraged to take. We also have an informal agreement with San Francisco City College to count city college classes for the major. A former chair of the Latina/Latino Studies department has met with advisors at San Francisco City College to relay this information to them. See Appendices G, H, and I for pathways/roadmaps available for transfer students. See Appendices J and K for articulation agreements.

We have also taken efforts to make it possible for transfer students to enter upper division coursework without burdening them with excessive pre-requisites. The department accepts nine units (of 39 units for the major) from the City College of San Francisco (and other comparable community colleges). We accept these nine units as long as they are from Latina/Latino Studies or Ethnic Studies departments. We have established specific pathways with City College whereby LALS 1: Latino/a Diaspora: The impact of Latinos living in the United States (and equivalents in other community colleges) substitutes for LTNS 215: Introduction to
Latina/Latino Studies. We also developed close relationships with advisors at the City College of San Francisco. Unfortunately, this work fell on the shoulders of a previous chair of the Latina/Latino Studies department and we did not have the resources to reach out to more community colleges. Our current and prospective students could very much benefit from the department having a college advisor as part of our staff. This advisor would continue the work that the former department chair started. The advisor would reach out to multiple community colleges to implement additional pathways.

Curriculum Challenges and Areas for Development

One of the most pressing curriculum challenges is how to eliminate bottleneck courses from our students’ educational experience. Bottleneck courses are understood as those courses that are required for graduation and regularly attract more students than can be enrolled. The three bottleneck courses are LTNS 215: Introduction to Latina/Latino Studies, LTNS 410: Seminar on Gender and Latinas/Latinos, and LTNS 680: Community Organizing. All three are core courses required for graduation. The department has witnessed a rising number of majors and a shrinking number of faculty. Required courses are often offered only once a year, they fill quickly, and we don’t have the resources to offer them again.

LTNS 410 is impacted by the fact that Dr. Catriona Esquibel, the person who teaches the class, is a full-time tenured faculty member of another department. Both the LTNS department and LTNS students very much appreciate what Dr. Esquibel brings to this class. However, assigning the class to Dr. Esquibel requires the establishment of a new agreement between the departments of Latina/Latino Studies and Race and Resistance Studies every time the class is offered. The LTNS department would like to have a more permanent agreement with the department of Race and Resistance Studies. Dr. Esquibel has also expressed interest in this. A more permanent swap would enable the department to be more consistent in offering LTNS 410 and this would be very beneficial for students.

LTNS 680 is only offered once during the semester and it is very popular not only because it is a core course but also because many students have established a positive relationship with the professor. Felix Kury teaches this course and also teaches health and health policy courses in the department of Latina/Latino Studies. In addition, he is the Program Director and Founding Faculty Advisor for the Clínica Martin-Baró, a Mission District-based free clinic. Many students volunteer at this clinic both for university credit and as part of their own commitment to civic engagement. Kury is very important to the department and his courses are consistently over-enrolled.

It should be noted that the Graduate Writing Assessment Requirement course (GWAR) is the only course required for the Latina/Latino Studies major that is sometimes offered by another department. It has been difficult to give up one of our faculty each semester to teach the GWAR class so we agreed for the GWAR course to be taught by multiple faculty members in the College of Ethnic Studies. Latina/Latino Studies faculty teach the GWAR course on a rotating basis. Given more resources, time, and faculty we would like to offer our own GWAR course for Latina/Latino Studies majors. None of our other required courses are offered by outside
departments. We feel strongly that all required Latina/Latino Studies courses should be offered by the department of Latina/Latino Studies. Moving forward we would like more resources to be able to offer our own GWAR course.

This narrative began with recognition of the fact that the economic crisis of 2008 and SF State’s severe budget cuts shrank our department’s budget and course offerings. Now that we have larger enrollments and assured funding for classes, we plan to use this as an opportunity to create a clearer pathway. One way we would like to strengthen our pathway is by adding tenure-track professors who could offer courses in the field of Arts and Humanities, Central American studies, Education and LGBT issues. We would also like to strengthen our curriculum by reflecting a broader vision of Latinidad beyond the west coast of the United States.

We would also like to offer classes at a wider variety of times. Student survey responses indicate that this is a concern. Students have also requested more opportunities for mentoring, advising, and research with faculty. We would like to offer them these opportunities to develop their scholarship but also want to make sure that faculty mentors are adequately compensated. The department plans to host workshops that address student questions regarding career options for Latina/Latino Studies majors. We plan to reach out to successful graduates so that current students hear from their peers.

In regards to administrative staff and support, our current Administrative Analyst Specialist (AAS) is assigned only half-time to our department, which is problematic for us since we handle nearly twice the students of other departments in the college, and it is expected that student enrollment in our major and minor, as well as in our courses in general, will grow considerably in the next six years.

The LTNS Curriculum and Current/Future Directions in the Discipline

The Latina/Latino Studies curriculum, both General Education courses and courses for the major, reflect current and future directions in the discipline of Latina/Latino Studies. This becomes clear upon reviewing the research and areas of specialization of our faculty, which are described below.

Professor Tomás Almaguer’s recently published book project, *The New Latino Studies Reader: A Twenty-First-Century Perspective*, co-edited with Ramon Gutierrez, (University of California Press, 2016) tracks the current state of the field and points to future directions of research in Latino Studies. Dr. Almaguer’s current book project aspires to move the area of Latino Sexuality Studies in a new direction. It is a book on Chicano Gay Men that explores the complex gender and sexuality identity issues that Mexican men who have sex with men experience. It’s a qualitative research project that focuses on the life histories of forty bay area Mexican men.

Professor Murguía’s research is multidisciplinary, focusing on investigations of California History as well as documenting, archiving and exhibiting Mexican postcards pre-1949, of which he has presented multiple exhibits and a catalogue of the field. His research and publications have spawned a series of doctoral dissertations, some of which have been published by leading
academic publishers. His teaching aims to inspire and instruct our students with the artistic and literary values that reflect the many voices, artists and writers of our community, as well as preparing students to enter the teaching profession.

Professor Teresa Carrillo published two inter-related chapters focused on domestic service workers in the US. “The Best of Care: Latinas as Transnational Mothers and Caregivers” explores the ways in which immigration policies and practices track Latina migrants into domestic service. In a related piece, the analysis of Latina domestic service workers is extended into the realm of translations of feminism across the Americas. “Translation and Transnationalization of Domestic Service” looks at how some things do translate but many aspects of Latina domestic service fail to translate into the discourse of feminist rights and labor rights. Both pieces feed in to a forthcoming book manuscript on the Institute of Mexicans Abroad and the Limits of Extra-territorial Governance. Each project looks at a specific aspect of Latina/o agency, centering on Latinas and Latinos as political actors in a transnational context.

Associate Professor Jeff Duncan-Andrade’s research is very much connected to Ethnic Studies efforts to lead the way as universities consider ways to develop curriculum and pedagogy that is both engaging and applicable in community contexts. As more and more universities make community engagement part of graduation requirements, research and curriculum connected to applied fields like education have become particularly important. Dr. Duncan-Andrade’s research curriculum connects students directly to schools, classrooms, and youth development programs, which allows them to apply the theory and research that undergird his courses.

Associate Professor Katynka Martínez teaches the media studies courses of the department. She is committed to providing civic engagement opportunities through all of her classes. Four of the five classes she teaches include a Community Service Learning component. Students usually volunteer at the non-profit community media organization Acción Latina or at the bilingual newspaper El Tecolote. Dr. Martínez’s publications have analyzed Latina/Latino magazines, television, and online media. She recently published an article related to her community-engaged scholarship: “‘I Exist Because You Exist:’ Teaching History and Supporting Student Engagement through Bilingual Community Journalism” in Civic Engagement in Diverse Latina/o Communities: Learning from Social Justice Partnerships in Action (Peter Lang Publishing, in press).

Associate Professor Reyes examines policy issues affecting Latinos. She has published on a wide range of timely topics such as: Latino students in higher education; the impact of budget cuts on California community colleges; Latino representation and public policy in California public schools; barriers to young Latino and African American males; childcare and preschool enrollment for Latino children; and the impact of U.S. immigration policy on Mexican unauthorized immigration. Moreover, she engages students and faculty at SFSU on projects with community partners, non-profits and/or government agencies. She is currently working with the Department of Children, Youth and Families, UCSF, and a consortium of community organizations in the Mission District on a project to reduce violence and heal Latina/o youth impacted by violence or system-involved.
Assistant Professor Melissa Guzman’s current research examines the impact of punitive immigration policies, criminalization, and deportation on the lived experiences of Latina/Latino immigrant communities. Her ethnographic research advances the discipline of Latina/Latino studies by documenting and analyzing how punitive criminal justice policies impact Latino religious organizations. In her teaching, Melissa Guzman focuses on how the criminal justice system impacts Latina/Latino communities, and particularly, how mass incarceration spills over into the daily routines of Latina/Latino youth and their families. Her teaching and research are in conversation with future directions in the discipline of Latina/Latino Studies by critically bridging together Migration Studies, Latina/Latino Sociology, Critical Criminology, and Religious Studies.

Faculty

The success of any academic department is predicated on it offering a vibrant curriculum and having a talented group of faculty. That ensures the effective delivery of its curriculum of instruction to both majors and minors and the student body at large. Please see Appendix L for the Latina/Latino Studies Review, Tenure and Promotion Guidelines; Appendix M for faculty CVs, and Appendix N for Fall 2016 Teaching Assignments.

We have illustrated that our faculty are teaching many students per semester, significantly more than most departments on campus. Budget cuts and a lack of replacement of faculty has also impacted the distribution between tenured/tenure-track professors and lecturers on campus. **Table 5** shows the number of faculty teaching in the Latina/Latino Studies department per semester and the proportion of tenured/tenure-track professors to lecturers using data provided by the Office of Institutional Research on course offerings at LTNS. The majority of faculty members teaching in the department are not tenured/tenure-track. During the recession years 2008-2010 the number of lecturers in campus declined – over half of the faculty teaching at LTNS were tenured/tenure-track during that period, but since then, the proportion of lecturers has increased and by Fall 2016, only 42% of the faculty teaching in the department were tenured/tenure-track.
Table 5: Number of Faculty and % of courses taught by Tenured-Tenure Track faculty in the department Fall 2005 to Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>Number of Faculty</th>
<th>% of courses taught by T/TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>15</td>
<td>51%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>19</td>
<td>47%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>21</td>
<td>47%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>17</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>17</td>
<td>57%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>17</td>
<td>57%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>17</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>23</td>
<td>49%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>21</td>
<td>48%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>18</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>22</td>
<td>58%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>22</td>
<td>53%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>14</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>20</td>
<td>54%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>15</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>21</td>
<td>34%</td>
</tr>
</tbody>
</table>

When the department’s last self-study was conducted in 2001 the Raza Studies Department had 9 full time faculty (FTE) members. Seven were tenured/tenure-track (2 Professors, 4 Associate Professors, and 1 Assistant Professor) and two were full-time lecturers. Of the seven full-time tenured/tenure-track faculty, four were men (Professors Carlos Cordova, Jose Cuellar, Alejandro Murguia, and Roberto Rivera) and three were women (Professors Velia Garcia, Teresa Carrillo, and Nancy Mirabal). There was one full-time male lecturer (Felix Kury) and one full-time woman (Brigitte Dávila) at that time, but both lecturer positions were funded through course release funds. Six of the nine faculty were of Mexican ancestry, three were Central American and one Cuban American.

Fifteen years later, in Academic Year 2016, there are 9.6 full time faculty (FTE) in what is now the Latina/Latino Studies Department. Eight are tenured/tenure-track faculty (4 Professors, 3 Associate Professors, and 1 Assistant Professor) and two are full-time lecturers. Of the eight full-time tenured/tenure-track faculty, four are men (Professors Alejandro Murguia, Carlos

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8 Author calculations from data provided by Academic Research Office on LTNS course offerings from Fall 2005 to Fall 2017.
Cordova, Tomás Almaguer, and Jeff Duncan-Andrade, who holds a .60 position in LTNS) and four are women (Professors Teresa Carrillo, Katynka Martínez, Belinda Reyes, and Melissa Guzman-Garcia). There remains one male full-time lecturer (Felix Kury) and one full-time female lecturer (Brigitte Dávila) although the lecturer positions are only 60% funded and the department makes up the missing 40% with course release funds. In terms of ancestry, seven of the faculty are Mexican, two are Central American, and one Puerto Rican.

Eight tenured/tenure-track faculty in the Latina/Latino Studies Department currently represent approximately 18% (8 of 43) of all of the College of Ethnic Studies faculty. Campus-wide, the Latino faculty presence at SFSU accounted for only 7% of all tenured/tenure track faculty at SFSU. The low percentage of Latina/o faculty on campus stands in sharp contrast with the staggering increase in percentage of Latino undergraduates, who now account for 32.9% of the total student body.

**Teaching Concentrations in the Department’s Curriculum**

There are three broad areas in the department’s current curriculum that have generated these impressive student enrollments. These are in: (1) Arts & Humanities, (2) History, and (3) Behavioral & Social Sciencea. Of the current faculty, two faculty members primarily teach in the Arts & Humanities [Alejandro Murguia, (MFA, Creative Writing, SFSU) and Katynka Martínez, (Ph.D, Communication, UCSD)]. The historian in our department accepted a job at a research institution in 2014 and for three years we did not have any full time faculty in the History area. However, we recently hired Assistant Professor Maria Quintana (Ph.D, History, University of Washington) who will join the faculty in Spring 2018 and help fill this gap.

There are six tenured/tenure-track faculty members who primarily teach the Social & Behavior Sciences area. These include: Carlos Cordova, (Ed.D, Multicultural Education, USF); Teresa Carrillo, (Ph.D, Political Science, Stanford); Tomás Almaguer, (Ph.D, Sociology, UC Berkeley); Belinda Reyes, (Ph.D, Economics, UC Berkeley); Jeffery Duncan-Andrade, (Ph.D, Education, UC Berkeley); and Melissa Guzman-Garcia, (Ph.D, Sociology, UCSB). The two full-time lecturers in the department also teach courses in this area: Felix Kury, (MS, Counseling, SFSU), and Brigitte Dávila, (J.D., Boalt Hall School of Law, UC Berkeley). There are some faculty who teach in more than one of these three areas. But this distribution generally captures the faculty’s primary training is these major areas of the curriculum. This distribution reflects the fact that most of the courses currently taught in the department are in the Behavior & Social Sciences (23 courses), followed by Arts & Humanities (16 courses), and finally in History (10 courses).

The actual number of courses that are frequently taught within these three areas offers a glimpse into the department’s current enrollment patterns. When we look at data compiled for this report a few things become immediately clear. First, most of the courses generating this enrollment spike have been department offerings that meet statutory university requirements in U.S. Government & Constitutional Ideals (LTNS 276) and U.S. History (LTNS 278/HIS 278). These two highest enrolled courses have been consistently taught by Lecturer Brigitte Dávila and Professor Tomás Almaguer. In the last four years they have jointly taught more than 1,500 undergraduate students in these two courses alone.
Below is a list of the highest enrolled courses in Latina/Latino Studies from Fall 2013 to Fall 2016 (or the seven most recent semesters in the past four years). Some of these courses were cross-listed with other departments and the data, consequently, reflects only those students enrolled on the LTNS side. A few courses include small sections of a cross-listed course where the other department assigned faculty and receive the bulk of the enrollments. Other sections of these courses were added late as University augments and were often not fully enrolled. With these caveats in mind, here is data for the top fifteen courses fielded in the Latina/Latino Studies Department (with enrollment numbers and sections offered) in the past four years:

**Top Fifteen Courses – Fall 2013 to Fall 2016**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Curriculum Area</th>
<th>Total Enrollment</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 276</td>
<td>Latina/o, U.S. Government and Constitutional Ideals</td>
<td>BSS</td>
<td>788</td>
<td>17</td>
</tr>
<tr>
<td>LTNS 278</td>
<td>History of Latinos in the United States</td>
<td>HIS</td>
<td>729</td>
<td>16</td>
</tr>
<tr>
<td>LTNS 230</td>
<td>Introduction to Latina/o Literature</td>
<td>AH</td>
<td>411</td>
<td>10</td>
</tr>
<tr>
<td>LTNS 485</td>
<td>Criminalization of Latino Youth</td>
<td>BSS</td>
<td>409</td>
<td>11</td>
</tr>
<tr>
<td>LTNS 694</td>
<td>Community Service Learning</td>
<td>BSS</td>
<td>399</td>
<td>15</td>
</tr>
<tr>
<td>LTNS 450</td>
<td>Indigenismo: Indigenous Cultures in the Americas</td>
<td>HIS</td>
<td>350</td>
<td>7</td>
</tr>
<tr>
<td>LTNS 210</td>
<td>Latino Health Care Perspectives</td>
<td>BSS</td>
<td>321</td>
<td>7</td>
</tr>
<tr>
<td>LTNS 680</td>
<td>Latina/o Community Organizing</td>
<td>BSS</td>
<td>299</td>
<td>7</td>
</tr>
<tr>
<td>LTNS 215</td>
<td>Introduction to Latina/Latino Studies</td>
<td>AH</td>
<td>295</td>
<td>7</td>
</tr>
<tr>
<td>LTNS 470</td>
<td>Latina/o Immigration to the U.S.</td>
<td>BSS</td>
<td>289</td>
<td>6</td>
</tr>
<tr>
<td>LTNS 410</td>
<td>Seminar on Gender and Latinas/os</td>
<td>BSS</td>
<td>269</td>
<td>6</td>
</tr>
<tr>
<td>LTNS 211</td>
<td>Latina/o Family Narratives</td>
<td>BSS</td>
<td>260</td>
<td>7</td>
</tr>
<tr>
<td>LTNS 530</td>
<td>Latina/os and the Media</td>
<td>AH</td>
<td>223</td>
<td>5</td>
</tr>
<tr>
<td>LTNS 435</td>
<td>Oral History Methods</td>
<td>HIS</td>
<td>221</td>
<td>6</td>
</tr>
<tr>
<td>LTNS 430</td>
<td>Race, Crime, and Justice</td>
<td>BSS</td>
<td>204</td>
<td>8</td>
</tr>
</tbody>
</table>
If we disaggregate this enrollment data by the three areas of curriculum instruction noted above then a pattern emerges. First, the Behavior and Social Sciences area accounts for nine of the fifteen courses. Second, the History area accounts for three of the fifteen courses. Third, the Arts and Humanities area accounts for three of the fifteen courses. This distribution generally reflects the areas of expertise of the 10 faculty in the department at the present time. As noted above, seven of the ten departmental faculty teach in the Behavior and Social Science area.

Professor Teresa Carrillo has routinely taught courses on Latino immigration and globalization issues (LTNS 445 and LTNS 470), Women and Gender (LTNS 410), and Latino Politics (LTNS 660). She is an expert on transnational motherhood, cultural citizenship and immigrant domestic service workers and caregivers. She is currently completing a book project tentatively titled Watching Over Greater Mexico: The Institute of Mexicans Abroad and The Limits of Extra-territorial Governance. In recent years she coordinated and taught the department’s highly-acclaimed Study Program in Mexico. That program took SFSU students to Mexico DF and Morelos during the summer where they met with fourteen different community based organizations. It was under Professor Carrillo’s dynamic leadership as Chair that the department changed its name to Latina/Latino Studies, expanded and revised its curriculum, instituted the new GE requirement into the curriculum, and spearheaded the tremendous increase in the number of department majors and minors.

Lecturer Felix Kury has primarily shouldered the courses in Latino health care, family narratives, and community organizing: LTNS 210, LTNS 211, and LTNS 680. He has also fielded department courses on Central Americans in the United States (LTNS 460), Cuba: Health, Education, and Culture (LTNS 692), and Latino Environmental Justice (LTNS 590). He is the founder and director of the Clínica Martín-Baró in San Francisco and pro bono consultant for the Center for Justice and Accountability. In recent years he directed the SFSU-Cuba Education Project in association with the Department of Latin American Social Sciences (FLACSO) at the Havana University. That innovative project has taken more than 350 SFSU students to Cuba as of June 2005. In 2015 he received the Excellence in Service Distinguished Faculty Award at SFSU.

Lecturer Brigitte Dávila has routinely taught the highly enrolled departmental courses in Government and Constitutional Ideals: LTNS 276. She has also overseen the impressive community service learning program and CSL course in the department: LTNS 694.

When there was no formally trained historian in the department, Professor Tomás Almaguer taught the large comparative Latino history course (LTNS 278/HIS 278). He did this in the department for the past ten years. He has done so from a historical-sociological perspective and has published numerous articles and a book in Latino history. This past fall he published The New Latino Studies Reader: A Twenty-First-Century Perspective with co-editor Ramon Gutierrez (UC Press, 2016). In addition to teaching the comparative Latino history course, he has also created and fielded cross-listed courses in Latino Sociology (LTNS 640/SOC 640), Gender, Sexuality, and Latino Communities (LTNS 505/WGS 505), a graduate seminar in “Queer Ethnic Studies” for the Sexuality Studies Department MA Program (SXS 799) and regularly teaches the graduate seminar in Latino Studies (LTNS 707) for the College of Ethnic Studies.
Studies MA Program. He is a nationally-recognized scholar in Latino Sexuality Studies and continues to serve as an expert witness in immigrant asylum cases involving Mexican transwomen and Mexican gay men.

The oral history core course (LTNS 435) has been primarily fielded in recent years by Professor Carlos Cordova, an interdisciplinary scholar with expertise in this area. Dr. Cordova is a nationally-recognized scholar in Central American Studies who has published an important book on the Salvadoran American population in the United States. In addition to his teaching the oral history course for the major, he has routinely taught the course on Central Americans in the US: History and Heritage (LTNS 460), Indigenismo: Indigenous Cultures in the Americas (LTNS 450), Latina/o Transculturulation (LTNS 428), Latina/o Art History (LTNS 320), and Caribbean Cultures and Spirituality (LTNS 440). Professor Cordova is an active participant in the cultural and political life of San Francisco's Mission district. He was one of the founding members of the Mission Cultural Center for Latino Arts, and has been a member of various community Boards including the Board of Directors of the Friends of the Mission Cultural Center, the founding Board of Directors at the Center for the Arts in the Yerba Buena Gardens, and the Board of Directors at the Mission Neighborhood Centers.

The courses in the Arts and Humanities area have been largely fielded by Professor Alejandro Murguía and Professor Katynka Martínez. Professor Murguía is a nationally-recognized expert in Latino literature and creative writing. He has routinely taught the Introduction to Latino Studies course (LTNS 215) and our literature courses (LTNS 230 and LTNS 305). He is the author of *This War Called Love* (2003 winner of the American Book Award), *Southern Front* (1998 winner of the American Book Award) and *The Medicine of Memory: A Mexica Clan in California* (University of Texas Press, 2002). In 2013 City Lights Books in San Francisco released his new book *Stray Poems*. He is a founding member and the first Director of the Mission Cultural Center. In 2014 the San Francisco Weekly named him Best Local Author. And especially noteworthy, in 2012 he held the distinguished position as the Sixth San Francisco Poet Laureate and was the first Latino to hold that post.

Associate Professor Jeff Duncan-Andrade has largely fielded the department course on education equity: LTNS 580. He holds a joint appointment in the Department of Equity and Leadership Studies (.40 FTE) in the College of Education and the Latina/Latino Studies Department (.60 FTE) in the College of Ethnic Studies. Dr. Andrade initially joined the department faculty in 2004 as part of a “new wave” of faculty positions that came to the College of Ethnic Studies that year. Tomás Almaguer was Dean of the College at that time. Professor Andrade is a nationally-recognized expert on Urban Schooling, Youth and Popular Culture Studies, Latino Educational Equity, and Critical Pedagogy. He is the author of two important books in his field and is the founder of Roses in Concrete Community School in Oakland, California. In 2015 and 2016 he was honored as one of the top 200 Education Scholars influencing U.S. education policy. In 2016 Professor Andrade also received the White House Distinguished Education Commendation Award.

Other courses in Arts and Humanities have been fielded by Associate Professor Katynka Martínez, a Communication specialist with expertise in Latino journalism, visual culture, and
media studies. She has principally taught courses on Latinas/os in the Media (LTNS 530), Latina/o Visual Images (LTNS 225), Latina/o Cinema (LTNS 409), and Latino Journalism (LTNS 536) in recent years. She has also fielded in the History area the department course on Latina/os in California (LTNS 315). Professor Martínez has published widely on various topics such as Latina/Latino community journalism, video games and Latino youth; soap operas; Latino-oriented cable television, and Cultural Studies articles on the representation of Latinas in the media. She has given generously of her time and assisted her students in the publication of their articles, photography and artwork in the Mission District’s bilingual newspaper *El Tecolote*. She has been a Board Member of San Francisco’s non-profit community media organization *Accion Latina* since 2009.

Associate Professor Belinda Reyes was appointed to the department in 2006 for her policy expertise. She normally teaches the department courses on Policy Making and Latinos (LTNS 286), Latina/o Immigration to the U.S. (LTNS470) and Economic Progress on Latinos in the U.S. (LTNS 415). Since 2009 she has taken on another primary assignment outside of the department to serve as Director of the César E Chávez Institute in the College of Ethnic Studies. Reyes had not taught in the department since 2009, as of Spring 2017 she is now teaching Economic Progress on Latinos in the U.S. (LTNS 415). Professor Reyes works with students on her research. Every year at least two or three students work on externally funded projects with Professor Reyes at the César E Chávez Institute.

Assistant Professor Melissa Guzman-Garcia has this past year taken responsibility for the department’s criminal justice courses: LTNS 430 and LTNS 485. Dr. Guzman has expertise in the sociology of religion, Latino sociology, ethnographic methods, Mexican immigration, as well as Latinos and the criminal justice system. Her most recent work centers on how Latina/o religious experiences shape their political consciousness and civic participation while simultaneously enduring ongoing criminalization. She is currently working on an ethnographic project documenting the experiences of Mexican and Central American Pentecostal immigrants in Fresno, California. That work explores what she terms “spiritual citizenship” or the way that religious organizations encourage undocumented migrants to forge a new form of citizenship based on individual responsibility, self-sufficiency, and “good” moral character.

The various literature and art courses in this area have been largely fielded by a number of distinguished lecturers in this area or through cross-listed courses taught by faculty from other departments. These have included musician John Calloway, Carlos Barón from the Department of Theatre and Dance, and Daisy Zamora, extensively published and highly regarded Central American poet.

Support Provided for Faculty's Teaching, Professional Growth and Service Activities

Securing support for faculty at all ranks in the areas of teaching, professional growth, and service is challenging at the CSU. For example, faculty in the UC system are comparatively privileged in that departmental, college, and university-wide support in these important areas far exceeds what faculty are offered in the CSU. University sabbaticals to conduct research are granted every six years in the UC system while sabbatical leaves in the CSU are competitively granted
and not an inherent faculty right. Similarly, discretionary institutional funds for faculty research and conference travel are routinely made available at various levels in the UC system. This is not the case at SFSU, or any other CSU campus, where travel funds are meager in comparison and are competitively granted. Moreover, there are no pockets of discretionary research funds routinely made available from either the department, college, or university at SFSU that are available to its faculty.

This situation requires LTNS faculty to competitively apply for limited campus support for teaching and professional growth. It is outside funding support from postdoctoral fellowships, research grants, start-up funds, and the like that faculty must secure on their own. A few faculty in the department have successfully secured outside research funding and bought out their teaching time in order to conduct research. Buying out one course, for example, means that an individual faculty’s teaching obligations are reduced from three to two courses per term. Other faculty secure departmental release time from teaching for a variety of administrative reasons.

To its credit, SFSU has redefined the teaching obligations of full-time faculty since the last program review. At that time, tenure track faculty were required to teach four courses per semester while full-time lecturers fielded five courses. In recent years, SFSU faculty across campus have been granted a .20 release from teaching in order to conduct research. That has reduced both tenure-track faculty and lecturers' teaching obligation by one course per semester. That has certainly made the objective situation a far better one with regard to university support for faculty research. But many challenges remain and any new faculty that we hire faces the daunting challenges of securing outside support for a productive and prolific research agenda in the department.

There are, we are pleased to acknowledge, a few initiatives in the area of teaching effectiveness at SFSU that does support faculty innovation in this area. Unfortunately, our faculty has not made extensive use of these programs in order to improve their individual teaching effectiveness or the overall delivery of our department’s curriculum. Most of our innovative growth in this area, which has been confirmed in other areas of this self-study, has come from the assistance of other faculty within and outside of the department. Suggestions for new course materials, timely documentaries, valuable classroom projects, and other pedagogical innovations are most often the product of individual faculty resourcefulness rather than one based on systematic university support for teaching.

Current and Future Needs for Departmental Faculty Positions

If we look at the Latina/Latino Studies major and minor it is apparent that there is a good distribution of both tenured/tenure-track faculty and lecturers teaching these core courses. There are four primary courses that are at the heart of the department’s major. These include: (1) LTNS 215 “Introduction to Latina/o Studies” which has been routinely taught by Professor Alejandro Murguia; (2) LTNS 410 “Seminar on Gender and Latinas/os” which has been taught by both Professor Teresa Carrillo and Professor Catriona Esquibel from the Race and Resistance Studies Department; (3) LTNS 435 “Oral History Methods” most recently taught by Professor
Carlos Cordova; and (4) LTNS 680 “Latina/o Community Organizing” routinely fielded by Lecturer Felix Kury.

While other faculty have occasionally taught these courses as well, the department has done a good job of ensuring that its most senior faculty shoulder primary responsibility for the curriculum in the department’s major and minor. Three full Professors in the department have taken primary responsibility for teaching three of these core courses in the department major and minor. However, it should be noted that two of these professors are participating in the Faculty Early Retirement Program, which limits their teaching availability to one semester per academic year. Lecturer Felix Kury has taught the other required core course for the department in recent years.

While on the surface the department has done an excellent job of fielding its curriculum there are major personnel concerns that must be acknowledged here. The most important of these has to do with the changing nature of the Latina/Latino Studies Department faculty in recent years. For example, of the seven tenured/tenure-track faculty in the department at the time of the 2001 Program Review only two are still on the current faculty. These two are Professor Teresa Carrillo and Professor Alejandro Murguía. Professors Velia Garcia, Roberto Rivera, and Jose Cuellar have since retired. Professor Carlos Cordova has just entered the phased retirement program at SFSU (FERP) and will be formally retiring in the next few years. Professor Nancy Mirabal has since taken a faculty position on another campus. The department’s two full-time lecturers, Brigitte Dávila and Felix Kury, remain members of the faculty at the present time.

The loss of these four tenured faculty members has been accompanied by a very slow and painful process of trying to replace them. For example, the department has just this past year finally replaced Professor Velia Garcia (who retired in 2008) with Assistant Professor Melissa Guzman-Garcia. She has taken over responsibility for the criminal justice courses that Professor Garcia created and fielded for so many years. The retirement of Professor Jose Cuellar has not led to a faculty replacement for him. Instead, that position was left unfilled so that those faculty funds could be used to support our two full-time lecturers. The department lost all of its lecturer dollars due to budget rollbacks since the last Program Review. As a result, it wisely left Cuellar’s position unfilled so that Felix Kury and Brigitte Dávila’s positions could be largely funded. However, there remains a budget deficit every semester because of the funding shortfall in supporting these critically important lecturers. Administrative release time and faculty buying out their teaching time to conduct research have helped cover this ongoing deficit.

The department also did not secure a replacement position for Professor Roberto Rivera when he recently retired. Funding for his faculty position was mortgaged ten years ago when both Assistant Professors Belinda Reyes and Katynka Martínez were hired in a single faculty search conducted in 2006. The department just this year was able to successfully replace Professor Nancy Mirabal with a new historian, Dr. Maria Quintana, who will join the faculty in Spring 2018. Unfortunately, the department has yet to receive approval of its request to replace Professor Carlos Cordova. He is not as yet permanently retired, however, he is now on a reduced teaching schedule and the department has faced the daunting task of trying to field the numerous courses that he has routinely taught. Attempting to secure an immediate replacement for him
while he is transitioning out of the faculty has not been successful due to budget shortfalls in the College of Ethnic Studies. It appears that even if he resigned immediately that there is no assurance that we could secure a replacement for his faculty line due to these budget constraints. The department will need to continue to vigilantly press for his replacement or may well be without yet another tenure-track faculty in the next few years.

The other new faculty member who joined the department in 2007 was Professor Tomás Almaguer. He did so after stepping down as Dean of the College and exercising his faculty retreat rights. It is important to underscore that he does not hold a faculty line in the department and will not be replaced when he retires. He was initially hired to an administrative position; not a faculty position. His impending retirement will mean that yet another tenured faculty retirement will not be replaced. In anticipating that situation, the department has recently hired two new faculty that teach in his areas: history and sociology. Historian Maria Quintana will take over teaching the large pan-Latino history that he has taught for the last decade. She will also teach the department’s core course in oral history. Sociologist Melissa Guzman, in addition to the criminal justice courses, will be able to teach the Latino Sociology course that he currently teaches. Furthermore, it is also anticipated that Assistant Professor Guzman will likely teach the graduate seminar (LTNS 707) that Almaguer has taught for many years for the Master of Arts Program in Ethnic Studies. However, his retirement will mean that there will be no one on the faculty that can teach the cross-listed gender/sexuality course (LTNS 640/WGS 640) he created or address LGBT issues in the curriculum more generally.

It is also anticipated that in the next few years Lecturer Felix Kury will be retiring. He has been a key faculty member fielding a variety of critical courses for the department. These include the Latino Health Care and Family Narrative courses (LTNS 210 and LTNS 211), as well as the core course in Latina/o Community Organizing (LTNS 680). When he retires the department will confront the difficult decision of whether or not to reconvert the money currently being used from Jose Cuellar’s unfilled tenure track position. When Lecturer Kury steps down there will be no one teaching courses in Latino family studies or Latino health issues. The department clearly needs a full time faculty member in this curriculum area. Consequently, there will be compelling reasons to revisit the arrangement currently in place to divert tenure track faculty dollars to support the two full time lecturers in the department.

Another painfully obvious concern raised by the future retirement of Felix Kury is the lack of Central American specialization in the department. In the 2001 Self-Study there were three full time department faculty with an area of expertise in Central America. The recent retirements of Professor Roberto Rivera and Professor Carlos Cordova means that there are currently no tenure track faculty in the department who specialize in Central America. When Lecturer Kury retires there will be none on the faculty whatsoever. This is clearly an area of major concern that needs to be kept in mind as we search to replace Professor Cordova next year. We submitted a position request for a Central American specialist in the Arts and Humanities area in Fall 2016 but our request was not granted. Hiring a Central American specialist in that position is crucial to the department’s vibrant pan-Latino curriculum. Without at least one T/TT faculty member with a
focus on Central America, the department runs the risk of reducing its present pan-Latino scope which has long been one of the exceptional strengths of the department.

There is also a gap in the curriculum since Professor Mirabal left the department. Professor Nancy Mirabal helped create and field two new courses on Caribbean Latino populations (LTNS 380: Afro-Latina/o Diasporas and LTNS 467: Caribbeans in the US: History and Heritage, but since she left the department courses focused on Caribbean Latino populations have been severely limited if not eliminated.

Other pressing needs of our department that will need to be addressed include but are not limited to: strengthening the reading and writing skills of our students, as well as their bilingual skills. We could also use information technology (IT) help in revising our website, but also in helping our faculty post their work and research on the web. Another challenge is that soon the state of California will require Ethnic Studies in 9\textsuperscript{th} grade social studies classes. This change has created an emergency in the form of an extreme shortage of teachers qualified to teach the newly required Ethnic Studies courses. Our department already is home to many students who want to be teachers, but we have not been able to meet the demand for courses and new course development that should accompany that growing segment of LTNS majors and minors. Thus our department has recently taken concrete steps to address this challenge. For example, the College of Ethnic Studies, in a collaborative initiative, has begun the process that would qualify prospective teachers for entrance into the single subject certification program on the basis of their BA degree in LTNS in lieu of a separate entrance exam. We’re also working with the Department of Education and Liberal Studies in identifying some of our classes that can strengthen students’ success in entering the teaching profession, in the K-12 area. Another possibility would be that Liberal Arts students, for example, who want to enter the teaching profession, be required to take 15 units in LTNS courses that would enhance their understanding of the Latina/o public school students; our department could then identify some of our lower enrolled courses as the required ones which would have a minimal impact on our majors/minors ability to take the required course for their LTNS degree. The important point here is that our department needs to prepare for the changes recently implemented across California that high school students be required to take courses in Ethnic Studies. The challenge will be in providing support and instruction for our emerging cohort that wants to enter the teaching profession with this new requirement.

Extracurricular Activities and Research

The department provided two distinct opportunities for students to travel abroad with the Mexico Solidarity Study Tour and the Cuba Educational Tour.\textsuperscript{9} These study tour opportunities are presently at risk of being phased out due to unreasonable risk management requirements and other obstacles imposed by the university to study tours abroad. In addition to travel tours, our department supports research opportunities at the César E. Chávez Institute (CCI); experience at the Clínica Martín Baró; and students can volunteer at multiple community organizations and

\textsuperscript{9} Because of limitations in travel by the CSU we have not had the Cuba Educational Tour for some time. Students are interested in us reviving the program, but we need to find another faculty member to make these connections, since Felix Kury will be retiring.
government agencies throughout the Bay Area through our Community Service Learning Program (LTNS 680 and LTNS 694).

Extracurricular Activities and Research: The Mexico Solidarity Study Tour

Professor Carrillo has led 15 international study tours to Mexico with selected students from her LTNS 670 Mexican Politics and Society class. Each year a group of 8-14 students from the class of 50 enlist in the study tour. During two weeks in Mexico the group visits 12-14 community-based organizations and engages in an exchange of mutual solidarity with activists who are playing a role in the democratic development of Mexico. Throughout the Spring semester participants prepare for the Tour by raising money, making contact with the groups and making arrangements for the meetings, completing research papers on each of the organizations they will visit (one per traveler and on a larger scale, one organization per student in the entire 50-student class), and getting approval for the travel tour from the Dean, Office of International Studies, Provost, and Chancellor. The Mexico Study Tour is a major curricular innovation for the students that travel but has an even greater impact in the classroom with the majority of students who do not get to travel. The Study Tour allows for a focused analysis of grassroots activism in Mexican Politics that is missing from an analysis based solely on scholarly books and articles. The Tour and the on-going infusion of new materials and perspectives have given the Mexican Politics and Society class (LTNS 670) new life and opened up a vibrant discussion in all classes of the role of grassroots organizations and everyday citizens in the process of democratic development. This tour demands an enormous amount of time and energy, but in the end it is well worth it in the way it brings the material to life in the classroom even after the tour is over.

For the students themselves the experience is life-changing. Every fall semester, the students that travel participate in a Report Back event where they describe and reflect upon their experience on the Mexico Study Tour. Every one of them says that the tour changed their lives. They return with a feeling of familiarity with Mexico and a newfound respect for the Mexican people. Most importantly, they return with a strong dedication to take part in community work here in the US. Ana Jimenez, a Mexico Tour participant wrote, “I and many others of my fellow students learned that we have a great role as citizens of this globalized world to be responsible with our own actions and political influence that can effect people outside our own country.” Joseph Garcia wrote, “The Mexico class and study tour exemplifies innovation. The fact that it puts forth the criteria for action to be taken by students in response to globalization and the effects it has had on Mexico's people is very innovative, if not revolutionary. Too many classes teach about struggles and movements in a historical background but don't incorporate the lesson of action. By studying NGOs and grass roots movements in Mexico, students here at SFSU are enabled to organize and fund-raise, thereby making a direct connection with the movement of the gente in Mexico. The tour calls for straight up action here at SFSU for support of your organization of choice in Mexico then while on the actual study tour, the students, and the NGO's hold a dialogue to further everyone’s education on the struggle/movement here and in Mexico.” Finally, Alejandro Rodriguez commented, “As a History major, I felt I was pretty familiar with Mexico’s history and economic conditions, however it was not until I joined the Mexico Study Tour that I really had a
superior grasp of the economic conditions that Mexico has been going through. After the tour I could finally start to figure out what my role in this whole thing might be.”

Student survey response regarding the Mexico Solidarity Study Tour:

Dr. Carrillo's Mexico Tour was by far one of the best experiences of my life. Her class and the trip to Mexico really changed my life because it allowed me to experience what I learned as a student first-hand. Dr. Carrillo has always been the kind of professor that puts her students first, and she always went out of her way to support me. She was my Advisor even prior to me transferring into SFSU - and I remember crying in her office because I was just so in awe with the fact that I had someone who looked like me, someone who identified with me, as my Advisor. The fact that I could take that experience with her as an Advisor and Professor and travel with her to Mexico is still the once-in-a-lifetime experience as it was many years ago when I took the trip. It was literally the grassroots organizers vacation of a lifetime! We were politicking in Mexico, and she was SO intentional about the people and places she exposed us to. We met with everyone from government officials to grassroots organizers to people who lived in very, very rural areas - and everyone shared a different experience and brought their own breadth of knowledge. I wish to God everyone could take that trip, especially youth. It really informed my role in policy because it helped me understand the staunch conditions people in Mexico experience compared to us/people in San Francisco/the greater Bay Area.

Extracurricular Activities and Research: The César E. Chávez Institute

For the last seven years, Associate Professor Belinda Reyes has been the Director of The César E. Chávez Institute (CCI) a multi-ethnic research center at the College of Ethnic Studies committed to socially engaged scholarship. CCI brings teams of students, faculty and community partners to work on projects of relevance to communities of color. Inspired by César E. Chávez’ example of peaceful social justice action, the institute is dedicated to examining, documenting, and providing strategies to better address the needs of communities of color. CCI seeds new initiatives and work with faculty to develop projects for external funding. The institute’s most recent projects bring multidisciplinary scholars from the campus and beyond. For example, “Roadmap to Peace: Healing Latino Disconnected Youth” brought together Sheldon Gen, Urban Planning Department; Elizabeth Brown, Department of Criminal Justice; Paula Fleisher, Community Engagement and Health Policy Program; the UCSF Clinical and Translational Science Institute; and the UCSF Center for Community Engagement.

CCI has funded a number of LTNS faculty members such as Nancy Mirabal, Teresa Carrillo, and Felix Kury who have received funding from CCI. Faculty normally bring students to work on their scholarship at CCI. We want to deepen the relationship with the Institute. We are discussing the possibility of developing a research training program for LTNS students and a seminar series. Moreover, we would continue to develop opportunities for external funding like the recent funding CCI received ($40,000) to nurture projects with the Latino community.
The Institute is also part of the Inter-University Program for Latino Research (IUPLR), which links faculty and students at SF State with a national network of Latino scholars. Established in 1983 with funding from the Ford Foundation the IUPLR is the leading consortium of university-based research centers researching Latino issues (https://iuplr.uic.edu/iuplr/about/welcome-letter-from-executive-director).

Extracurricular Activities and Research: La Clínica Martín Baró

Established in January of 2007, after two years of preliminary work with UCSF, Clínica Martín-Baró is a free Saturday health care clinic run by medical students and faculty from the UCSF School of Medicine, and undergraduates from the SFSU Latina/Latino Studies Department. As Faculty Advisor, Program Director and founding member, Felix Kury oversees the logistics and social health component of Clínica Martín-Baró. In the past ten years the Clínica has provided medical services to thousands of patients.

The mission of Clínica Martín-Baró is two-fold. First, the Clínica strives to promote wellness in the underserved Mission District community through primary care health services and health education that addresses their needs. Second, it strives to create life-long advocates for underserved communities by providing a space for the student volunteers to develop and strengthen a socio-economic analysis of the state of healthcare in the U.S. The clinic encourages, supports and empowers low-income students of color to pursue higher education (including but not limited to medical school) and a career that will benefit the needs of such communities.

Through the LTNS 210 course, a prerequisite for participation at Clínica Martín-Baró, students are prepared with the knowledge, critical skills and social consciousness needed to work in Clínica and in general in health care delivery for Latinos. Every Monday night, from 7:00 PM to 10:00 PM, all clinic volunteers participate in a general meeting to follow-up with patient referrals, lab/pharmacy coordination, and bring in guest speakers - community organizers, promotoras, professionals and educators - to broaden their understanding of health-related issues.

The undergraduate students, many of which come from underserved communities, get to know the Latino community and its needs in depth by conducting street-level outreach in the main corridors of the Mission District. They are also responsible for: preparing all forms, documents, logs and patient charts; ordering and procuring lab supplies, medications and office supplies; fundraising; performing intake procedures on patients; preparing patient education materials; referring patients to other agencies; acting as patient advocates and translators. By meeting with other community organizations and establishing relationships, the students evaluate whether the referrals they make are culturally sensitive, bilingual, friendly towards the undocumented, and responsive to not only their immediate medical needs, but also the underlying social disparities. More than half of the student volunteers at Clínica have family members suffering from the same conditions presented by the patients they serve. Health promotion, therefore, substantially impacts the students themselves, as they become agents of change not only in the community, but within their own families as well.

The Clínica Martín-Baró mentorship program is intended to give undergraduate students who have otherwise not considered a career in the health professions, the inspiration, confidence, and
knowledge to pursue this career path. This mentorship program works to increase not just the number of minority applicants to the health professions, but culturally and socially conscious individuals whose experiences are likely to lead them to care for underserved communities.

The collaboration among undergraduates, medical students and physicians in running the clinic has led to strong and lasting relationships with mentors who encourage and support undergraduates in their pursuit of graduate-level education.

In this endeavor, Clínica Martín-Baró is now joined by Mission Neighborhood Centers, Inc. (MNC), an organization with a highly regarded tradition of community service and leadership. MNC partners with SFSU as the Mission Community Delegate Agency for San Francisco Head Start, and most recently, by providing space for Clinica at one of the MNC-owned facilities located at 24th and Harrison Streets. MNC has invited Felix Kury, as a long-time community activist and Program Director of Clínica Martín-Baró, to consider being part of a focus group to help design their proposed mixed-use development at their 24th and Harrison property lots. With potential support from Mercy Housing Development Corporation, currently considering becoming their developer, and with support from the SF Mayor’s Office of Housing, a mixed-use facility will be constructed within the next three years. MNC has expressed its commitment to this project by designating permanent space to be constructed within this development for Clínica Martín-Baró, thereby providing long-term sustainability.

Student survey responses regarding La Clínica Martín Baró:

“Helps ground me seeing the patients and they make a huge impact in my life to want to continue with my education to give back to my community.”

“Since I started to volunteer at the Clínica I feel that it makes a great impact in our community by informing what you learn at school and making patients/non patients know that they have a place where they can come and be helped.”

Extracurricular Activities and Research: Community Service Learning (LTNS 680 and 694)

Lecturer Brigitte Dávila runs a section of Community Service Learning, and it places students in a variety of community-based organizations. Under this section students can sign up for 1-3 units of credit for the major/minor, and they usually complete between 30-45 hours of community service learning to earn the units. The students register for an online class that structures their service learning experience and ensures that both agencies and students get the best out of the internship.

Student survey response regarding CSL:

“community service learning is critical to connect students to the larger movement for social justice, however the coordinator of the program Dávila, seemed to get paperwork confused in my situation, when I did everything on point...”
Faculty Service Contributions

Professor Teresa Carrillo has maintained a consistently active record of service to the campus and community, including service in the department’s RTP and Hiring Committees, and in a good number of College-wide and University-wide Search Committees, various GE Committees, and the Leave-With-Pay Committee. Professor Carrillo also served two terms as Chair of the Latina/Latino Studies Department and was an active member on the CSU-wide Chancellor’s Task Force on the Advancement of Ethnic Studies and the HSI Task Force at SFSU, led by Robert Nava, Vice President of University Advancement. Professor Carrillo also maintains a robust record of service to community off-campus, including leadership in the Mexican Consulate of San Francisco and the Chicana/Latina Foundation. Professor Carrillo directs the Mexico Solidarity Study Tour, taking a group of students to Mexico following her Mexican Politics and Society course.

Professor Tomas Almaguer has provided numerous departmental and College service contributions since the last self-study. In the department, he has served as a member and Chair of the Latina/Latino Studies Promotion Committee, the LTNS Chair’s Review Committee, served on the Hiring, Retention and Tenure Committee, and undertaken other departmental assignments and tasks. In the College of Ethnic Studies, he has served as a member of the Leave with Pay Committee, the Robert Corrigan Visiting Professor Committee, member and Chair of the Promotions Committee in the Race and Resistance Studies Department and the American Indian Studies Department, and served as member and Chair of the Queer Ethnic Studies Scholarship Committee. He has also represented the department on the College of Ethnic Studies Master of Arts Program Admissions committee and Advisory committee. Outside of the College, he has served as a member and Chair of the Promotions Committee in cases in the Sociology Department and the Sexuality Studies Department. He has also served as member of the Sexuality Studies Master of Arts Program advisory committee. His primary community service contributions in recent years have centered on providing pro bono expert witness testimony in cases involving Mexican transwomen for Community Legal Services in East Palo Alto and other cases involving Mexican gay men for various bay area community-based organizations and legal firms.

Professor Alejandro Murguía, along with community groups, poets and students of LTNS, has organized a series of poetry/literary festivals in the heavily Latino Mission District. The last two of these festivals, 2015 and 2016, brought poets from all over the Bay Area for readings, panels, and workshops, all of which were free and open to the public. The highlight of the 2015 festival was the reading by the internationally known Nicaraguan poet Ernesto Cardenal. In 2016 the festival hosted the poet Alfonso Alarriba from Sinaloa, Mexico. As faculty advisor to the department’s arts and literature journal Cipactli, Professor Murguía, along with the student staff have produced 15 issues of this journal which provides LTNS students and non-LTNS students a chance to be involved in a creative writing publication. The journal also hosts a yearly celebration where the current issue is presented, and students read from their work to an appreciative audience, with usual attendance around 75-100. Professor Murguia, as Poet Laureate of San Francisco, has mentored many young poets and emerging intellectuals in the
community, including doing poetry readings for a wide range of groups, from Creativity Explored—an arts program from physically and mentally challenged adults, to presentations on gentrification and police killings of Latinos in the Mission District. For the past four years he has also sponsored a monthly poetry series Voz Sin Tinta that features emerging poets from the Latina/o community as well a broad range of voices from the Bay Area.

Associate Professor Reyes has maintained a consistently active record of service to the campus and community. She has engaged broadly throughout the campus serving on committees in the department, college and campus university wide. Her department committees include the Search Committee for Criminal Justice, the LTNS’ Retention, Promotions and Tenure Committee, the Chair Review Committee; and the Department’s Curriculum Committee. Reyes' service to the College has included College Council, the College Strategic Planning Committee, Graduate Council, and the Graduate Admissions Committee. University wide, Reyes has served on the Academic Senate, the University Sabbatical Committee, the University Professional Development Committee, University Research Council, Metro Academies Leadership Council, the Search Committees for the Director of Human Resources, the Dean of Faculty Affairs and the Director of Recruitment and Outreach, the Foundations for Excellence Committee to examine the 1st Year Experience for SFSU students, HSI Taskforce, and University Strategic Planning Committee. Reyes is currently the Director of the César E Chávez Institute and was the Interim Associate Director of the Public Research Institute, in addition to serving on its Board. Reyes has also been in the External Review Committee for the Department of Ethnic Studies at Cal Poly San Luis Obispo University. Associate Professor Reyes also maintains a robust record of service to community off-campus, including serving on the Board of the Chicana/Latina Foundation. Reyes is on the Executive Board of the Inter-University Program for Latino Research and was asked to advice President Obama’s White House Initiative on Men of Color. Reyes provides support to a number of community organizations: the Latino Community Foundation, Active Voice, HOPE, PR Studies Center and other organizations.

Associate Professor Katynka Martínez began her term as Department Chair in August 2017. She served as a member of the Overlay subcommittee for General Education from 2011-2014. She chaired the committee from 2012-2014. In this capacity she facilitated meetings and developed procedures for reviewing courses that were submitted for certification in the following areas: American Ethnic and Racial Minorities, Environmental Sustainability, Global Perspectives, and Social Justice. Within the Latina/Latino Studies department, Martínez has chaired three of the last four hiring searches. She is also a faculty advisor for undergraduate students. Martínez has served on many Ethnic Studies MA thesis committees and was recently nominated to fill the duties of Graduate Coordinator. Her tenure in this position began during the 2016-2017 academic year. She is currently creating a website for the Ethnic Studies MA program. Martínez provides service both on and off campus. She has been a board member of the nonprofit organization Acción Latina since 2009. The publication of the Mission District-based bilingual newspaper, El Tecolote, is one of the projects of Acción Latina. Students in Martínez’s Latina/Latino Journalism class regularly publish articles, photography and artwork in El Tecolote. Martínez currently serves as Board President of Acción Latina.
Assistant Professor Melissa Guzman joined the department in Fall 2016. While she has been relieved of committee work her first year, she has served as faculty advisor for undergraduate students as well as served as a committee member on two Ethnic Studies MA theses.

**Resources**

**Physical space assigned to the department**

The following are LTNS-dedicated offices for tenure-track/tenured faculty. Please see Appendix O for more information regarding the workspaces.

EP 215     Teresa Carrillo  
EP 416     Alejandro Murguia  
EP 422     Melissa Guzman-Garcia  
EP 424     Carlos Cordova and Maria Quintana

The following are College-loaned offices/College Project Space:

EP 111D    Jeffrey Duncan-Andrade because he is .50 in LTNS  
EP 111A    Felix Kury (contract lecturer; considered as secondary in the office assignment)  
EP 111B    Brigitte Davila (contract lecturer; considered as secondary in the office assignment)

Each faculty member is assigned one desk, one file cabinet, and one bookcase. It is not clear what the policy is regarding office furniture available for the Administrative Analyst Specialist (AAS). However, the formula that is set for faculty would not work for support staff. Department storage space was reconfigured in 2005 and is now mostly housed within the workspace of the department’s Administrative Analyst Specialist.

The Department Office, located in EP 103, consists of a small office for the department chair (EP 103A) adjacent to a shared space for the Administrative Analyst Specialist (AAS) who serves as support staff for both American Indian Studies and Latina/Latino Studies. The shared office space of the Latina/Latino Studies AAS is geographically at a disadvantage in comparison to counterparts in Asian American Studies and Africana Studies. The workspaces of the AAS that serve those two departments are located out of the range of the copy room entrance and the main front door entrance. The workspace of the Latina/Latino Studies AAS is closest to the copy room and located at a direct line from the front door. A receptionist desk is located near the front door and this could act as a buffer but this desk is staffed by part-time temporary work study students. Thus, the receptionist desk is often unstaffed. The front desk staff could be utilized to direct the walk-in flow and handle basic tasks, such as petition logging and tracking, to benefit all four departments that are housed in EP 103. However, this would require a full-time staff person.
Evaluation of Resources (Office Space): Efficiency and Deficiency

The Latina/Latino Studies department is in dire need of appropriate storage for current departmental files, historical data and supplies. The office space was created with an open-floor-concept in mind with both sides (split by a wall between them) having built-in pony walls. The difference is that in the case of AIS/LTNS, this open concept lays the AIS/LTNS support staff bare to direct, walk-in traffic and anyone who comes in from the copy room. Asian American Studies and Africana Studies support staff do not have to face the same challenge as they are shielded by at least one more entrance to their space. This current physical arrangement is detrimental to our department since the LTNS AAS is often disrupted by walk-ins that should be directed by the front staff to the appropriate department and/or the Dean's office.

In terms of office space for faculty, it would be beneficial to have our lecturers in one main office rather than have them scattered throughout the Ethnic Studies building. Currently lecturers from three departments are housed in EP 409. The offices of our full-time lecturers Felix Kury and Brigitte Davila, currently housed in EP 111A and 111B, are extremely small. Both of these lecturers work intensely with CSL students, with much traffic in and out. It would therefore benefit our department and our students to have adequate office space for Kury and Davila.

Department Budget

Please see Appendix P for the Latina/Latino Studies budget. The following provides context for the 2016-2017 Latina/Latino Studies budget:

Total academic salaries: tenured/tenure-track: $700,938
Department chair: $52,363
Support staff: $27,918 (AOC)
Part-time lecturers: $273,395 (Includes F. Kury and B. Davila)
Summer session faculty: $11,782
Work-study fund: $4000

We currently have no operating budget to speak of. The Trust Fund was exhausted and has not been replenished. The main fund that we use for operations comes from funds that we receive through student enrollment in the College of Extended Learning (CEL). This has averaged $5,000-$8,000 running balance depending on whether we offer winter or summer courses. We buy most of our supplies and pay for copying charges on this budget.

The remaining funds are allocated for projects but do not nearly cover all the costs required to produce the following materials:

Latina/o Literary Journal (Cipactli): $2,000 average (Actual cost $2,500.00)
Latina Newsletter: $2,000 average
Women’s Journal (Coyolxuahqui): $2,000 average
Evaluation of Department Budget:

Work-study staff is assigned under the federal work-study program with a budget of $2,000 per semester for each unit/department. At a minimum wage pay rate of $13.00 per hour, this puts work-study staff at 8-12 hours per week for the active semester and does not typically stretch far enough to have them begin preparation for each semester. Typically the funds are exhausted before the end of the semester, therefore they do not work past final exam week. We could use an increase in work-study funds to cover prepping before the semester starts, and to keep the work study staff until the end of the semester. It would also be beneficial to have work-study funds for the summer sessions.

Although the college provides the funds for postage, phones, paper, toner and paper clips, often times faculty pay out of their pockets for basic supplies, such as specialty equipment for the media and/or art classes, or as is often the case, when inviting a guest lecturer, the faculty often pay for the parking permit and lunch from their own pocket. We are a reuse and recycle department regarding office furniture, but more and more there is a pressing necessity for ergonomic work-stations.

At one time the college had a dedicated Information Technology (IT) staff person, though now, without one in our college—it creates more work for our AAS who is tasked with coordinating computer and phone lines and other issues that should be the prevue of IT. Basically, we need a permanent IT person in the College to maintain and upgrade our computers, keyboards and printers.

With regards to teaching assistants, although we offer LTNS 685: Teaching in Latina/Latino Studies these students do not get paid. They only receive three units of credit. A budget to pay TAs would be beneficial to our department especially since many of our classes tend to be fully and sometimes over enrolled. We are proposing one TA to assist in the mega classes (120 enrollment) and two TAs to work with the rest of the tenured/tenure-track faculty.

Perhaps most importantly, due to the overload of work with our increased student enrollment, we need our current AAS, Gabriela Segovia-McGahan, to be full-time in LTNS, instead of splitting her time with AIS. Segovia-McGahan, is classified as an Administrative Analyst Specialist I, who works .50 for American Indian Studies and .50 for Latina/Latino Studies. AASs are assigned by department and are evaluated on the work in their Position Description (PD), a contractual, union agreement, and not on the work or service that they are all-too-often asked to provide outside of that PD.

Advising

All of our tenured/tenure-track faculty are required to do advising. Students chose who they go to advising for, usually a faculty member whom they've had as an instructor. The department Chair usually does extra advising, since students need the Chair's signature for graduation applications, articulation requests, and independent studies. The department's advising sheet for both majors and minors was revised in November 2016 to more accurately reflect the numbering of our courses, and course offerings, as well as highlighting the required four core classes (12 units)
that our majors are required to take (majors take 39 units; minors take 24 units, with minors needing 9-12 units of core courses). During the Spring 2017 faculty meetings, emphasis was placed on effective advising, as well as reviewing our department's requirements, and the advising sheets were revised. These updates have been a great help in our faculty being more effective in their advising sessions. Although the department has no template for evaluating the effectiveness of faculty in terms of advising, faculty do address this issue in their WPAF.

In Spring 2017, the College hired two new staff to help with advising. They are housed in the Student Engagement Center, which is located in EP 117. Students are sent to this advising office when they need to work out technical issues such as missing units required for graduation or getting the proper transcripts from community colleges so that their transfer units can be counted towards graduation. This has been very helpful for students.

**Conclusion, Plans, and Goals**

**Student Learning and Achievement**

Although our department has achieved verifiable success in areas of retention and graduation rates for students that major or minor in our field, or even just take one class in our department, and although we have perhaps the strongest community service faculty on campus, in spite of carrying some of the highest FTS ratios, the hard reality is that our success is not sustainable with the present level of resources allocated to our department. In particular, the slow pace of full-time tenure-track faculty replacements for faculty that have retired as long as five years ago, the lack of new positions to develop our department in preparation for the nearly 33% of SFSU students that identify as Latina/o, as well as the woefully inadequate support for administrative staff—indicates that we will be hard pressed to achieve the campus goal of 69% graduation rates within the next six years. Although we are providing what the CSU most needs, student success, a highly effective pedagogy, a curriculum that is unique to our department, cross-disciplinary, with a clear focus on the Latina/o diaspora that validates the students’ identity, and develops skills that employers and graduate schools desire, without adequate resources to meet the challenges ahead—we will not only continue to hemorrhage faculty, but it is possible that students will start leaving our department in frustration with their inability to get classes and research time with our faculty.

Goals: Increase graduation rates to meet SFSU goal (see above).

Plans: Offer more classes in a variety of time slots.

Priorities: Offer more classes with new hires.
Curriculum

The student/alumni survey shows that the areas where these current and former students are asking for more from our faculty is in areas of independent study with professors as well as working on research with professors. This has been problematic in part because of the heavy SFR load that all of our professors carry. Another point emphasized by students is more availability of classes, i.e. more sections, offered at various times, to keep up with the growing demand of our curriculum. But without enough faculty to spread classes around, we are really limited in the number of classes we can offer and the time they are scheduled. To solve this issue we would need to hire more faculty so that we may offer more courses with perhaps slightly lower enrollment per class and thereby freeing some of the tenured/tenure-track faculty to work with students on the two above mentioned points.

In regards to the desire by students to have more access to professors, either through independent study or with research, this might possibly be solved if we were to have a cohort of Teaching Assistants (with salary) that could help the full-time faculty in the classroom, thereby freeing up some faculty time to work with students in these other areas.

Goals: We need to alleviate the bottleneck of enrollment especially in our core classes, i.e. 215, 410, 435 and 680. In some cases due to retirement and/or shortage of faculty, the department has to fill these courses with temporary lecturers, even though these core courses, essential for our students, should be taught by permanent faculty.

Because our CSL courses are so important to our major it is critical that we support Clínica Martín Baró and the instructor Felix Kury, who is currently compensated at lecturer salary. It would be good to find a way to supplement his salary and support for the Clinica that we may keep this program, which so many of our students go through, providing health services to our community.

A permanent LTNS Graduation Writing Assessment Requirement (GWAR) course/instructor would help our students since it would be more specific to our major.

Plans: In June 2017 we submitted a proposal to the Dean of the College highlighting three areas where we could use new hires.

Priorities: Hire tenured/tenure-track faculty in Arts & Humanities; Philosophy & Central America; Behavioral & Social Sciences; Educational Equity & Teaching Preparation (this faculty could teach the GWAR class). Increase support for Clínica Martin-Baró.

Faculty:

Our most pressing current needs are replacing faculty that have retired or will retire in the near future, and so we are in critical need for four tenured/tenure-track faculty to fill important areas of our program in the Arts and Humanities as well as a specialist in Central American politics and history, and someone in the Behavioral and Social Sciences that can replace Félix Kury and keep the Clínica Martín Baró as part of our community service learning.
Looking further into the next six years our department will also need a new tenure-track faculty person who can develop the area of educational equity and Latino teacher preparation and develop a pipeline for prospective teachers for entrance into the single subject certification program on the basis of their BA degree in LTNS. This would significantly strengthen the pipeline of prospective teachers from our department to the teacher certification program, but it would also significantly increase our department’s work load in preparing bilingual, bicultural prospective teachers. (It is important to note that our current Educational Equity specialist, Dr. Jeff Duncan-Andrade is only .60 in our department, with .40 in Education.) As part of our commitment to our LGBTQ students and community, and as highlighted in some of the comments in our surveys, we can also see a need for a tenured/tenure-track position in this field. Our ability to maintain the current funding for our lecturers, and be able to expand our lecturer field, will also be important to our future success.

Goals: We need to hire more faculty, especially replacing those faculty that have retired, including one with a Central-American expertise, which is important since so many of our students are Central Americans. Hire paid Teaching Assistants.

Plans: We have submitted three job description to the Dean’s office.

Priorities: In June 2017 we submitted to the Dean’s office a request for a tenured/tenure-track hire in Arts & Humanities. We have not received confirmation as to whether the hire will be approved. Regarding hiring Teaching Assistants, it will be presented in the Chair’s Council in Fall 2017.

Resources:

With the increase demand for LTNS classes as shown in the Enrollment Analysis, plus the high Student Faculty Ratio (SFR) for our department and high student retention rate it seems obvious that our department is in need of more faculty and more resources on every level, including more support for our AOC, currently half-time to full-time (currently funded at 50% i.e. 20 h.p.w., yet we have the highest enrollment in the College) and advisors to shift some of the advising duties away from faculty. Although two advisors were hired for our College this semester—the funding for these positions is not fixed and therefore likely to fade in the coming six-year cycle unless resources are secured.

Although some of our faculty have worked with and received grants from the César E. Chávez Institute (CCI), it is important that our relationship with the institute be strengthened and expanded in our collaborations, especially in regards to funding projects that serve all sections of our constituency, students, faculty and community. Possible future collaboration with CCI might include a research training program for our students, and a seminar series that would touch on important policy issues affecting the Latina/o community. Currently CCI has $40,000 budget to work on Latino research that could include collaboration with Latina/Latino Studies.

Goals: To increase our resources in all areas, including support staff, department budgets, and office spaces.
Plans: We can request via the Dean’s office more support but university budget affects greatly what resources are available to us.

Priorities: We need a full-time AOC; an expanded budget to cover other expenses, such as honorariums for guest lecturers; we need more work-study budget to support our AOC; adequate office space for our lecturers.

With the extreme shortage of faculty in our department due to retirements, our first priority is to strengthen our core faculty with new hires. To this end we have hired in 2016 a new Criminal Justice specialist, Dr. Melissa Guzman, who is in her first year of a tenure track position. We have also just completed a new hire in our History position with Dr. Maria Quintana, who will begin her tenure-track position in Spring 2018. This year we will also propose two new hires, one in Arts & Humanities to fill the position recently vacated through the retirement of Dr. Carlos Cordova, and a second hire with specialization in Philosophy and Central America in order to cover some of the courses that were once taught by Dr. Roberto Rivera. The replacement of the full-time lecturer Felix Kury, is also imperative for us since his community service project, Clínica Martín Baró, is an integral part of our department and the Latino community of the Mission District. In Fall 2017 we will be negotiating a new MOU with UCSF for the Clínica Martín Baró, so finding a new Director for the Clínica will also be an important position that we will need to address. We also have a pressing need for faculty and resources that can develop a pipeline from our department into the single-subject certification program for high school Social Studies.

As we look towards the future and the next six years it is clear that we will face enormous challenges both for our department, our students, and our community. The full staffing of our department with more faculty is just one challenge—our student success will also be challenged through governmental policies that impact our students perhaps more than a typical student at SFSU, such as the status of the DACA students and financial support for them in all its manifestation. Sabbaticals for our faculty will also be reduced since the university is still dealing with inadequate funding, which will impact students and their desire to work with faculty through independent studies and research. It is equally imperative for our department that support staff levels, such as the Administrative Analyst Specialist (AAS) position be full time, instead of half-time, as soon as possible to handle the growing administrative demands. A more competitive wage for student support staff, with a line in the budget for student assistant funds to supplement the annually decreasing work-study funding would also provide continuity of operational, supplemental support. Case in point: for the first time in many years, our department did not hold a commencement ceremony in 2017 for our graduating majors and minors, an event especially meaningful to our students and their families and requested by them. This decision was made due to a lack of resources and staff to manage the event. The woeful lack of funding for basic operational supplies which include but are not limited to paper, toner, and a copy budget will also need to be addressed. The continuing success of CCI will have to be supported and expanded; another area that will need resources is the Clínica Martín-Baró with the expected retirement of its current director Félix Kury in 2018.
These are only some of the challenges we face—as well as the overarching government narrative that public education is not a valuable asset to our society, and therefore funding for public institutions like SFSU will fall in the coming years.

In spite of these challenges our students, faculty and community have proven themselves not just survivors but a force that will be here at SFSU and in our community well beyond the next six years. We hope to strengthen and advance our program regardless of the obstacles in our way.

Our department holds great promise to build a pipeline for professionals, for teachers, scientist and legal advocates, as well cultural workers with a strong knowledge of Latino communities’ assets, histories and strengths. We also offer a solid foundation in policy, research and community service, as well as being in the vanguard of cultural work in the Latina/o community. Our majors and minors are empowered and inspired to be active participants in our communities. We engage our students in active learning and high impact practices that help the students feel validated and stay in college and succeed. Strengthening our department would be a strategy for student success for those in our major or minor programs, but the success of our department is equally important across San Francisco State University. The empirical data shows that the Latina/Latino Studies Department is one of the most successful at this university, but that success can only be maintained with adequate and expanded resources in the coming six-years.
5th CYCLE MEMORANDUM OF UNDERSTANDING
SAN FRANCISCO STATE UNIVERSITY
RAZA STUDIES

Introduction
The San Francisco State University Department of Raza Studies, housed in the College of Ethnic Studies, offers a B.A. degree in Raza Studies. The department undertook a self-study of this program, which was followed by an external review by two reviewers and an internal review by the Academic Program Review Committee of the Academic Senate. According to the APRC report: “This department is second to none within SFSU in [its] commitment to serve [its] community. It provides a shining example that should be widely emulated throughout the campus.” The external reviewers, in their own report, echoed this sentiment, but cautioned that: “For Raza Studies to reach its full potential, this administration will need to rethink and reassess its recruitment plan and consider how Raza Studies may complement the university’s mission, to more effectively recruit Latino students and faculty.” APRC supported Raza Studies’ leadership efforts in championing a Latino presence in all aspects of the university and the community at large so that, among other things, SFSU could eventually reach the threshold necessary to be designated a “Hispanic Serving” institution and thus qualify for relevant funding.
Action Plan

Based on the outcome of academic program review and of the discussions resulting from this review, the Department of Raza Studies will take the following actions:

Curriculum

1. Restructure and increase the core from 12 to 15 units by changing RAZA 215 to RAZA 300, re-titling it as “Intro to Raza Studies: Methods and Conceptual Frameworks,” and adding RAZA 698, “Senior Seminar in Research Methods in Raza Studies”
2. Encourage faculty to include feminist perspectives in all Raza courses
3. Restructure the course numbering system into a more logical and coherent sequence and reconsider the curriculum’s prerequisite structure
4. Continue to work collaboratively with other programs and departments across campus and to cross-list courses with them
5. Continue to develop and implement strategies for the cumulative, programmatic assessment of student learning outcomes
6. Consider renaming both the department and the major “Chicano/Latino Studies”

Faculty

7. Seek permanent funding for 2.0 lecturer positions
8. Establish the following priorities in regard to new tenure-track hires:
   a. Fill the approved “new wave” position in the social sciences with an individual with expertise in two or more of the following areas: gender and
sexuality, research methods, youth, social movements, and migration and transnationalism

b. Seek a new tenure-track position for an assistant professor with interests in comparative Latin American literature, society, and culture and their relation to U.S. Latino life

c. As enrollments grow, seek a new tenure-track position for an assistant professor in the arts

9. Pursue opportunities for new appointments or joint appointments in such areas as music and art, sexuality and gender, migration, transnational social movements, and youth movements

10. Look for opportunities to hire distinguished performance artists, muralists, and musicologists

11. Explore opportunities to hire faculty from other departments to teach courses in Raza Studies

12. Seek .4 time to cover excess demand for history courses taught in Raza Studies

Students and Alumni

13. Continue to explore innovative ways to engage university students in Raza Studies and develop creative enrollment strategies to increase majors, minors, and individual course-takers

14. Continue to hold graduate school and scholarship preparation workshops, graduating senior receptions, and monthly brown bag and other supportive activities
15. Continue to develop pamphlets, brochures, PowerPoint presentations, and other digital video and web-based material to recruit new students and provide existing students with relevant program information

16. Refine advising approaches and develop a systematic method to track advisees

17. Improve communication/articulation between Raza Studies and Liberal Studies to benefit students wishing to pursue both programs

18. Continue working on a database of Raza Studies alumni with the intent of involving them more closely in department activities

Community and International Study, Outreach, and Service

19. Continue to develop and expand the international component of the major

20. Continue to support study tours to El Salvador, Mexico, and Cuba

21. Continue to expand and improve the department’s community service learning [CSL] component, including a CSL outreach and mentoring program that trains Raza undergraduates to mentor local youth

Resources

22. Continue to seek access and retention monies to fund department efforts to recruit, retain, and graduate Raza majors and minors

23. Pursue avenues of extramural funding to support department activities, working closely with the College of Ethnic Studies and the Cesar Chavez Institute

24. Seek funding for a department colloquium series highlighting critical issues in Raza Studies

25. Seek funding for a conference examining critical issues in the field
Resource Needs

The Dean and the Provost acknowledge the following resource requests from the Department of Raza Studies. These requests will be considered as part of the standard budget process:

1. 2.0 in permanent lecturer positions
2. A .4 allocation for a lecturer to teach history courses
3. New tenure-track positions as indicated in the Faculty section above
4. Funds to hire graduate assistants
5. A .5 clerical support position
6. An annual O&E budget
7. Updated computers for department faculty

Provost’s Statement

The following statement from Provost John Gemello is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably [if at all] beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Ethnic Studies and the Department of Raza Studies must look at their ability to continue to offer the full array of current programs and emphases over the next several years.”
Authorization

We hereby approve this Memorandum of Understanding:

_________________________________     ____________
John Gemello, Provost and       Date
Vice President, Academic Affairs

_________________________________     ____________
Kenneth Monteiro, Acting Dean      Date
College of Ethnic Studies

_________________________________     ____________
Velia Garcia, Chair        Date
Department of Raza Studies
LATINA/O STUDIES MAJOR PROGRAM CHECKLIST

<table>
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<tr>
<th>COURSES</th>
<th>Semester Completed</th>
<th>Grade</th>
<th>Units</th>
<th>Comments</th>
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<tr>
<td><strong>CORE COURSES</strong></td>
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<td>LTNS 215 Intro to Latina/o Studies</td>
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<td>LTNS 410 Sem on Gender and Latinas/os</td>
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<td>LTNS 435 Oral History and Methods</td>
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<td>LTNS 680 Latina/o Comm Org</td>
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<td><strong>COURSES SELECTED FROM ARTS &amp; HUMANITIES</strong></td>
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<td><strong>GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR)</strong></td>
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<td><strong>ELECTIVES IN LATINA/O STUDIES</strong></td>
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<td><strong>TOTAL UNITS FOR MAJOR : 42</strong></td>
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NOTE: At least one course must include a Community Service Learning module with at least a 20 hours of CSL. Courses with a CSL designation offer a CSL option.

LTNS 694: COMMUNITY SERVICE LEARNING completed in conjunction with LTNS ___________
Projected graduation date _____________________
Do you plan to participate in commencement? When? _____________________
Complementary Studies (for those enrolled Fall 2014 or later).
List Classes: ___________ ___________ ___________ ___________
Advisor: ______________________________ Date: _______________
## Course Categories for the Major in Latina/Latino Studies

*Courses are 3 units unless otherwise indicated. Online course descriptions are available.*

### ARTS AND HUMANITIES - Units selected on advisement from the following:

- LTNS 222 Latina/o History (CSL)
- LTNS 225 Survey of Latina/o Visual Images
- LTNS 230 Introduction to Latina/o Literature
- LTNS 270 Latina/o Arts and Humanities
- LTNS 305 Latina/o Studies Creative Writing Workshop
- LTNS 409 Latina/o Cinema (CSL)
- LTNS 425 Music of the Latino Diaspora (CSL)
- LTNS 455 Resistance Literature of the Americas
- LTNS 265 Topics in Latina/o History
- LTNS 278 History of Latina/os in the U.S.
- LTNS 315 Latina/os in California
- LTNS 355 Black Indians in the Americas
- LTNS 450 Indigenismo: Indigenous Cultures of the Americas
- LTNS 475 Aztec Philosophy
- LTNS 490 Latina/o Teatro Workshop
- LTNS 530 Latinas/os in the Media
- LTNS 560 Contemporary Latina/o Literature
- LTNS 579 Central American Literature

### HISTORY - Units selected on advisement from the following:

- LTNS 265 Topics in Latina/o History
- LTNS 278 History of Latina/os in the U.S.
- LTNS 315 Latina/os in California
- LTNS 355 Black Indians in the Americas
- LTNS 450 Indigenismo: Indigenous Cultures of the Americas
- LTNS 460 Central Americans in the U.S.
- LTNS 465 Mexican Americans: History & Heritage
- LTNS 467 Caribbeans in the U.S.: History & Heritage
- LTNS 501 Latin America: The National Period
- LTNS 533 History of Women in Latin America

### BEHAVIORAL AND SOCIAL SCIENCES

- LTNS 205 Cyber Raza: Culture On-Line (CSL)
- LTNS 210 Latina/Latino Health Care Perspective
- LTNS 211 Latina/o Families Narrative
- LTNS 276 U.S. Government & Constitution (CSL)
- LTNS 280 Latina/o Transculturation
- LTNS 380 Afro/Latina/o Diasporas
- LTNS 415 Economic Progress of Latinos in the U.S.
- LTNS 430 Race, Crime, and Justice (CSL)
- LTNS 440 Caribbean Cultures and Spirituality
- LTNS 445 Borders: Latinas & Globalization
- LTNS 470 Latina/o Immigration to the U.S. (CSL)
- LTNS 485 Latina/o Youth, Crime, and Justice (CSL)
- LTNS 500 Latina/o Community Mental Health
- LTNS 505 Gender, Sexuality, and the Latina/o Community
- LTNS 525 Policy Making and Latinos
- LTNS 575 Latina/o Culture/Identity
- LTNS 580 Educational Equity (CSL)
- LTNS 640 Sociology of the Latino Experience
- LTNS 660 Latino Politics (CSL)
- LTNS 670 Mexican Politics and Society (CSL)
- LTNS 679 Community Field Work in Latina/o Studies
- LTNS 685 Projects in the Teaching of Latina/o Studies
- LTNS 690 Community Field Work in Latina/o Studies
- LTNS 692 Cuba: Health, Education, and Culture
- LTNS 694 Community Service Learning
- LTNS 698 Senior Seminar in Latina/o Studies
- LTNS 699 Independent Study
- LTNS 707 Seminar in Latina/o Studies

### Graduation Writing Assessment Requirement (GWAR) ETHS 300:

- ATTENTION students with a double major: A GWAR course requirement must be taken only once in the primary major.
- Students enrolled Fall 2014 or later must complete Complementary Studies.
  
  *See LTNS Complementary Studies handout*
Appendix C:

Latina/Latino Studies lower division courses that are offered in the general education curriculum

Area A: English Language Communication and Critical Thinking — 12 units

Area A1: Oral Communication (3 units required)

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Area A2: Written English Communication I (3 units minimum required)

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Area A3: Critical Thinking (3 units required)

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<td>Critical Thinking in Latina/o Studies (AERM, SJ)</td>
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Course List

Area A4: Written English Communication II (3 units required)

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Area B: Scientific Inquiry and Quantitative Reasoning — 9 units

Area B1: Physical Science (3 units minimum required)

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Area C: Arts and Humanities — 9 units

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<td>Introduction to Latina/o Literature (LLD, AERM, GP, SJ)</td>
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Course List

Area D: Social Sciences — 9 units

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<td>Latina/os and the Media (UD-C, LLD, AERM, SJ)</td>
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Appendix D:

Latina/Latino Studies lower division courses that are offered in the general education curriculum

Upper Division Physical and/or Life Sciences: UD-B

No LTNS courses in this category

Upper Division Arts and/or Humanities: UD-C

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<td>Indigenismo: Indigenous Cultures of the Americas (AERM, ES, GP)</td>
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<td>LTNS 679</td>
<td>Central American Literature: Roots to the Present (GP, SJ)</td>
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Course List

Upper Division Social Sciences: UD-D

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<td>LTNS 670/PLSI 408</td>
<td>Mexican Politics and Society (AERM, GP, SJ)</td>
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Course List
### Appendix E: Required Courses Offerings

LTNS Courses Required for Major: LTNS 215, 410, 680, and ETHS 300 (offered between Fall 2013 & Spring 2016)

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ETHS 300 was not taught during this time period.
Appendix F: Cross-listed Courses

LTNS Courses that are Cross-listed with Other Departments (offered between Fall 2010 & Spring 2016)

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# Bachelor of Arts in Latina/Latino Studies Roadmap

120 Total Units Required  
Minimum Number of Units in the Major: 39

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<td>LTNS 265 or LTNS 211 \Topics in Latina/o History \Latina/o Families Narrative</td>
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<td>LTNS 410 \Seminar on Gender and Latinas/os</td>
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Bachelor of Arts in Latina/Latino Studies Roadmap < San Francisco State University

http://bulletin.sfsu.edu/colleges/ethnic-studies/latina-latino-studies/

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**Units**

15

**Total Units**

120-122

1. To avoid taking additional units, it is recommended that you meet LLD and SF State Studies requirements (AERM, GP, ES, SJ) within your GE.

2. ENG 114 can only be taken if you complete Directed Self-Placement (DSP) and select ENG 114; if you choose ENG 104/ENG 105 through DSP you will satisfy A2 upon successful completion of ENG 105 in the second semester; multilingual students may be advised into alternative English courses.

3. Consider taking a class combined with a laboratory or a separate lab to fulfill B3 if not already satisfied.

4. Complementary Studies

   Students completing a Bachelor of Arts in Latina/Latino Studies must complete at least twelve units in Complementary Studies with a prefix other than LTNS, and not cross-listed with LTNS. These units may be in
   1. a Spanish or other Latin American Language;
   2. one course from each of these prefixes: AAS, AFRS, AIS, and RRS;
   3. 12 units in one of the prefixes AAS, AFRS, AIS or RRS;
   4. partial completion of a minor, or partial completion of a certificate;
   5. a study abroad program in Latin America; or
   6. upon advisement, a coherent group of courses complementary to the major.

   With the approval of an advisor in the major, courses which fulfill the Complementary Studies requirement may be lower or upper division units, resident or transfer units.

   Students who have earned AA-T or AS-T degrees and are pursuing a similar B.A. degree at SF State are required to fulfill the Complementary Studies requirement as defined by the major department. Students should consult with a major advisor about how transfer units and/or SF State units can best be applied to this requirement in order to ensure degree completion within 60 units.

5. Major Arts and Humanities

   LTNS 222 Latina/o Art History (3 units)
   LTNS 225 Survey of Latina/o Visual Images (3 units)
   LTNS 230 Introduction to Latina/o Literature (3 units)
   LTNS 270 Latina/o Arts and Humanities (3 units)
   LTNS 286 Policy Making and Latinos (3 units)
   LTNS 305 Latina/o Studies Creative Writing Workshop (3 units)
   LTNS 409 Latina/o Cinema (3 units)
   LTNS 425 Popular and Traditional Music of the Latina/o Diaspora (3 units)
   LTNS 440 Caribbean Cultures and Spirituality (3 units)
   LTNS 455 Resistance Literature of the Americas (3 units)
   LTNS 475 Aztec Philosophy (3 units)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LTNS 490</td>
<td>Latina/o Teatro Workshop</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 520</td>
<td>North and South American Cultural Expression</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 530</td>
<td>Latina/os and the Media</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 536</td>
<td>Latina/o Journalism</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 560</td>
<td>Contemporary Latina/o Literature</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 679</td>
<td>Central American Literature: Roots to the Present</td>
<td>3</td>
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6 **Major History**

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<th>Course Title</th>
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<tbody>
<tr>
<td>LTNS 265</td>
<td>Topics in Latina/o History</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 278</td>
<td>History of Latinos in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 315</td>
<td>Latina/os in California</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 435</td>
<td>Oral History Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 450</td>
<td>Indigenismo: Indigenous Cultures of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 460</td>
<td>Central Americans of the U.S.: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 465</td>
<td>Mexican-Americans: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 467</td>
<td>Caribbeans in the U.S.: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 501</td>
<td>Latin America: The National Period</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 533</td>
<td>History of Women in Latin America</td>
<td>3</td>
</tr>
</tbody>
</table>

7 LTNS 680 serves as the culminating experience for the major.

8 **Major Behavioral and Social Science (6 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 205</td>
<td>Cyber Raza: Culture and Community On-line</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 210</td>
<td>Latina/Latino Health Care Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 211</td>
<td>Latina/o Families Narrative</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 276</td>
<td>Latina/o, U.S. Government, and Constitutional Ideals</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 280</td>
<td>Transculturation and Latina/o Communities</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 286</td>
<td>Policy Making and Latinos</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 355</td>
<td>Black-Indians in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 380</td>
<td>Afro/Latina/o Diasporas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 410</td>
<td>Seminar on Gender and Latinas/os</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 415</td>
<td>Economic Progress of Latinos in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 430</td>
<td>Race, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 455</td>
<td>Resistance Literature of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 470</td>
<td>Latina/o Immigration to the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 485</td>
<td>Latina/o Youth, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 500</td>
<td>Latina/o Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 580</td>
<td>Educational Equity</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 640</td>
<td>Sociology of the Latino Experience</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 660</td>
<td>Latina/o Politics</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 670</td>
<td>Mexican Politics and Society</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 680</td>
<td>Latina/o Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 685</td>
<td>Projects in the Teaching of Latina/o Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>LTNS 690</td>
<td>Community Fieldwork in Latina/o Studies</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 692</td>
<td>Cuba: Health, Education, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 693</td>
<td>Cuba: Community Service Learning</td>
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<tr>
<td>LTNS 694</td>
<td>Community Service Learning</td>
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<tr>
<td>LTNS 707</td>
<td>Seminar in Latina/o Studies</td>
<td>3</td>
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</table>
Bachelor of Arts in Latina/Latino Studies – SJS Associate Degree for Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2017–2018 with an AA-T in Social Justice Studies. All lower division GE requirements have been satisfied. Check with a major advisor about the most appropriate course sequence for you. Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>LTNS 215 Introduction to Latina/o Studies</td>
<td>3</td>
</tr>
<tr>
<td>LTNS/HIST 278 History of Latinos in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Major Behavior and Social Science Emphasis – See List</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4)</td>
<td>3</td>
</tr>
<tr>
<td>or University Elective if A4 was met in transfer</td>
<td></td>
</tr>
<tr>
<td>GE Area UD–B: Upper Division Physical and/or Life Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 300GW Writing in Ethnic Studies - GWAR</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 276 Latina/o, U.S. Government, and Constitutional Ideals</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 435 Oral History Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Major Behavior and Social Science Emphasis – See List</td>
<td>3</td>
</tr>
<tr>
<td>Major History Emphasis – See List</td>
<td>3</td>
</tr>
<tr>
<td>or University Elective if LTNS/HIST 278 is already satisfied</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LTNS 410 Seminar on Gender and Latinas/os</td>
<td>3</td>
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<tr>
<td>Major Arts and Humanities Emphasis – See List</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective – On Advisement – Take Two</td>
<td>6</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 680 Latina/o Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective – On Advisement – Take Three</td>
<td>9</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

To Do at SF State:

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1. See Bulletin for current list of all LTNS courses.
2. LTNS 450 satisfies UD-C
3. LTNS 460 satisfies UD-D
Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

**University-Wide Requirements: 6–9 Units**
- **ENG 214** or equivalent A4 course if not completed prior to transfer (0–3 units)
- American Institutions: US History, US Government, CA State and Local Government requirements. If not completed before transfer, recommended courses also satisfy specific major requirements. See grid above.
- University Graduation Writing Assessment Requirement/GWAR (3 units): **ETHS 300GW**
- Upper division GE: Take 3 units to satisfy UD-B. Courses approved for UD (C) and UD (D) also satisfy major requirements. See lists below.
- Students entering the major with the AA-T in Social Justice Studies are not required to fulfill SF State Studies requirements.
- Complementary Studies: consult with a department advisor on how transfer units and/or SF State units can be applied to ensure degree completion within 60 units.

**Latina/Latino Studies Major: 39 Units**
- Core (12 units)
- Arts and Humanities (3 units): Select courses in consultation with department advisor. See list below.
- History (3 units): Select courses in consultation with department advisor. See list below.
- Behavioral and Social Sciences (6 units): Select courses in consultation with department advisor. See list below.
- Electives (15 units)

**University Electives: Six or More Units**
Depends on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g. in both UD GE and in the major.

**Major Behavior and Social Science Emphasis (all courses satisfy UD-D)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 355</td>
<td>Black-Indians in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 380</td>
<td>Afro/Latina/o Diasporas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 430</td>
<td>Race, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 470</td>
<td>Latina/o Immigration to the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 485</td>
<td>Latina/o Youth, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 580</td>
<td>Educational Equity</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 660</td>
<td>Latina/o Politics</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 670</td>
<td>Mexican Politics and Society</td>
<td>3</td>
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</table>

**Major History Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 315</td>
<td>Latina/os in California</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 435</td>
<td>Oral History Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 450</td>
<td>Indigenismo: Indigenous Cultures of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 460</td>
<td>Central Americans of the U.S.: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 465</td>
<td>Mexican-Americans: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 467</td>
<td>Caribbeans in the U.S.: History and Heritage</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>LTNS 501</td>
<td>Latin America: The National Period</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 533</td>
<td>History of Women in Latin America</td>
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</table>

**Major Arts and Humanities Emphasis (all courses satisfy UD-C)**

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LTNS 305</td>
<td>Latina/o Studies Creative Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 409</td>
<td>Latina/o Cinema</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 450</td>
<td>Indigenismo: Indigenous Cultures of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 455</td>
<td>Resistance Literature of the Americas</td>
<td>3</td>
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<tr>
<td>LTNS 475</td>
<td>Aztec Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 530</td>
<td>Latina/os and the Media</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 560</td>
<td>Contemporary Latina/o Literature</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 679</td>
<td>Central American Literature: Roots to the Present</td>
<td>3</td>
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</tbody>
</table>

**Quick Links**
- About the Bulletin
- Academic Calendar
- Courses
- Class Schedule
- General Education
- Students following earlier “Bulletin” requirements can access the appropriate year using this link: [Previous Bulletins](http://bulletin.sfsu.edu/colleges/ethnic-studies/latina-latino-studies/...).
Bachelor of Arts in Latina/Latino Studies – SPAN Associate Degree for Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2017–2018 with an AA-T in Spanish. Up to three units in the major (Electives) and all lower division GE requirements have been satisfied. Additional units in the major may have been satisfied. Check with a major advisor about the most appropriate course sequence. **Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTNS 215 Introduction to Latina/o Studies</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 278 History of Latinos in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Major Behavior and Social Science Emphasis – See List</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4)</td>
<td>3</td>
</tr>
<tr>
<td>or University Elective if A4 was met before transfer</td>
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</tr>
<tr>
<td>GE Area UD–B: Upper Division Physical and/or Life Sciences</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>ETHS 300GW Writing in Ethnic Studies - GWAR</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 276 Latina/o, U.S. Government, and Constitutional Ideals</td>
<td>3</td>
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<tr>
<td>LTNS 435 Oral History Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Major Behavior and Social Science Emphasis – See List</td>
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</tr>
<tr>
<td>Major History Emphasis – See List ¹</td>
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<td>or University Elective</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
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<tbody>
<tr>
<td>LTNS 410 Seminar on Gender and Latinas/os</td>
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<tr>
<td>Major Arts and Humanities Emphasis – See List</td>
<td>3</td>
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<tr>
<td>Major Elective – On Advisement – Take Two</td>
<td>6</td>
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<tr>
<td>University Elective</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>LTNS 680 Latina/o Community Organizing</td>
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<td>Major Elective – selected on advisement Major Elective – On Advisement – Take Two</td>
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<tr>
<td>Major Elective – On Advisement</td>
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<table>
<thead>
<tr>
<th>Units</th>
<th>15</th>
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</table>

**Total Units:** 60

¹ Take Major History Emphasis if LTNS 278 not completed in first semester.
² LTNS 450 satisfies UD-C
³ LTNS 460 satisfies UD-D
To Do at SF State:

Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

University-Wide Requirements: 9–18 Units

- **ENG 214** or equivalent A4 course (0–3 units) if not taken before transfer
- American Institutions (0–6 units): US History, US Government, CA State and Local Government requirements. If not completed before transfer, recommended courses also satisfy specific major requirements. See notes.
- University Graduation Writing Assessment Requirement/GWAR (3 units): **ETHS 300GW**
- Upper division GE: Take three units to satisfy UD-B. Recommended major courses also satisfy UD-C and UD-D. See notes.
- Students entering this major with the AA-T in Spanish are not required to fulfill SF State Studies requirements.
- Complementary Studies: consult with a department advisor on how transfer units and/or SF State units can be applied to ensure degree completion within 60 units.

Latina/Latino Studies Major: 36–39 Units

Consult with a department advisor about applying up to three transfer units to the major.

- Core (12 units)
- Arts and Humanities (3 units): Select courses in consultation with department advisor. See list below.
- History (3 units): Select courses in consultation with department advisor. See list below.
- Behavioral and Social Sciences (6 units): Select courses in consultation with department advisor. See list below.
- Electives (12–15 units): as stated above, consult with a department advisor about applying up to three transfer units to the major.

University Electives: Six or More Units

Depends on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g. in both UD GE and the major.

Major Behavior and Social Science Emphasis (all courses satisfy UD-D)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LTNS 355</td>
<td>Black-Indians in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 380</td>
<td>Afro/Latina/o Diasporas</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 430</td>
<td>Race, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 470</td>
<td>Latina/o Immigration to the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 485</td>
<td>Latina/o Youth, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 580</td>
<td>Educational Equity</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 660</td>
<td>Latina/o Politics</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 670</td>
<td>Mexican Politics and Society</td>
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Major History Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LTNS 315</td>
<td>Latina/os in California</td>
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</tr>
<tr>
<td>LTNS 435</td>
<td>Oral History Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 450</td>
<td>Indigenismo: Indigenous Cultures of the Americas</td>
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<tr>
<td>Course</td>
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<td>Credits</td>
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**Major Arts and Humanities Emphasis (all courses satisfy UD-C)**

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Quick Links
- About the Bulletin
- Academic Calendar
- Courses
- Class Schedule
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Students following earlier "Bulletin" requirements can access the appropriate year using this link: [Previous Bulletins](http://bulletin.sfsu.edu/colleges/ethnic-studies/latina-latino-studies/...).
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## Appendix K: Articulation Agreements (2017-2018)

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Appendix L: RTP Guidelines

Latina/Latino Studies Department
Retention, Tenure, and Promotion Guidelines

WORKING DRAFT

All faculty should follow the retention, tenure, and promotion guidelines as required by University Policy on Retention and Tenure and outlined in the SFSU Faculty Manual. Faculty should prepare their WPAF accordingly and under the direction of the Department’s RTP Committee. Our department’s expectations for tenure and promotion to Associate and Full Professor coincide with university expectations and the guidelines below provide only further elaboration for evaluation for tenure and promotion in Latina/Latino Studies.

Teaching Effectiveness

The Latina/Latino Studies Department has standardized a 3/3 (.60) course assignment for probationary and tenured faculty. Concurrently, the University assigns 1/1(.20) for administrative work (including department governance and student advising) and the Department assigns 1/1 (.20) for professional development. Faculty are encouraged, and will not be penalized, for securing course release through University and/or nationally competitive grants or awards or in agreement with the College Dean and Department that reduces in equivalent measure (1 course/.20 time) the expectations of a faculty member’s normative teaching load. Faculty with joint appointments will have their normative teaching load adjusted according to their time base.

The Department values equally the demands of preparing and implementing new and innovative courses as well as offering major/minor courses and those that fulfill GE requirements, and/or are cross-listing listed with other units or departments. This is in respect of the commitment of Latina/o faculty to keep the department’s curriculum intellectually vital and relevant to our community.

Finally, while the Department considers student anonymous quantitative and qualitative evaluations to be suggestive of whether or not a faculty member is meeting the Department's standards for teaching effectiveness, the final evaluation will also weigh: peer observations of classroom teaching; advising/mentoring responsibilities, including scope and letters from students; review of syllabi related to course rigor and currency in the field; and the faculty statement on teaching in the WPAF. All peer observations should be discussed with the faculty member before being placed in the faculty’s file.

Professional Achievement and Growth

The Department values and respects the serious, committed efforts of its faculty to make creative and scholarly contributions within their diverse fields of study. Latina/Latino Studies considers professional achievement and growth to be exhibited in a variety of ways and in multiple forums, including research, works in progress, publications, creative works, curriculum
development, conference/meeting presentations in academic, creative, and community locations, community service learning, and community involvement where research is directly relevant or applied. Latina/Latino Studies also values collaboration and collaborative work of all kinds. As a general rule, faculty could demonstrate their research through works-in-progress, publications, conference/meeting presentations, creative projects, published reports, grants, curriculum development, or community involvement. However, scholarly publications are the highest expressions of professional achievement and growth; especially articles published in peer-reviewed academic journal in a candidate’s field or the single-authored publication of a university press book.

For promotion to Associate Professor in Creative Contributions the candidate should exhibit original work of art/photography, film, dance, or performance of theatre or music. Or the publication of a one-act play, or 5-6 poems, or fifteen pages of creative prose in an established journal or publication.

The RTP committee will base its final determination of professional achievement and growth on a thorough evaluation of the quality and impact of the candidate’s work. In making that evaluation, the RTP committee will consider a range of factors, including, (e.g. the journal’s or press’s reputation for defining or redefining the field(s); the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers. The committee will expect external evaluations of all candidates’ work – whether they are being considered for promotion to Associate and tenure or for promotion from Associate to Full Professor– from peers from outside institutions who work in relevant fields of study.

The Department, as a general guide, weighs creative expressions on par with scholarly publications, as is consistent with the character of the field. Latina/Latino Studies also values collaborative research and publication of scholarly and creative work. The contribution of a faculty member who has produced or is engaged in collaborative work will be weighed and evaluated based on their contribution; using the same criteria as a “single authored” product. The Department expects that by the tenure review, faculty being promoted to Associate Professor will have either:

- Three single- or lead-authored, peer-reviewed journal articles in their substantive field or equivalent creative works;
- A single- or lead-authored scholarly book or creative work by a university or comparable press in the candidate’s field. All co-authored collaborative works are evaluated based on the respective contribution of the candidate to the project; or
- A comparable level of scholarly achievement demonstrated by one or two peer-reviewed, single- or lead-authored journal articles and other achievements such as the publication of an edited book by a university or comparable press; producing a scholarly manuscript that is under book contract; editing an issue of a well-regarded journal in their field; the publication of articles in editor-reviewed volumes or anthologies published by a university or comparable press or the equivalent creative works.

The Latina/Latina Studies Department takes a comprehensive approach in assessing promotion to Associate Professor and weighs the entire body of work of an individual faculty member; assessing it in light of their unique contributions and strengths in all areas of
professional achievement or growth.

The Department’s expectations of candidates seeking promotion to Full Professor are higher and more exacting than those of promotion to Associate Professor. The RTP Committee expects evidence of a culminating project that captures the rigors and sophistication of the intellectual work of our faculty. Here we require the publication of a significant research or creative project since promotion to Associate Professor that has made a documented contribution to the field of Latina/Latino Studies. The same evaluative criteria listed above in assessing the promotion to Associate Professor are invoked in promotion to Full Professor. The Department expects candidates seeking promotion to Full Professor to have published one of the following while in rank as Associate Professor:

- One single- or lead-authored, publication of a scholarly book or creative work by a university or comparable press in the candidate’s substantive field of study;
- Three single- or lead-authored, peer-reviewed articles in an academic journal focusing on issues related to the candidate’s substantive field; or
- A comparable level of scholarly achievement as demonstrated by single- or lead authored, peer-reviewed articles and the combination of the other scholarly or creative activities listed above.

For creative works, include but are not limited to one-person show, or collective show that features the candidate; or production of a full-length play, film or dance performance; or publication of a book of poetry or fiction, 48 pages minimum; or completion of a mural.

Service

Latina/Latino Studies has an expansive definition of community service that includes service on and off campus. Community engagement is at the core of the Department’s educational mission and values. This includes participation in Department, College, and University governance as well as collaborative working relationships with Latino Communities at the local, state, national and international level. These relationships do not merely “enhance” or “supplement” teaching and research, they are at the core of what Latina/o faculty work at building into their teaching and professional growth. [For creative service contributions, the candidate for Associate Professor should have a record of participating in community cultural events, either as performer or organizer. For full professor the candidate should have organized or curated or produced a community-based cultural activity in their field.]

Consequently, the Department takes very seriously the faculty member's candidate statement on their work with/in the communities to which they are connected. This statement helps the Department evaluate the contributions of the faculty member in the context of their personal and professional goals as well as to situate their service within broader professional and community relationships.

In addition to the candidate's statement, the Department may also consider peer, student, and community letters of support and the type of responsibilities and time-demands assumed within professional and community organizations. The Department considers both professional and community-based service to be of equal importance and relevance to teaching and professional development.
Curriculum Vitae

TOMAS ALMAGUER

Current Position: Professor of Ethnic Studies
College of Ethnic Studies
San Francisco State University

Home Address: 585 Hill Street
San Francisco, CA 94114
(415) 824-4834 (home)
(415) 516-2261 (cell)

Departmental Address: Latina/o Studies Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Appointments:
2006-Present  Professor of Ethnic Studies
San Francisco State University

2005-2006  Visiting Scholar
Comparative Ethnic Studies Department
University of California, Berkeley

2004-2005  Visiting Scholar
Center for Latino Policy Research
University of California, Berkeley

2000-2004  Dean, College of Ethnic Studies
San Francisco State University

1997-2000  Director, Center for Research on Social Organization
The University of Michigan, Ann Arbor.

1997-2000  Director, Program in Latino/a Studies
The University of Michigan, Ann Arbor.

1992-2000  Associate Professor of Sociology and American Culture
The University of Michigan, Ann Arbor.

1991-1993  Associate Professor of American Studies
University of California, Santa Cruz.

1982-1991  Assistant Professor of Sociology
University of California, Berkeley.

1980-1982
Presidential Postdoctoral Fellow
Department of Sociology and Center for Chicano Research
Stanford University.

1979-1980
NIMH Postdoctoral Fellow
Institute for the Study of Social Change, University of California, Berkeley.

Education:

Ph.D., 1979, Department of Sociology, University of California, Berkeley.

M.A., 1974, Department of Sociology, University of California, Berkeley.

B.A., 1971, Department of Sociology, University of California, Santa Barbara (High Honors).

Areas of Specialization:

Comparative Race and Ethnicity; Chicano/Latino Studies; Social Stratification; Historical Sociology; Sociology of Gender; Sociology of Sexuality; Latino Gay Studies; and Queer Ethnic Studies.

Current Research Interests:

The social construction of gender and sexuality in the life histories of Chicano gay men in the San Francisco bay area and the social construction of race and nationality among Latino populations in the United States.

Honors and Awards:

2010 The Carlos Monsivais Award for the Best Academic Essay in the Social Sciences, Sexualities Section, Latin American Studies Association, October 2010.

2001 The Circle Award for Distinguished Contributions to the University of Michigan and the Latino Community, The University of Michigan.


1994-95 Faculty Career Development Award, The University of Michigan.

1984-85 Ford Foundation Postdoctoral Fellowship, administered by the National Research Council.
<table>
<thead>
<tr>
<th>Year</th>
<th>Award/Grant Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>Faculty Career Development Award, University of California, Berkeley.</td>
</tr>
<tr>
<td>1980-81</td>
<td>Presidential Postdoctoral Fellowship, Office of the President, Stanford University.</td>
</tr>
<tr>
<td>1979-80</td>
<td>Postdoctoral Research Fellowship, National Institute of Mental Health.</td>
</tr>
<tr>
<td>1977-78</td>
<td>The Bancroft Library Study Award.</td>
</tr>
<tr>
<td>1975-78</td>
<td>Ford Foundation Doctoral Fellowship.</td>
</tr>
<tr>
<td>1971-74</td>
<td>Graduate Minority Fellowship, University of California, Berkeley.</td>
</tr>
</tbody>
</table>

**Publications:**

**(Books)**


**(Monographs)**


**(Articles)**


[The above article has been reprinted in the following publications:


(Spanish translation) published in Mexico in *debate feminista* (1995).

Peter M. Nardi and Beth Schneider, eds., *Social Perspectives in Lesbian and Gay Studies* (New York: Routledge, 1998.)

"What's Love Got To Do With It?," *Out/Look: National Gay and Lesbian Quarterly* (Summer 1989).


[The above article has been reprinted in the following publications:


The above article has been reprinted in the following publications:


As a pamphlet by the New England Free Press (Boston, 1982).


(Book Reviews):


Presentations and Guest Lectures:


“Honorary Whiteness and Other Racial Matters Among Latinos in the United States,” Presented at the University of Michigan, Center for Research on Social Organization, Winter brown bag series, April 1, 1999.


"Masculinities, Homosexualities, and Chicano Gay Men," Colloquium Series, Department of Sociology, Northwestern University, April 24, 1997.


"Constructions of Gender and Sexuality among Chicano Gay Men," Department of Ethnic Studies, University of California, San Diego; October 31, 1996.


[This lecture was also presented in different forms at the following colloquia series:]

Department of Ethnic Studies, University of California, San Diego, January 26, 1995.


Program in the Comparative Study of Social Transformations, University of Michigan, March 29, 1995.]

"Looking for 'Queer Aztlan:' In Search of the Chicano Gay Male Subject," presented at the Plenary Session on "Reconstructing the Political" at the 89th Annual Meeting of the American Sociological Association, Los Angeles, California, September 15, 1994.
"Looking for 'Mr. Secrets': The Dilemmas of Manhood and the Homosexual Angst in Richard Rodriguez's Hunger of Memory," presented at the 6th International Conference on Hispanic Cultures in the United States, sponsored by the University of Bordeaux, France, June 7, 1994.


"Class Stratification Among the Chicano Population: Empirical Findings from the National Chicano Survey," Symposium on Social Inequality, sponsored by the Department of Sociology, University of California, Riverside, May 13, 1983.

"Race and Class in Comparative Ethnic Perspective: Nineteenth Century California," Meeting of the Association for Asian American Studies, University of California, Berkeley, February 12, 1983.

"Chicano Politics in the Contemporary Period: Reflections and a Prognostication," Colloquium on Chicano Studies Research, Princeton University, April 24, 1981.


Towards the Study of Chicano Internal Colonization," Symposium on Internal Colonialism and the Chicano, sponsored by the Program in Comparative Cultures, University of California, Irvine, April 12, 1972.

Editorial Boards:

Associate Editor, Masculinities: Interdisciplinary Studies on Gender (1994-2006).  
Associate Editor, Sociological Perspectives (1999-2006)

Abridged version  
October 2016
Curriculum Vita
TERESA CARRILLO, Ph.D.

San Francisco State University
Professor, Latina/Latino Studies Department
College of Ethnic Studies
415.338.3182

353 Eleanor Drive
Woodside, CA.  94062
650.364.4685
E.mail:   Tisa@sfsu.edu

EDUCATION
1991  Ph.D. in Political Science, Stanford University
1984  M.A. in Political Science, Stanford University
1981  B.A.S. Emphasis on Latin American Studies
      The Colorado College, Colorado Springs, CO.

PROFESSIONAL EXPERIENCE
2015 - present  Full Professor, Latina/Latino Studies, SFSU
2008 – 2014  Chair of the Latina/Latino Studies Department, San Francisco State University
1997 - 2015  Raza Studies, renamed Latina/Latino Studies in 2009, SFSU, Associate Professor
1993 - 1997  Raza Studies, San Francisco State University, Assistant Professor
1991 - 1993  UC President’s Post-doctoral Fellowship, Merrill College, University of California, Santa Cruz

HONORS AND AWARDS
2017  Research Associate with Dr. Sam Naidu of Rhodes University in South Africa on a
      Mellon Foundation funded project “Intersecting Diasporas: A Comparative Study of
      Literature of the African, Latin American and South Asian Diasporas.”
2014  Grant to participate in the NEH Summer Institute “Pictorial Histories and Myth-
      Histories:  ‘Graphic Novels’ of the Mixtecs and Aztecs” in Mexico June/July
2014  Principal Investigator for a Grant from the US Dept. of Education and Headstart for a
      Pilot Program for Teacher Training in the Latina/Latino Studies Department, SFSU.
      $700,000.
2005  Teaching Award for Community Service Learning, SFSU
2002/03  Outstanding Teacher Award for Innovation, SFSU
1998  Community Service Award, César E. Chavez Institute for Public Policy
1997  Outstanding Teacher Award for Excellence in Promoting Service Learning, CET, SFSU
1995/96  President's Fellowship for Independent Research, SFSU.
1991/93  University of California President's Post-Doctoral Fellowship
1990  Feminist Studies Teaching Fellowship, Stanford University.
1988/89  Chicano Fellows Program Teaching Fellowship, Stanford University.
1987/88  Dorothy Danforth Compton Fellowship.
1986/87  Fulbright Foundation Grant for Collaborative Research Abroad [Mexico].
1985  Pre-dissertation Field Research Grant awarded by Latin American Studies, Stanford
      University.
1983-86  National Science Foundation Graduate Fellowship Award.
1982  Graduate Professional Opportunity Fellowship, Stanford University.
1981  Elizabeth Sutherland Award for Leadership and Scholarship, The Colorado College.
PUBLICATIONS


Editor of Coyolxauhuqui Remembered: La Raza Women’s Journal 1996 La Raza Studies Department, San Francisco State University. (1996)


Selected Presentations


PROFESSIONAL AND CIVIC ACTIVITIES

2014-2016 Member of the Chancellor’s Task Force for the Advancement of Ethnic Studies in the CSU and the Task Force Writing Group.

2012-2016 Faculty advisor to the Pilot Program of the Ventanilla de Educación, a program for Mexican nationals staffed by student volunteers from SFSU in the Mexican Consulate in San Francisco, CA.


2010-2012 HSI (Hispanic-Serving Institutions) Task Force Member. SFSU.

1999-2010 Faculty Lead in the Mexico Study Tour. Two-week intensive study tour to Mexico DF and Morelos with SFSU students. Meet with 14 community-based organizations in Mexico.

2003-05 Ford-LASA Special Projects Fund Committee Member


1994-1998 Board of Directors for the Galería de la Raza. 2857 24th St., San Francisco, CA.

November 13-15, 1998 Pedagogy and New Media Technology Workshop training to be New Media leaders and workshop developers. CSU Monterey Bay, CA.

August 25, 1998 Speaker at the Raza Orientation for new students. SFSU

August 8, 1998 Presentation of research at the American History Association Pacific Chapter (AHAPC) Conference, University of San Diego, San Diego, CA.

May 6, 1998 Panel presentation at the Annual MALCS Conference (Mujeres Activas en Letras y Cambio Social) Stevenson College UCSC, Santa Cruz, CA.

June 24-27, 1998 Panel Presentation at the International Conference of the National Association of Chicano and Chicana Studies (NACCS) Mexico City.

June 19, 1998 Representative from La Raza Studies in a collaboration organized by the César E. Chavez Institute for Public Policy and Dr. Arias from CSU Monterey Bay to discuss curriculum development and distance learning.

May 13, 1998 Hosted 50 Mission High School students in a campus visit as part of UC Links and our SFSU Email Mentorship Program.


April 18, 1998 Award Recipient at the César E. Chavez Institute for Public Policy Memorial Dinner.

March 27, 1998 Appointed to the Centennial Advisory Committee, SFSU
March 24, 1998  Took part in the Cuba Dialogue.  SFSU
March 12, 1998  Gender and Migration Conference.  Berkeley, CA.
March 6, 1998  UC Links Statewide Meeting.  Kerr Campus,  Berkeley, CA.
Feb. 27-29, and May 1-3, 1998  Pedagogy and New Media Technology Workshop.  CSU Monterey Bay, CA.

Jan 21, 1998  Presentation on Faculty Challenges in the 21st Century.  Seven Hills Guest Center,  SFSU
May 9, 1997  Panel Participant “The Academica Work of José Antonio Burciaga”  Sponsored by the Chicano Fellows Program, Stanford University.
April 3-4, 1997  Presenter on the panel "Latina Scholars: Considering Academics as a Career Path" in the Latina Leadership Conference. Orange County, CA.
March 13, 1997  Committee on the Status of Chicanos in the Discipline. Western Political Science Association Meeting. Tucson, AZ.

January 3-14, 1997  Faculty participant in the San Francisco State University- Cuba Exchange Program with the University of Havana and FLACSO, Havana Cuba.  Along with Félix Kury, supervised 22 SFSU students on their exchange trip to Cuba.  La Raza Studies Department.
May 18, 1996  Presenter on the panel, "Life and Work after Graduate School" at the Dorothy Danforth Compton Fellowship Conference. Stanford University.
March 14-16, 1996 Section Head of the Race and Ethnicity Section. Western Political Science Association Annual Meeting San Francisco, CA. Chaired two panels and acted as discussant in one.
March 6, 1996  On-going Research on Gender and Latinas. Presentation at the Women's Day Panel of Women and Scholarship at San Francisco State University.  Seven Hills Guest Center, San Francisco State University.
Nov. 13, 1995  Radio debate on Remedial Education on CityScape.  KALW Radio, San Francisco.
November 12, 1995  Developing a Student-centered Research Program at the César Chavez Institute for Public Policy. Presentation in a Workshop at the Chicano/Latino Intersegmental Convocation.  San Francisco, CA.
Nov. 7, 1995  Received student visitors from the Mayor's Youth Employment and Education Program/EOP.
May 3, 1995  Hosted a campus visit for high school students from the Community Day School of the SFUSD
April 25, 1995  Helped organize the First Annual Fundraising Dinner for the UFW
April 1, 1995  Plenary speaker at the National Conference of the National Hispanic Employee Association. San José, CA.
Feb. 21, 1995  Meeting with Sister City Delegation from Estelí, Nicaragua.
Committee on the Status of Chicanos in the Profession of the Western Political Science Assn. (WPSA)
Committee on the Best Paper on Chicano Politics of the Western Political Science Assn. (WPSA)
1994-96  Assisted the AFL-CIO Organizing Institute in recruitment and dissemination of information
1994/95 Research Coordinator for the César Chavez Institute.  Member of the Management Team, Internal Advisory Council, and Chair of the Research Committee for the Institute.
Oct. 11 & 12, 1994  Facilitator for student participation in the World Council of Churches Hearings on Racism as a Human Rights Issue, Oakland CA.
1992/94  Advisor to the Day Care Workers of Menlo Park, a community organization.
EDUCATION

• UNIVERSITY OF SAN FRANCISCO:
  Ed.D. Multicultural Education (May 1986)
  Dissertation topic: Migration and Acculturation Processes of Undocumented Salvadorans in the San Francisco Bay Area.

• SAN FRANCISCO STATE UNIVERSITY:
  Master of Arts (May 1981)
  Special Major: Anthropology/Art/Ethnic Studies
  Emphasis: Traditional beliefs about illness and health in Mesoamerica.

• SAN FRANCISCO STATE UNIVERSITY:
  Bachelor of Arts (January 1974) Sociology

CREDENTIALS

• California Community College Teaching Credential  Area: Ethnic Studies

LANGUAGE PROFICIENCY

• Bilingual/Bicultural (Spanish-English)

TEACHING RESPONSIBILITIES

August 2016- Present

• Enrolled in the Faculty Early Retirement Program (FERP) at San Francisco State University and will teach only during the Fall semesters until the Fall 2020 semester when I will fully retire from the university.

September 1986-Present

• Professor of Latina/Latino Studies (formerly Raza Studies), College of Ethnic Studies, San Francisco State University. Courses taught: Acculturation Issues of La Raza; Art History of La Raza; Central Americans in the U.S.; Community Organizing; Immigration Issues and La Raza; Indigenismo: Indigenous Culture and Personality; Caribbean Cultures; Latinos in the U.S.: Religion and Spirituality.

• Guest professor in the graduate departments of Ethnic Studies, Social Work, and International Relations at SFSU. Courses taught: Ethnic Studies 750 Graduate Seminar on Ethnic Communities; Ethnic Studies 880 Graduate Seminar on Issues on Ethnic Studies-Immigrant and Refugee Issues; Social Work 855 Seminar on Advocacy for Latin American and South East Asian Immigrants and Refugees; International Relations 745 Seminar on Latin American Development.
PROFESSIONAL ACHIEVEMENT AND GROWTH
AWARDS RECEIVED

January 2004-August 2004
• Sabbatical leave awarded by the Cesar Chavez Institute for Public Policy. Grant at San Francisco State University finish a book manuscript on the history of Salvadoran migrations and populations in the United States. The book was published in 2005 by the Greenwood Publishing Group.

AWARDS RECEIVED (cont’d)

August 2003-January 2004
• Sabbatical leave awarded from San Francisco State University to finish a book manuscript on the history of Salvadoran migrations and populations in the United States. The book will be published in early 2005 by the Greenwood Publishing Group.

August 1996-August 2001
• Grant awarded $85,000 from the Ford Foundation for the research study of "Transnational Communities in Central America and California". Award received with Nora Hamilton, University of Southern California; Norma Chinchilla, California State University Long Beach; and Susanne Jonas, University of California Santa Cruz.

May 1995
• Faculty research grant awarded by the Cesar Chavez Institute for Public Policy. Grant awarded to conduct an analysis of demographic data of Salvadorans in the United States. Amount awarded $2,500.00.

December 1994
• Received 0.20 release time for the Spring 1995 semester from the Office of Research and Professional Development for research project entitled "Central Americans in California".

August 1994
• Grant awarded $50,000 from the North/South Center at the University of Miami for the research study of attitudes of Guatemalans and Salvadorans living in San Francisco and Los Angeles in regards to a return migration to their native countries. Award received with Nora Hamilton, University of Southern California; Norma Chinchilla, California State University Long Beach; and Susanne Jonas, University of California Santa Cruz.

Spring 1994
• Sabbatical leave awarded from San Francisco State University to finish an article manuscript on the history of Central American migrations to the San Francisco Bay Area. “Salvadoreños indocumentados: Estrategias migratorias y adaptativas”.

September 1991
• Tenure and promotion to Professor awarded at San Francisco State University
RESEARCH/PROFESSIONAL EXPERIENCE

Feb 2014 – Present
• Lead researcher/historian/team leader. Founding member. San Francisco Latino Historical Society. Responsible for the research and writing of the San Francisco Latino Context Statement: Nuestra Historia: Documenting the Chicano, Latino, and Indígena Contributions to the Development of San Francisco. A project funded to the San Francisco Latino Historical Society and San Francisco Heritage by the City of San Francisco’s Historic Preservation Fund Committee and the San Francisco Planning Department. This citywide historic context statement will document Latino history as it pertains to the physical and cultural landscape of San Francisco and will offer recommendations on how best to preserve and maintain architectural, cultural, and historical resources important to Latino communities. Report will be released and published in the Summer 2018.

May 2013-November 2013
• Oral History Research Team Leader, San Francisco Latino Historical Society and San Francisco Heritage. Oral history research team leader in charge of training 16 high school and college students on conducting oral history interviews with merchants, old time residents and community leaders on 24th Street in San Francisco. The students used their smart phones to record the interviews and were organized into teams of 3 interviewers. Research leader was in charge of writing a narrative based on personal experiences, interview findings and other existing historical records that resulted in the publication: Calle 24 Cuentos del Barrio-A Self Guided Tour of 24th Street in San Francisco.

Spring 1998-Present
• Research study on the Afro Caribbean religions in Cuba. Field research being conducted in Havana and Matanzas, ethnographic interviews conducted with Specialists and Practitioners of the Afro Cuban religions such as Santeria, Ocha, Ifa, Kongo and others.

Fall 1997
• Phase II research. Ethnographic interviews conducted in San Francisco with community activists, service providers, Home Town Associations, and immigrant leaders from Guatemala and El Salvador. Project funded by the Ford Foundation.

August 1996-July 1998
• Phase II of a research study of the transnational cultural experiences of Guatemalan and Salvadoran communities in California and Central America. Extensive ethnographic interviews with Central Americans living in San Francisco and Los Angeles in regards to acculturation and contacts in home countries. Analysis of the impact of the transnational cultural experiences of sending communities in Guatemala and El Salvador. Research conducted in urban and rural communities by FLACSO in Guatemala and FUNDE in El Salvador. Project funded by the Ford Foundation. Research conducted in collaboration with Nora Hamilton, University of Southern California; Norma Chinchilla, California State University Long Beach; and Susanne Jonas, University of California Santa Cruz.

March-September 1995
• Statistical research on the subject of Latinos in the United States. Analysis of data available from the Bureau of the Census, Immigration and Naturalization Service (INS), and other sources. Research sponsored by the Bureau of the Census, the National Association of Hispanic Publishers (NAHP), and the National Association of Hispanic Journalists (NAHJ). The final product was a book published in January 1996, entitled "Latinos: Diverse Populations in a Multicultural Society" written in collaboration with Jorge del Pinal and published by NAHP.
RESEARCH/PROFESSIONAL EXPERIENCE (cont’d)

September 1994-present


August 1994-December 1995

- Phase I of a research study of the attitudes of Guatemalans and Salvadorans living in San Francisco and Los Angeles in regards to a return migration to their native countries. Research conducted in collaboration with Nora Hamilton, University of Southern California; Norma Chinchilla, California State University Long Beach; and Susanne Jonas, University of California Santa Cruz.

SELECTED LIST OF PUBLICATIONS

- Calle 24 Cuentos del Barrio: A Self-Guided Tour of 24th Street in San Francisco. San Francisco Latino Historical Society and San Francisco Heritage, November 2013,


- “Central and South Americans”. In A Nation of Peoples: A Sourcebook on America’s Multicultural Heritage. Elliott Barkan (Ed.) Written with Raquel Rivera-Pinderhughes. (May 1999).


PUBLICATIONS (cont’d)


• Editor, CIPACTLI- A Faculty/Student Journal. Instructionally Related Activities project. Vol. 2, No. 1 Fall 1989.


Curriculum Vitae

Jeffrey Michael Reies Duncan-Andrade
Associate Professor
Latina/o Studies &
Equity, Leadership Studies, and Instructional Technologies
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(510) 967-4263
e-mail: jandrade@sfsu.edu

EDUCATION


1996   California Clear Teaching Credential, Secondary English.

1992   B.A., English Literature, Cum Laude and Department Honors, University of California, Berkeley.

POSTDOCTORAL TRAINING

2002-2005  Postdoctoral Fellowship in the Sociology of Urban Education, University of California, Los Angeles

PROFESSIONAL EXPERIENCE

2010-present   Associate Professor
Joint Appointment
College of Ethnic Studies, Latina/o Studies Department
College of Education, Department of Equity and Leadership Studies

2015- present   Founder, Roses in Concrete Community School

2010-present   Director of Educational Equity
Institute for Sustainable Economic, Educational, and Environmental Design (ISEEED)

2004-2010   Assistant Professor
Joint Appointment
College of Ethnic Studies, Latina/o Studies Department
College of Education, Department of Equity and Leadership Studies
1992-2013  English Teacher and Athletic Coach  
Oakland Unified School District (Oakland, CA)

2005-2013  Director  
East Oakland Step to College Program  
San Francisco State University

2004-2010  Co-Director  
Educational Equity Initiative  
Cesar Chavez Institute  
San Francisco State University

2002-2005  Director of Urban Teacher Development  
Institute for Democracy, Education and Access  
University of California, Los Angeles  
Graduate School of Education

2001  Adjunct Faculty  
Sociology Department  
University of San Francisco

2000  Lecturer  
School of Education  
University of California, Berkeley

1998-1999  Student Teacher Supervisor  
Teacher Education Program  
University of San Francisco

1997-2000  Instructor  
Graduate School of Education  
University of California, Berkeley

**HONORS AND AWARDS**


California State Assembly 50th District Certificate of Recognition for commitment to educational equity in Southeast Los Angeles, 2003.

University of California, Berkeley Graduate Opportunity Dissertation Fellowship Award, 2001-02.


University of California, Berkeley Graduate School of Education Alumni Association Scholarship for excellence in scholarship and research, 2000.


California State Senate Commendation for Excellence in Oakland Schools, 1999.


University of California, Berkeley Outstanding Instructor Award, 1998.

University of California, Berkeley University Fellowship, 1998-99.

University of California, Berkeley Graduate School of Education Grant, 1998.


University of California, Berkeley Graduate Opportunities Fellowship Recipient, 1996-1998.


Oakland Unified School District, Award for Outstanding Service and Support, University and College Opportunities Program, 1994.


**COURSES TAUGHT**

**Graduate**
- Transformational Strategies to Address Inequality in Education and Society (EDDL 932)
- Qualitative Research Methods (EDDL 930)
- Advanced Pedagogical Strategies for Achieving Equity (EDDL 922)
- Critical Pedagogy and Community Responsive Pedagogies (ISED 738)
- Research Methods (ETHS 720)
- Language, Culture and Society in Education (ISED 747)
- Research Methods (ISED 797)
- Introduction to Secondary Literacy Methods
- Advanced Secondary Literacy Methods
- Critical Research through Oral History: A Teacher Seminar
- Powerful Teaching through Critical Research Pedagogy
- Social Foundations and Cultural Diversity in American Education
- The Sociology of Urban Education

**Undergraduate**
- Educational Equity (Raza 580)
- Basic Achievement Techniques (ETHS 102)
- Critical Thinking (Raza 110)
- Introduction to the University (ISED 150)
- The EOP Student and the University (ISED 201)
- Social and Cultural Foundations of Education
- Experiencing Race and Ethnicity in American Education
- Race, Class and Schooling Inequality in the U.S.

**PUBLICATIONS**

**Books**


**Peer Reviewed Articles and Chapters**


Chapters, Edited Volumes, and Reviews


TECHNOLOGICAL INNOVATIONS

Teaching Excellence Network (TEN). Founder. TEN uses original web-based software developed by my research to engage families, students, and colleagues in cultural and community responsive teacher development. The platform is used in 13 U.S. states and in New Zealand with over 60,000 users to date. 2012-present.

FUNDED RESEARCH PROJECTS AND FELLOWSHIPS


Roses in Concrete Lab School. Principal Investigator. Rogers Family Foundation. 2016-2019. $175,000.


Roses in Concrete Lab School. Principal Investigator. Educate 78. 2015-2016. $200,000.

Roses in Concrete Lab School. Principal Investigator. Hsieh Family Trust. 2015. $200,000.


Roses in Concrete Lab School. Principal Investigator. Silicon Valley Foundation. 2015. $100,000.


“The Urban Hope Project”. Principal Investigator. The Stupski Family Foundation. 2011-2013. $99,000.


“The Urban Hope Project”. Principal Investigator. California Endowment. 2010-2013. $480,000.


**RECENT PAPER PRESENTATIONS AND KEYNOTE LECTURES TO NATIONAL ORGANIZATIONS AND CONFERENCES.**


Duncan-Andrade, J. (2016). Keynote address for University of Minnesota Educational Equity Project. Minneapolis, MN.


Duncan-Andrade, J. (2016). Keynote for American Association for Colleges of Teacher Education. Las Vegas, NV.


Duncan-Andrade, J. (2015). Keynote address for San Jose State University. San Jose, CA.


Duncan-Andrade, J. (2015). Keynote address for Texas A & M College Station, TX.


Duncan-Andrade, J. (2013). Great Teachers for Our City Schools. Denver, CO.

Duncan-Andrade, J. (2013). Keynote at the national convening of KIPP Schools, Las Vegas, NV.

Duncan-Andrade, J. (2012). Keynote at the national convening of KIPP Schools, Orlando, FL.


**RECENT PRESENTATIONS TO UNIVERSITIES, EDUCATIONAL PRACTITIONERS, AND PROFESSIONAL SYMPOSIUMS**


Sacramento, CA

Allentown, PA.

Eden Prairie, MN.


San Diego, CA.


San Diego, CA.

Minneapolis, MN.

Duncan-Andrade, J. (2016). Keynote address for Aurora Public Schools. Aurora, CO.


Duncan-Andrade, J. (2016). Keynote address for Imperial County Office of Education. El Centro, CA.


Washington, D.C.


Duncan-Andrade, J. (2016). Keynote address for Imperial County Office of Education. Holtville, CA.


Duncan-Andrade, J. (2013). Keynote address for Luther S. and Dorothy Cecilia Cressman Lecture in the Humanities, University of Oregon. Eugene, OR.

Duncan-Andrade, J. (2013). Keynote address for Building the Hearts of Successful Schools. Madison, WI.

Duncan-Andrade, J. (2013). Keynote address for California State University East Bay. Hayward, CA.


Duncan-Andrade, J. (2013). Keynote address for Los Angeles County Student Achievement Symposium. Los Angeles, CA.


**PROFESSIONAL AFFILIATIONS AND ACTIVITIES**
**Editorial Responsibilities**

Reviewer, *Social Science and Medicine*, 2016-present


Reviewer, *Educational Administration Quarterly*, 2012-


Reviewer, *Anthropology and Education Quarterly*, 2006-

Reviewer, *Urban Education*, 2006-

Reviewer, *Social Problems*, 2006-


Reviewer, *Journal of Teacher Education*, 2004-

Reviewer, *International Journal of Qualitative Studies in Education*, 2004-

Reviewer, *American Sociological Review*, 2003-

Reviewer, *Teachers College Record*, 2003-

**Professional Service Activities**

**American Anthropology Association (AAA)**

Graduate Student Mentorship Committee, 2006-2009

Member, Mission Statement Committee, 2005-2009

Executive Board Member, Council on Anthropology and Education (CAE), 2004-2009

Chair, Committee 7: Blacks in Education, Council on Anthropology and Education (CAE), 2004-2006

Reviewer of Proposals/Awards:

New Scholars Proposals, 2004-2009

Committee for Anthropology and Education (CAE), 2004-2009
American Educational Research Association (AERA)

Chair, AERA Book Award Committee, 2011-2013

Secretary (elected), Division G, 2006-2010


Reviewer of Proposals:
Division B, Curriculum Studies, 2003, 2010

National Council of Teachers of English (NCTE)

Committee Against Racism and Bias in the Teaching of English, 2008-2010

Standing Committee on Research (SCR), 2006-2010

Local and National Organizations


Founding Partner/Director of Educational Equity. The Institute for Economic, Educational, and Environmental Design (ISEEED). Oakland, CA. 2012-present.


Latin@s and the Academy. National organization of Latin@ scholars organizing for a Latin@ research agenda. 2008-2012.

Research Collaborative on Youth Activism. National organization of university researchers in collaboration with urban youth researchers. 2007-2012.


Urban Educators Network (UEN), UCLA. Advisory board member of national coalition of urban teacher educators. Sponsored by the UCLA Graduate School of Education and the Stuart Foundation, 2002-2006.

**Professional Memberships**

American Educational Research Association (AERA)

Caribbean Studies Association (CSA)

National Association of Multicultural Educators (NAME)

California Faculty Association (CFA)

**AREAS OF INTEREST**

Urban Teacher Recruitment, Development and Retention; Urban Schooling; Race and Schooling; Critical Pedagogy; Cultural and Ethnic Studies; Secondary Literacy Instruction; Critical Media Literacy; Youth and Popular Cultural Studies; Philosophy of Education.
MELISSA GUZMAN GARCIA
MGUZ@SFSU.EDU

EDUCATION

2014 Ph.D., Sociology, University of California, Santa Barbara

2007-2010 M.A., Sociology, University of California, Santa Barbara

2007 B.S., Sociology and Philosophy, Grand Valley State University

AREAS OF SPECIALTY

RACE, MIGRATION, SOCIOLOGY OF RELIGION, ETHNOGRAPHY, LATIN@ SOCIOLOGY

PROFESSIONAL POSITIONS

August 2016 Assistant Professor, Department of Latina/Latino Studies
San Francisco State University

PUBLICATIONS


WORKS IN PROGRESS


“Christian Identity and Neoliberal Citizenship in a Mexican Baptist Church.” To be submitted to Ethnic and Racial Studies.

ACADEMIC HONORS AND AWARDS

2017 Young Scholars Symposium, Institute for Latino Studies, University of Notre Dame.
2017 Invited Speaker George Fox University, Department of Sociology.
2015 Society for the Scientific Study of Religion Research Grant
2015 Society for the Scientific Study of Religion Conference Travel Grant
2013 National Science Foundation, Minority Opportunity through School Transformation (M.O.S.T.) Writing Award
2013 Ford Foundation Dissertation Fellowship, Alternate
2012 Louisville Institute Dissertation Fellowship
2012 Ford Foundation Dissertation Fellowship, Alternate
2012 Graduate Dean’s Advancement Fellowship, University of California, Santa Barbara
2011 University of California Institute for Mexico and the U.S. (UC-MEXUS), Dissertation Research Grant,
2011 Flacks Fund for the Study of Democratic Possibilities, Dissertation Grant
2011 Society for the Scientific Study of Religion Conference Travel Grant,
2011 Consortium of Humanities Centers and Institutes Research Travel Grant
2010 University of California Institute for Mexico and the U.S (UC-MEXUS), Research Grant
2010 Graduate Opportunity Fellowship, University of California, Santa Barbara Graduate Division
2010 Diversity Initiative for Graduate Students in Social Sciences, Summer Research Fellowship Award funded by the National Science Foundation
2006 Summer Institute for Diversity in Philosophy, held at Rutgers University

TEACHING EXPERIENCE

2016-Present Latina/Latino Studies Department, San Francisco State University
“Race, Crime, and Justice,” “Latina/o youth, crime, and justice.”

2014-2015 Department of Sociology, Santa Clara University.
Taught “Immigrant Communities,” “Race/Class/Gender in American Society,” and “Sociology of the Family.”
2012  Department of Sociology, University of California, Santa Barbara. Taught “Ethnographic Methods.”

2007-2013  Department of Sociology. University of California, Santa Barbara. Introduction to Sociology (5x), Qualitative Methods (2x), Cultural Theory (2x), Theories of Race and Ethnic Relations (2x), Chican@ and Latin@ Communities, Ethnomethodology, Conversation Analysis.

**PEER-REVIEWED PROCEEDINGS AND PRESENTATIONS**


2017  “A New You: Spiritual Deliverance and the religious construction of Latina/o Criminality.” *University of Notre Dame.*

2017  “Plenary Roundtable over a boxed lunch.” *National Association for Ethnic Studies,* San Francisco State University.


2015  “The only thing I want to fix are my celestial papers: Religion and national belonging.” *Presentation at the annual meeting for the American Sociological Association.* August 22, 2015. Chicago, IL.

2015  ‘They have the terrorist DNA’: Latino Protestant Congregations and the construction of racial, ethnic, and religious “others.” *Presentation at the annual meeting for the Association for the Sociology of Religion.* August 20, 2015.

2015  “Los limites de la ciudadania nacional. Reflexiones sobre las experiencias religiosas y legales de migrantes en el valle central de California.” [The limits


2012 Invited Speaker. “Keys to Success in Graduate School.” Ronald E. McNair Program. Grand Valley State University, Allendale, MI.


2011 “An Interdisciplinary approach for the Study of Religion, Citizenship, and Immigration”. Interdisciplinarity and the Study of Religion. UCSB Graduate Student Conference

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

2016-present  Reviewer for Journal of Ethnic and Migration Studies and Ethnicities.

2015  Graduate School Application Workshops for Sociology and Anthropology undergraduates at Santa Clara University.

2012-2014  Graduate Student Mentor, Chican@-Latin@ Mentoring Project, Department of Sociology, University of California, Santa Barbara.

2008-2010  Co-Founder and Mentor for undergraduate and high school students, Xinachtli Youth Mentoring Program, Department of Sociology, UC Santa Barbara.

2004-2007  Co-Founder, Act On Racism: student-led performance group consisting of skits/poetry/discussions to discuss personal experiences of racial discrimination and social inequality in our community. Grand Valley State University, Allendale, MI

2005-2007  Instructor, Plaza Comunitaria: Adult Education program for Mexican migrants sponsored by the Mexican Consulate. Grand Rapids, MI

LANGUAGES

Spanish (Native Speaker) and English

PROFESSIONAL AFFILIATIONS

American Sociological Association (ASA)
Society for the Scientific Study of Religion (SSSR)
American Society of Criminology (ASC)

REFERENCES

Denise Segura
Department of Sociology, University of California, Santa Barbara
segura@soc.ucsb.edu

Geoffrey Raymond
Department of Sociology, University of California, Santa Barbara
graymond@soc.ucsb.edu

Rudy Busto
Department of Religious Studies, University of California, Santa Barbara
rude@religion.ucsb.edu

Carolyn Pinedo-Turnovsky
Department of American Ethnic Studies and Law, Societies, and Justice Program
University of Washington
Cpt4@uw.edu

Victor M. Rios
Department of Sociology, University of California, Santa Barbara
vrios@soc.ucsb.edu
Felix Salvador Kury, MS, LMFT  
(415) 606-8454  
fkury@sfsu.edu

LANGUAGES:  
Spanish/English

EDUCATION:  
Master of Science, Counseling  1989  
San Francisco State University

Bachelor of Arts, International Relations  1978  
San Francisco State University

Universidad de El Salvador  1970 - 1971  
El Salvador, America Central

PROFESSIONAL WORK EXPERIENCE:  

Lecturer  1987 - present  
Latina/o Studies Department  
College of Ethnic Studies  
San Francisco State University

Full-time teaching position, designing courses, creating reading lists, and providing  
academic advising. (See section on Teaching and Curricular Development)

Program Director/Founder  2005 - present  
SFSU Clinica Martin-Baro

This new academic initiative was conceived and inspired by my students, who had  
traveled with me to Cuba, and is designed for students interested in pursuing careers in  
the health professions. Students integrate classroom learning with experiential  
community-based learning. The Department of Family and Community Medicine at the  
University of California San Francisco, medical students at UCSF, and my  
undergraduate students enrolled in LTNS 210 Latino Health Care Perspectives  
collaborate to run a Saturday free clinic at Mission Neighborhood Center. This student-  
run clinic began providing free care to the Latino community of the San Francisco  

Consultant (Pro Bono)  1998 - present  
Center for Justice and Accountability  
San Francisco, California

Supporting survivors of torture, including a former SFSU student, and helping to bring  
a landmark case to trial of the assassination of Archbishop Romero, which was won in  
September 2004.
Director 
SFSU-Cuba Educational Project 

1996 - present

Initiated an exchange between SFSU and the Department of Latin American Social Science (FLACSO) at Havana University, the Federation of University Students of Cuba (FEU), and Organizacion Continental Latino Americana y del Caribe de Estudiantes (OCLAE) in Cuba. Coordinated and planned the exchange of academics from Cuba and SFSU. Under my direction and under the auspices of the School of Raza Studies, College of Ethnic Studies, more than 300 students and faculty have visited Cuba as of June, 2005.

Therapist/Consultant 
Family Mosaic Project 
San Francisco, California 

1996 - 2013

Provide individual and family therapy to children and at-risk adolescents.

Therapist/Consultant 
Survivors International 
San Francisco, California 

1995 - 2005

Survivors International assists survivors of torture from around the world by providing individual psychotherapy, family counseling, consultations, support groups, and psychological and medical evaluations for political asylum applicants.

Lecturer 
Step to College Program 
San Francisco State University 

1990 - 1995

Taught Ethnic Studies 105-Introduction to Third World Thinking and Ethnic Studies 110-Critical Thinking: The Third World Experience to prospective college students at Mission High School and Balboa High School in San Francisco.

Family Therapist 
North Peninsula Family Alternatives 
Millbrae, California 

1989 - 1991

Provided individual and group therapy to children, adolescents, and their families. The group consisted of approximately twelve to fifteen members and a co-therapist. Families were mostly Latinos who had been referred either by the school counselors or the police for petty theft. Group meetings were first held at community centers and later in family homes, initiating was is now the "Casa a Casa" model.

Assistant Director 
La Posada Acute Residential Treatment Program 
San Francisco, California 

1986 - 1990

Trained and supervised counselors serving a diverse psychiatric population, including Central American refugees as survivors of human disasters. Was responsible for the establishment of therapeutic support groups.

Day Treatment Coordinator/Counselor 
La Posada Acute Residential Treatment Program 
San Francisco, California 

1979 – 1986
Counseling for clients undergoing a crisis; many included geriatric, homeless, and AIDS-diagnosed clients needing physical and psychological assessment, case management, and referrals. AIDS education, training of other counselors, networking, and advocating appropriate and culturally-relevant treatment.

TEACHING AND CURRICULAR DEVELOPMENT:

Courses taught and developed at San Francisco State University in the College of Ethnic Studies, Latino Studies Department, Interdisciplinary Studies in Education (ISED) and The Step to College Program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Ethnic Studies 105</td>
<td>Introduction to Third World Thinking</td>
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<tr>
<td>Ethnic Studies 110</td>
<td>Critical Thinking: The Third World Experience</td>
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<tr>
<td>Ethnic Studies 270</td>
<td>Ethnic Studies: Latino Experience</td>
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<tr>
<td>ISED 150</td>
<td>Orientation to Education</td>
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<tr>
<td>LTNS 110</td>
<td>Critical Thinking: La Raza Experience</td>
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<tr>
<td>LTNS 210</td>
<td>Latino Health Care Perspectives</td>
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<tr>
<td>LTNS 215</td>
<td>Introduction to Latino Studies</td>
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<tr>
<td>LTNS 280</td>
<td>Acculturation Issues of La Raza</td>
</tr>
<tr>
<td>LTNS 460</td>
<td>Central Americans in the United States</td>
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<tr>
<td>LTNS 500</td>
<td>Community Mental Health</td>
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<td>LTNS 510</td>
<td>Latino Family Narratives</td>
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<td>LTNS 590</td>
<td>Latino Environmental Justice</td>
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<td>LTNS 680</td>
<td>Latino Community Organizing</td>
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<tr>
<td>LTNS 690</td>
<td>Urban Environmentalism</td>
</tr>
<tr>
<td>LTNS 692</td>
<td>Cuba: Health, Education and Culture</td>
</tr>
<tr>
<td>LTNS 693</td>
<td>Cuba: Community Service Learning</td>
</tr>
</tbody>
</table>

PUBLICATIONS:


AWARDS:

SF State Institute for Civic & Community Engagement 2017 Faculty Award for Excellence in Service Learning

State of California Senate Certificate of Recognition, Excellence in Service Learning, April 27, 2017

CARECEN 30th Anniversary Celebration Honoree, November 10, 2016

Certificate of Special Congressional Recognition, November 10, 2016

The City and County of San Francisco 2015 Latino Heritage Community Award

California State Senate Certificate of Recognition, October 15, 2015

2015 Excellence in Service Distinguished Faculty Award, San Francisco State University, May 12, 2015

Faculty Award for Outstanding Contribution to International Community Service Learning Institutionalization, San Francisco State University, April 19, 2006
PROFESSIONAL MEMBERSHIPS / AFFILIATIONS:

<table>
<thead>
<tr>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member, Institute For The Study of Psycho-political Trauma</td>
<td>1988 - 2003</td>
</tr>
<tr>
<td>Co-Director, Ignacio Martin-Baro” Research Institute For Central America Studies, SFSU</td>
<td>1991 - 2004</td>
</tr>
<tr>
<td>California Association of Marriage and Family Therapists</td>
<td>1995 - Present</td>
</tr>
<tr>
<td>Board Member, Pesticide Education Center, San Francisco, CA</td>
<td>1995 - 2000</td>
</tr>
<tr>
<td>Board Member, Bay Area Spanish Speaking Therapist Association (BASSTA)</td>
<td>1990 - 1991</td>
</tr>
<tr>
<td>Movimiento Independiente de Profesionales y Técnicos de El Salvador (MIPTES)</td>
<td>1979 - 1983</td>
</tr>
</tbody>
</table>
Katynka Z. Martínez  
Associate Professor  
Department of Latina/Latino Studies  
San Francisco State University

1600 Holloway Avenue, EP 103  
San Francisco, CA 94132-4100

office: 415.338.2700  
e-mail: katynka@sfsu.edu

Professional Experience
San Francisco State University, Chair of the Department of Latina/Latino Studies, August 2017 – present
San Francisco State University, Graduate Coordinator of the Ethnic Studies Masters Program, August 2016 – present
San Francisco State University, Department of Latina/Latino Studies, Associate Professor, August 2012 – present
San Francisco State University, Department of Latina/Latino Studies, Assistant Professor, August 2006 – August 2012
University of Southern California, Postdoctoral Research Associate, “Kids’ Informal Learning with Digital Media: An Ethnographic Investigation of Knowledge Cultures,” August 2005 – August 2007

Education
University of California at San Diego, 1996-2003, Ph.D., Communication  
University of California at Santa Cruz, 1991-1995, Bachelor of Arts, Sociology

Fields of Expertise
• U.S. Latino journalism  
• Latina/Latino visual culture  
• Latina/Latino media audiences  
• Latino-oriented media and marketing

Selected Publications
Hanging Out, Messing Around, and Geeking Out: Living and Learning with New Media. 2010. Ito, Mizuko, Sonja Baumer, Matteo Bittanti, danah boyd, Rachel Cody, Becky Herr-Stephenson, Heather A. Horst, Patricia G. Lange, Dilan Mahendran, Katynka Z. Martínez, C.J. Pascoe, Dan Perkel, Laura Robinson, Christo Sims, and


Selected Presentations


Professional Activities and Affiliations


Manuscript Reviewer. Political Studies. 2014.


Moderator. Question and answer session with director Oscar Torres. Screening of Voces
Alejandro Murguía  
1799 Revere Avenue  
San Francisco, Calif. 94124  
Bilingual/Bicultural: Spanish/English

CURRICULUM VITAE

EDUCATION

* M.F.A. Creative Writing, Fiction, San Francisco State University, Spring 1992
* B.A. English Literature, San Francisco State University, Summer 1990

PROFESSIONAL EXPERIENCE

* Professor Latina Latino Studies, College of Ethnic Studies, Fall 2006 to present
* Chair, Latina/ Latino Studies, San Francisco State University, Aug. 2015-August 2017
* Associate Professor, Raza Studies, College of Ethnic Studies, San Francisco State University, Fall 2001 to Spring 2006
* Assistant Professor, La Raza Studies, College of Ethnic Studies, San Francisco State University, June, 1997 to Spring 2001
* Lecturer, Raza Studies, College of Ethnic Studies, San Francisco State University, 1991-1997

Conferences, Lectures and Readings

* Las Dos Brujas Reading, Alley Cat Books, San Francisco, S.F. August 5, 2017
* Di-vero 2o Encontro de Poemas: Desbordando Fronteras, Mexico City, June 29-July 2, 2017
* Master Poetry Workshop, Liquake, April 15, 2017
* Poet Laureate’s Reading, San Francisco Jazz Center, S. F. April 6, 2017
* No Shadow without Light: Writers respond to Trump, Koret Auditorium, Main Library, S.F. January 18, 2017
* San José Poetry Festival, Keynote Reader, History Park, San José, CA., September 18, 2016
* Reading with Mission High School Poets, S.F. Jazz Center, April 14, 2016
* 40th Anniversary—Born to Run, Bruce Springsteen Reading, Contemporary Jewish Museum, S. F. August 20, 2015
* Reading, San Francisco Jazz Center, S.F. April 14, 2014
* Café Literario, Isola Tiberina, Rome, Italy, reading, June 22, 2013
* Jour & Nuit Collective, Panelist & reading, “Poetry and Languages” June 14, 2013
* San Francisco Jazz Center: Poetry in April, S.F. April 15, 2014
* City Lights 60th Anniversary Reading, City Lights, S.F. July 21, 2013
* Reading, Community Celebration, Contemporary Jewish Museum, S. F. June 9, 2013
* San Francisco Museum of Modern Art, reading, June 2, 2013
* A Mirror for Carlos Fuentes, Panelist, Mission Branch Library, S.F. Nov. 3, 2012
* Day of Dead Tardeada, Corazón del Pueblo, Boyle Heights, Ca, Oct 28, 2011
**“A Long Walk” presented as a play, L.A. Stories/ PST Fowler Museum, LA, Ca Oct 28, 2011
* Cross Border Diatribes (with Guillermo Gomez-Peña), MCCLA, SF Ca. Oct 8, 2011
* Banned Books, Koret Auditorium, SF Public Library, Sept 25, 2011
* Benefit poetry reading for Alfonso Texidor, La Boheme Café, S.F. July 8, 2011
* Cruzando Fronteras: Poesía en Español, Koret Auditorium, SF Public Library, May 21, 2011
* Flor Y Canto: 30 years later, USC, Los Angeles, Ca, Oct 2010
* Poets for Chile: Benefit poetry fundraiser for Earthquake Relief in Chile, April 11, Kaleidoscope Free Speech Zone, San Francisco, Ca 2010
* Ayibobo! Amen for Haiti, Poetry reading and benefit, Feb 28th, Glide Memorial Church, San Francisco, CA 2010
* SF International Poetry Festival, Chair, Translators Colloquy, Mission Branch Library, July 25, San Francisco, Ca 2009
* PAMPLA Reading: One City/Two Voices, San Francisco State University, San Francisco, Ca 2009
* PAWA (Phillipine American Writers & Artist) Archipelago Books Reading, Oct 17, Bayanihan Community Center, San Francisco, Ca 2009
* Li Crawl Reading: Emerging & Established Latino Writers, Oct 17, 2009
* Poetry reading, Rebecca’s Books, June 14th, Berkeley, Ca, 2009
* Lunada—Featured Reader, April 9, Galeria de la Raza, San Francisco, Ca 2009
* Homenaje a Roque Dalton, The Women’s Building, June 14, 2008
* Flor Y Canto en el Barrio, Organizer, with Friends of San Francisco Public Library, July 24-26, 24th Street and Mission Cultural Center for Latino Arts, San Francisco, Ca 2008
* Friends of the San Francisco Public Library Reading, Book Bay, Fort Mason, May 7, 2008
* Poetry Potluck Celebrating NAP’s 40th Anniversary, Glide Memorial Church, May 2, 2008
* Strike! Poetry reading hosted by City Lights Books, First Unitarian Church, May 1, 2008
* Twenty-One Lines for May Day, MCCLA, April 30, 2008
* Chisme Arte ¡Y Que!: Expanding L.A.’s Chicano Aesthetic, lecture, Cal State San Luis Obispo, April 24, 2008
* Memorial Tribute to Alexander “Sandy” Taylor, Koret Auditorium, March 2, 2008
* Graduate seminar on *The Medicine of Memory*, and poetry reading, UC Merced, Nov. 26, 2007
* Litquake Reading, Koret Auditorium, SF Main Library, Oct. 7, 2007
* Amorindio: Homage to raúlrsalinas, Mexican American Cultural Center, Austin, Texas, August, 24, 2007
* San Francisco International Poetry Festival; read work of Miguel Mendoza Barreto and translated the work of Carmen Yañez, Palace of Fine Arts, etc. July 27-29, 2007
* Radar Reading, hosted by Michelle Tea, San Francisco Main Library, August 7, 2007
* Recovery Memory and History: Methods and Approaches to Writing and Literary Activism in San Francisco’s Mission District, 1971-992, lectures, UC Davis, April 5, 2007
* President’s Lecture, College of San Mateo, San Mateo, California, Nov. 15, 2006
** “Memory and History” Lecture-workshop, Cornell University, Ithica, New York, Nov. 3-4, 2006
* Flor Y Canto en el Barrio: L’s Caffë, May 3, 2006
* Listen & Be Heard Poetry Café, with Grito Serpentino, Vallejo, Calif., June 3, 2005
* Homage to Roque Dalton, Cachi Gallery, San Francisco, Calif., May 21, 2005
* History Lost and Found: A day of dialogue on memory, community and identity, Taube Center for Jewish Life, Jewish Community Center, San Francisco, May 15, 2005
* Writers Remembered, San Francisco Public Library, January 8, 2005
* InLit: Reading Intl’ Literature, panelist, Locus Arts, San Francisco, Calif., December 11, 2004
* Benefit Poetry reading for Jamestown Community Center, Cafè Que Tal, San Francisco, Calif., November 18, 2004
* America:What’s that?, poetry reading, Edinburh Castle Pub, October 16, 2004
* Poetry reading for Mark Sanchez, candidate for San Francisco Board of Education, August 20, 2004
* Cultivating art-activism in the spirit of Neruda, panel moderator, Project Artaud, San Francisco, Calif., July 18, 2004
* Cinco de Miosis Poetry reading, Galeria Posada, Sacramento, Calif., May 7, 2004
* Coming out Against Empire Manifesto, May 1, 2004, San Francisco, Calif.
* Truth is Fiction: Writers at The Rite Spot, San Francisco, January 25, 2004
* Poets for Matt Gonzalez, candidate for Mayor of San Francisco, November 30, 2003
* National Latino Heritage Month, City College of San Francisco, October 8, 2003
* Chile: The Promise of Freedom, La Peña, Berkeley, Ca. September 12, 2003
* Radical Politics and Memory, readings from The Medicine of Memory, Modern Times Bookstore, (with Roxanne Dunbar-Ortiz) San Francisco, June 17, 2003
* Under the Fifth Sun: Latino Literature from California, La Peña Cultural Center, Berkeley, May 7, 2003,
* Under the Fifth Sun, Oakland Public Library, Oakland, Ca. April 26, 2003
* Community Read and Discussion, Los Altos High School Writers Week, March 20, 2003
* Kepler’s Books, Menlo Park, Local Author’s Day, January 18, 2003
* Discussion and book signing, Resistencia Bookstore, Austin, Texas, November 22, 2002
* San Antonio Inter-American Book Fair and Literary Festival, Guadalupe Cultural Center, San Antonio, Texas, Nov. 21-23, 2002
* Dorothy Parker’s Elbow, Tattoo Book Party, Edinburg Castle, San Francisco, Ca. October 19, 2002
* This War Called Love, book reading, Modern Times Bookstore, San Francisco, Sept. 25, 2002
* The 7th Annual Books by the Bay, Yerba Buena Gardens, San Francisco, Calif., July 20, 2002
* Workshop participant, “Our Students Our Selves: On Becoming Better Writers and Users of Writing’ CSU Teacher-Scholar Summer Institute, Long Beach, June 18-21, 2000
* Guest Lecturer, “Immigrant Literature,” California College of Arts and Crafts, San Francisco Campus, May 4, 2000
* Writer’s Conference, Los Altos High School (3 Workshops), March 16, 2000
* Guest Lecturer, Immigrant Literature in United States, California College of Arts and Crafts, Oakland, California, May 11, 1999
* Writer’s Conference, Los Altos High School, (3 workshops), March 29, 1999
* Music at Large, Interdisciplinary and Multicultural Performance, Noh Space, San Francisco, California, February 2, 1999
* Reading for Fourteen Hills, The SFSU Review, San Francisco State University, December 8, 1998
* Reading at 17th Annual Encuentro de Canto Popular, San Francisco, California November 18, 1998
* Reading at Caffé Valencia, San Francisco, California, October 9, 1998
* Reading at Marin Headlands Center for the Arts, Open House, Sausalito, California, July 19, 1998
* Creative Writing Workshops (3 sessions) Los Altos High School, Los Altos, California,
March 31, 1998
* Reading at John O’Connell High School San Francisco, California, March 26, 1998
* Guest Lecturer, Latino Literature, Cal State University Hayward, Hayward, California, March 11, 1998
* Keynote Speaker, The Coastside Summit for Youth, Half Moon Bay, California, December 5, 1998
* Tertulia—Present (always) Imperfect/ The Politics of Building-Identity-Space, Headlands Center for the Arts, Sausalito, California, November16, 1997
* Literature in Translation from Central America, Presidio School, San Francisco, California, October 15, 1997
* I Too, Am America, A Reading in Response to Columbus Day, National WritersUnion, New College of California, San Francisco, California, October 12, 1997
* Homage to Ché Guevara on the 30th Anniversary of his Death, La Peña Cultural Center, Berkeley, California, October 8, 1997
* International Hotel: Seeds of Manilatown, a Reading to Commemorate the 20th Anniversary of the International Hotel, Cameron House, San Francisco, California, August 7, 1997
* Flor y Canto en El Barrio (The Continuation), Centro del Pueblo, San Francisco, California, April 25, 1997
* United Farm Workers Fund Raising Dinner, Jack Adams Hall, San Francisco State, April, 24, 1996
* Flor y Canto (Benefit for Yolanda Lopez), Mission Cultural Center, San Francisco, April 25 , 1996
* Alvarado-Dutcher Memorial Reading, Gallery Theatre, Skyline College, San Mateo, California, October 27, 1994
* Latin American Literature Reading/Presentation, Latin American Residents Association Mary Ward Hall, San Francisco State University, November 1, 1994
* Creative Writing Workshop, (Short Fiction) Guadalupe Cultural Arts Center, San Antonio, Texas, July 26-31, 1993
* Reading and lecture at Guadalupe Cultural Arts Center, San Antonio, Texas, February 19-20, 1992
* Forum on Flor y Canto, Stanford University, Stanford, California, February, 1990
* Encounter of Latin American Intellectuals, Havana, Cuba, May, 1989
* Plenary Speaker, Left-Write Conference, San Francisco, May, 1980
* Lecture on the Chicano Experience, International Peace Conference, Basel, Switzerland, April, 1978
* Presentation of Bilingual Poetry, Ethnopoetics Symposium, University of Wisconsin,
Milwaukee, Wisconsin, April, 1975
* Workshop on Chicano Poetry, Sexto Sol Chicano-Latino Literary Encuentro, Stanford University, Stanford, California, May, 1974

POETRY PUBLICATIONS

BOOKS:
* Oferte di Carta, (Italian, translated by Alessandra Bava), Gilgamesh Edizioni, Italy, 2015
* Stray Poems: City Lights Books, Poet Laureate Series #6, San Francisco, CA, 2014
* Native Tongue: Poems CC Marimbo Press, Berkley Ca February 2012
* Spare Poems, (chapbook) Luna’s Press, San Francisco, Ca March, 2001
* Oración a la Mano Poderosa, Editorial Pocho-Che, San Francisco, California, 1972

POEMS:
* “Entre Volcanes” A Roque Dalton Tribute, Acción Latina, S.F. May 2017
* “Machetero” for A. Texidor, Luna’s Press, San Francisco, Ca July 2011
* “Ahora Fuego/Fire Now” “El Sueño de Lorca/Lorca’s Dream” Revolutionary Poets Brigade/Casa de Poesia, Los Angeles, Ca, 2010
* “Lorca’s Dream” Left Curve, Oakland, Spring, 2010
* “The Bolero of Lupe Velez” El Tecolote Bilingual Newspaper Vol 40 No 15 Julio 28-Augosto 10, 2010
* “All the Reasons Why,” Oxygen Magazine, San Francisco, California, 1993
* “Tango Solo,” San Francisco Bay Guardian, June, 1993
* “19 Men,” Processed World 29, San Francisco, California, Fall1992
* “Black Mescal,” Bilingual version, Canto, Vol. 1, No. 1, San Francisco State University, Spring 1990
* “Autumn Song,” “Yokuts Dance for their Dead,” Komotion #2, San Francisco, 1989
* “Dolores Park,” Komotion Newsletter, No. 1, San Francisco, California, 1989
* “If You Hear That I Have Fallen…” Oro Madre, Vol. 1, No. 4, Fremont, Calif. 1982
* “O California,” First Chicano Literary Prize, anthology, University of California Irvine, 1974
* “Mexico City Nocturne,” “La Ciudad Que Llora Y Ladra,” Hispamérica,” 1972, University of Maryland, Spring 1972, Vol. No. 1

POETRY ON LP AND CASSETTE:

* “Recipe for Persian Gulf Quayle,” Who Sane, Who Sane, live recording, Onda Cultural, San Francisco, California, 1992

TRANSLATIONS:

BOOKS:
Angel in the Deluge, poems by Rosario Murillo, City Lights Books, San Francisco, 1993

POETRY:
* “Jealousies, Perhaps,” “Liberty, You Say,” Otto Rene Castillo, Tomorrow Triumphant,
Night Horn Books, San Francisco, California, 1984
* “Puerto Morazán,” Martínez Rivas, trans. with W. Martínez, Volcán, City Lights Books, San Francisco, California, 1984
* “The Other Death,” Roberto Sosa, Volcán, City Lights Books, San Francisco, 1984
* “The Death of Somoza,” Ernesto Mejía Sánchez, Volcán, City Lights Books, 1984
* “All the Reasons Why,” Oxygen Magazine, San Francisco, California, 1993
* “Tango Solo,” San Francisco Bay Guardian, June, 1993
* “19 Men,” Processed World 29, San Francisco, California, Fall 1992
* “Black Mescal,” Bilingual version, Canto, Vol. 1, No. 1, San Francisco State University, Spring 1990
* “Autumn Song,” “Yokuts Dance for their Dead,” Komotion #2, San Francisco, 1989
* “Dolores Park,” Komotion Newsletter, No. 1, San Francisco, California, 1989
* “If You Hear That I Have Fallen…” Oro Madre, Vol. 1, No. 4, Fremont, Calif. 1982
* “O California,” First Chicano Literary Prize, anthology, University of California Irvine, 1974
* “Mexico City Nocturne,” “La Ciudad Que Llora Y Ladra,” Hispamérica,” 1972, University of Maryland, Spring 1972, Vol. No. 1

POETRY ON LP AND CASSETTE:
* “Recipe for Persian Gulf Quayle,” Who Sane, Who Sane, live recording, Onda Cultural, San Francisco, California, 1992

BOOKS
NON-FICTION:
* The Medicine of Memory: A Mexica Clan in California, essays, 228 pages, University of Texas Press, Austin, October, 2002

ESSAYS:

FICTION:
* This War Called Love: Nine Stories, 156 pgs., City Lights Books, San Francisco, May, 2002
* Farewell to the Coast, short stories, 75 pgs., Heirs Press, San Francisco, Calif. 1980

SHORT STORIES:
* “Caracas is Not Paris” Tri-Quarterly Review, Fall 2013 (online)
* “Take a Chance” “The Bolero of Lupe Velez” Huizache, No. 3, San Marcos, Texas, Fall, 2013
* “Border Postcards of the Mexican Revolution” Essay, Cipactli, Raza Studies Journal of Art and Literature, Spring 2005

HONORS AND AWARDS
* Barbary Coast Award—Literary Legend, Litquake Festival, Oct. 13, 2016
* Laureates Dinner, Friends of San Francisco Public Library, March 18, 2016
* Special Commendations Recognition, San Francisco Board of Supervisor, S. F. Oct. 30, 2012
* San Francisco Poet Laureate (6th) and first Latino, Feb. 2012.
* American Book Award, This War Called Love, Before Columbus Foundation, Oakland, Ca. August, 2003

OTHER
* Interview with Lawrence Ferlinghetti, for Friends of San Francisco Public Library, San Francisco, Ca. January 9th, 2017
* Award Committee, Jackson, Phelan, and Tanenbaum Literary Awards, San Francisco Foundation, S.F. April-June, 2013
* Faculty Advisor, Cipactli, Latina Latino Studies Journal of Art and Literature, 1997-present
* City Lights Books
* “The Other Barrio” film based on original story; script collaboration and actor, Mission District, San Francisco, Ca. SF Noir Productions, June-July, 2013
* Curator: Les Lentilles d’Obsidienne, Jour et Nuit Culture, Paris, France, June 14-18, 2013
* Homenaje a Roque Dalton, reading, A.N.S.W.E.R San Francisco Ca. May 18, 2013
* Curator: Mexican Modernity: Vintage Postcards from the 1920’s, The Art Gallery, San Francisco State University, April 29-May 20, 2013
BELINDA I. REYES  
CURRICULUM VITAE  
College of Ethnic Studies • San Francisco State University  
1600 Holloway Avenue PP750 • San Francisco, CA 94132  
415 405-7586 • reyesb@sfsu.edu

EDUCATION

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<tr>
<th>Institution</th>
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<tr>
<td>University of California, Berkeley</td>
<td>1988-1994</td>
<td>Ph.D., Economics</td>
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<td>University of Illinois, Urbana-Champaign</td>
<td>1985-1988</td>
<td>B.S., Economics, High Honors</td>
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SELECT PROFESSIONAL POSITIONS

2010—Present  Associate Professor, Latina/o Studies, San Francisco State University (SFSU)
2010—Present  Executive Committee, Inter-University Program for Latino Research
2009—Present  Director, César E. Chávez Institute, SFSU College of Ethnic Studies
Jan.—June, 2009  Interim Associate Director, SFSU Public Research Institute
2006—2010  Assistant Professor, SFSU Raza Studies
2004—2007  Founding Faculty, UC-Merced
2004—2006  Vice Chair, University of California Committee on Latino Research (UCCLR)
2003—2004  Member, California Council of Economic Advisors
Summer 2003  Consultant, The World Bank
Jan 2000—July 2001  Senior Associate, Policy Link
1995—2004  Research Fellow, Public Policy Institute of California
1994—1995  Research Fellow, University of Michigan, Ann Arbor, Research & Training Program on Poverty, the Underclass and Public Policy

FELLOWSHIPS, AWARDS AND NOMINATIONS

2004—Present  Public Policy Institute of California, Adjunct Fellow
2012  Nominated to participate at the 2nd Executive Leadership Academy at UC-Berkeley, March 25-29, 2012
1994—1995  Ford/Rockefeller Foundation Fellowship, Post-doctoral Fellow at the Research and Training Program on Poverty, the Underclass and Public Policy, University of Michigan, Ann Arbor
1994  Dissertation Fellow, Research and Training Program on Poverty, the Underclass and Public Policy, University of Michigan, Ann Arbor.
Worked under the direction of Sheldon Danziger and Mary Corcoran.
1992  Social Science Research Council Scholarship
1988—1989  Graduate Opportunity Fellowship, University of California, Berkeley

LIST OF PUBLICATIONS


Russell Sage.


**GRANTS AND CONTRACTS**

**Research Contract:** *Roadmap to Peace Evaluation: A Community Strategy to Improve the Lives of Latinx Opportunity Youth*. PI: Belinda I. Reyes and Paula Fleisher. San Francisco Department of Children and Families. This project evaluates the implementation of a collective impact model that creates a community-based collaborative to connect Latino youth ages 13-24 who are in-risk, gang-involved/exposed, system involved, and disconnected from school and employment a continuum of support to improve health, safety, and economic success. Sept 2016-June 2018. $230,000.

**Research Grant, Latino Educational Progress Initiative.** PI: Belinda I. Reyes, CCI. California Endowment. Award to examine barriers that contribute to the achievement gap for Latino students at SF State and connections to mental health. Sept 2015—July 2016. $24,000.

**Mini Grant, Exploring Barriers to Latino Educational Progress at San Francisco State University.** PI: Belinda I. Reyes, CCI. Office of Research and Sponsor Programs Small Grant Program. July, 2013-June, 2014. $7,000.

**Research Grant, Latino Educational Progress Initiative.** PI: Belinda I. Reyes, CCI. San Francisco Foundation. Award to examine barriers that contribute to the achievement gap for Latino students at SF State. The project will create innovative strategies to foster increased application, enrollment, persistence, and graduation of Latino students at SF State. May 2013—May 2015. $30,000.


**Research Grant, Examining the Effects of Budget Cuts in Higher Education.** PI: Hans Johnson, PPIC; Co-PI: Belinda Reyes, CCI; and Sarah Bohn, PPIC. The James Irvine Foundation. Award to conduct research in higher education enrollment trends and challenges facing community colleges and four-year universities in California. 2012—2013. $100,000.


of the President University of California. Award to conduct a survey and research on Latino representation on school boards, its causes, and consequences. 2007—2008. $30,000.


SELECTED LIST OF PRESENTATIONS


Latinos in the US: Demographics, Policy and Politics, Chicana/Latina Foundation Leadership Institute, August, 2016.


Transforming Higher Education to meet Latino Student Need, Leadership Decisions: University Institutions Sustainability and Viability Panel, National Association for Chicana and Chicano Studies Conference, Denver Colorado, April, 2016.


An Overview of Latino Achievement in Higher Education, Mendocino College, Mendocino, California, March 2015.

Latina/o Students in Bay Area Universities: A Case Study of San Francisco State, Latino

La Importancia de los Latinos en los Estados Unidos, Consulado General de Mexico en San Jose: Latino Role Models, January, 2015.

Latinos in the US: Demographics, Policy and Politics, Chicana/Latina Foundation Leadership Institute, August, 2014.


Latino Educational Achievement at San Francisco State, Faculty Presentations Mini-Grants, Office of Research and Sponsored Programs, June, 2014.

Latinos in the US: Demographics, Policy and Politics, Chicana/Latina Foundation Leadership Institute, September, 2013.

Latinos in the US: Demographics, Policy and Politics, Chicana/Latina Foundation Leadership Institute, September, 2012.


The Educational Progress of Latinos in California, The Silicon Valley Community Foundation, November 16, 2011.

The Latino Growth and the Politics of Education in California, Health Equity Institute, May 24, 2011.

Promoting Wellbeing in our Communities Through Research, Training and Action, presentation at AARP and College of Ethnic Studies’ Transformation from the Inside Out: Healthy Aging and Activism, February 27, 2011.

Latinos in the US: Demographics, Policy and Politics, Central American Resources and Educational Center (CARECEN), March 11, 2011.


Leveraging Higher Education for the Betterment of Our Community, presentation at the College of Ethnic Studies 40th Anniversary Commemoration, San Francisco State University, October 2009.


The Impact of Demographic Change on Access and Equity, presentation at the Center for Civic Partnerships’ Conference, Healthy Cities and Smart Growth Planning for Healthier Communities Conference, Berkeley, April 2005.
CLASSES TAUGHT
RAZA 415: Political Economic and Raza, Fall 2017
RAZA 415: Political Economic and Raza, Spring 2017
RAZA 470: Raza Immigration to the United States, Fall 2008
RAZA 470: Raza Immigration to the United States, Spring 2008
RAZA 415: Political Economic and Raza, Spring 2008
RAZA 470: Raza Immigration to the United States, Fall 2007
RAZA 415: Political Economic and Raza, Spring 2007
RAZA 694.3: Community Service Learning, Fall 2006
RAZA 470: Raza Immigration to the United States, Fall 2006
PUBP 1: Introduction to Public Policy, Spring 2006
ECON 190: Topic in Economics—Immigration and Policy, Fall 2005

Graduate Degree Committee Membership:
First Reader, Masters Thesis Committee for Michelle Parra, 2014-Present.
Graduate Advisor and Chair, Mary Vasquez, Ethnic Studies Masters, San Francisco State, 2008-2014.

Independent Studies:
Vanesa Trejo, Research Assistant CCI, Fall 2016-present.
Rachel Becerra, Research Assistant CCI, Fall 2016-present.
Michelle Parra, Research Assistant CCI, Fall 2015-present.
Stephanie Cueto, Sexo, Cultura, Y Mujeres, Spring 2013.
Ramon Eduardo Hernandez, Latino Student Mobility: Political Costs and Tolls on Education, Spring 2012.
Mario Lazaro, Latinos and STEM, Spring 2012.
Nolan Noble, American Adult Female Prison Reform, Spring 2006
Eve Define, Latino Children in Preschool, Fall 2005 and Spring 2006

SERVICE TO CAMPUS AND COMMUNITY

CAMPUS

Department Committees and Assignments
Latina and Latino Studies Department’s Search Committee for Criminal Justice, San Francisco State, Fall 2016.
Latina and Latino Studies Department’s Chair Review Committee, College of Ethnic Studies, San
Francisco State University, Fall 2007, 2010, 2013.
Latina and Latino Studies Department’s Retention, Tenure and Promotion Committee, College of Ethnic Studies, San Francisco State University (Chair), 2012-2013.
Raza Curriculum Committee, College of Ethnic Studies, San Francisco State University, Fall 2008 – Present.

**College Committees and Assignments**
College Event Committee, 2014-2015
College Strategic Planning Committee, 2014-2015.
College of Ethnic Studies Council, 2011-Present.
College of Ethnic Studies Graduate Admissions Committee, Spring 2007.
Raza Faculty Representative, College wide review of American Indian BA, Proposal, San Francisco State University, Fall 2006.
Workload Planning Committee, SSHA, UC-Merced, 2005-6
Search Committees junior faculty Sociologist, SSHA, UC-Merced, 2005
Search Committee, one junior and one senior faculty Political Scientists, SSHA, UC-Merced, 2005
Search Committee, junior faculty Environmental Policy, SSHA, UC-Merced, 2005
Search Committee, junior faculty Cross-Cultural Studies, SSHA, UC-Merced, 2005
Search Committee, senior faculty Public Policy, SSHA, UC-Merced, 2005
Search Committee, senior faculty Economics, SSHA, UC-Merced, 2005
Search Committee, senior faculty Political Science, SSHA, UC-Merced, 2004
Search Committee, senior faculty Public Policy, SSHA, UC-Merced, 2004
Search Committee, senior faculty Economics, SSHA, UC-Merced, 2004
Search Committee, three junior faculty Economics, SSHA, UC-Merced, 2004

**University Committees and Assignments**
Academic Senate, Strategic Issues Committee, 2016-2018.
Academic Senate, Student Affairs Committee, 2015-2017.
Search Committee, Director of Recruitment and Outreach, 2013-2015.
Member, Metro Academies Leadership Council, 2013-present.
Member, University Research Council, 2013-2015.
Member, University Sabbatical Committee, 2012-2013 and 2014-2015.
Member, Professional Development Council, San Francisco State University, Term 2009-2010.
Advisory Board Public Research Institute, San Francisco State University, Spring 2009 - Present.
Search Committee Director of Public Research Institute, San Francisco State University, Fall 2008.
Convener, SFSU Research Affinity Group on Public Policy, San Francisco State University, December, 2008.
Search Committee Dean of Faculty Affairs, San Francisco State University, Spring 2008.
Convener for the planning and definition of cross-school appointment on Environmental Policy, 2005
Graduate Research Council, University of California Merced, 2005

**CSU or University of California Committees and Assignments**
Member, Review Committee Department of Ethnic Studies External Review Committee, Cal Poly San Luis Obispo University, 2013.
UC wide committee: Vice Chair, University of California Committee on Latino Research
(UCCLR) 2004-2006
UC wide committee: Advisory Committee of the University of California Institute for Mexico and the United States (UC MEXUS) 2004-2006
UC wide committee: Advisory Committee of the University of California Center in Sacramento (UCCS) 2004-2006

Administrative Service to/for the University
Director, Cesar E. Chavez Institute, Fall 2009-Present.
Planning Committee for Institute on Public Policy and Ethnic Diversity, Fall 2007.

COMMUNITY SERVICE
Board Member of Chicana/Latina Foundation, 2010-present.
Board Member of La Raza Community Resource Center, 2003-2005.

Service to Government Agencies
Member of the California Council of Economic Advisors, 2003-2004

Service to Public and Private Organizations
Executive Committee, Inter-University Program for Latino Research, 2013-present.
Co-Director Inter-University Program for Latino Research, 2010-present.
Adjunct Fellow at the Public Policy Institute of California, 2004-present.
Provided support to Lawyers Committee for Civil Rights on a case in Modesto California, 2007.
Research Associate at the Center for Comparative Immigration Studies, UC-San Diego, 2005.

EDITOR OR REVIEWERSHIPS
Referee for the Social Science Quarterly
Referee for International Migration
Referee Migraciones Internacionales
Referee Demography
Reviewer Public Policy Institute of California
Reviewer Urban Institute
Reviewer The Brookings Institute/Center for New Economy
Reviewer Greenlining Institute
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**Physical Space Assigned to the Department**

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## Appendix P: Latina/Latino Studies Budget

**COLLEGE OF ETHNIC STUDIES**

**FISCAL YEAR 2016-2017**

**DEPARTMENT:** Latina/Latino Studies  
**RESPONSIBLE PERSON:** Alejandro Murguia

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Reprographics is charged at a rate of $0.045 per copy.
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<p>| Totals                           |             |            | $3,252.95 $0.00 | $-3,252.95 |</p>
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**Related Accounts**
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**Totals**: 4,082.00 $4,000.00 -$82.00

| TOTAL CEL FUND ALLOCATION | $8,446.89 |
| TOTAL EXPENDITURES        | -$3,252.95 |
| CEL TOTAL                 | $5,193.94  |

| TOTAL WORKSTUDY ALLOCATION | Federal Fund Allocation not associated w/ CEL or OE. | $4,000.00 |
| TOTAL EXPENDITURES         |                                                      | $4,082.00 |
| WS TOTAL                  |                                                      | -$82.00   |