Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131
December 1, 2017

Dear UNM Board of Regents, Provost and Faculty Senate,

I write enthusiastically to support the establishment of MA and PhD programs in Chicana/o Studies (CCS) at UNM. As the successful beneficiary of a different kind of interdisciplinary PhD program, I serve as Curator of Latin American Collections in the University of New Mexico Libraries. In this capacity I work as UNM faculty to promote Latin American and Chicana/o library and archival materials among local, national and international research and artists' communities. I often meet researchers external to UNM, working on projects in our collections, who are shocked at the absence of such graduate honors at the University of New Mexico, especially considering the strong faculty base across campus and the unique resources available in UNM's libraries and archives. My effort to procure and promote Latin American and Latino collections also enables work with numerous faculty and graduate researchers addressing CCS at UNM and in the community, where I serve advisory boards at the New Mexico Humanities Council and the National Hispanic Cultural Center Museum and Library. It is past time for UNM to be the first institution of higher education in the state of New Mexico to offer an MA an PhD in CCS.

If we value our *nuevomexicano* and Chicana/o community as much of our discourse on diversity suggests we would have MA and PhD programs in CCS. The absence of MA and PhD programs in CCS in New Mexico is a clear hindrance to academic excellence, community engaged scholarship and productive collaboration at this institution. Offering students an MA or PhD for research around Chicana/o studies in other departments like – English, Spanish or American Studies -- as UNM has for decades, obscures UNM's excellent local and national leadership in Chicana/o studies while also hindering collaboration and communication. In the process our strong faculty, library and archival resources continue to fly under the radar, when they should stand out among the best in the country. In fact, our library and archival collections already support faculty and PhD research in CCS at UNM and beyond. Recent information gathering visits from the Library of Congress and the Smithsonian, as well as several faculty and graduate student research visits from of the intuitions listed in this packet, underscore UNM's importance as a repository of Chicana/o resources which serve high level academic research.

My professional expertise as a Curator of well-recognized collections that are marginalized in the grand information landscape offer me a unique understanding of the value and benefits of a culturally relevant and interdisciplinary degree such as CCS. I will add that my professional trajectory intersects at times with familial interactions that give me a personal perspective from accomplished *nuevomexicanos del norte* who turn their backs on UNM because their experiences and expertise have always seemed unimportant to this institution. On the contrary institutions elsewhere –Stanford and Yale in this case, reach out aggressively for their loyalty. I have experienced the unfortunate outcome of this phenomena in my professional efforts to support projects or collections that highlight New Mexican Chicana/o authors, artists and organizers – generally expected to donate to UNM because they are locals while the Ivy League makes offers they cannot refuse. UNM's tepid commitment and classification of these individuals

UNM

Office of the Provost & Executive
Vice President for Academic Affairs

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DATE: October 31, 2017

TO: Dr. Irene Vasquez, Professor and Chair of Chicana and Chicano Studies

FROM: Dr. Craig White, Interim Provost and EVP for Academic Affairs

RE: MA and PhD Graduate Program in Chicana and Chicano Studies (CCS)

CC: Dr. Richard Wood, Interim Senior Vice Provost for Academic Affairs
Dr. Pamela Cheek, Interim Associate Provost for Curriculum and Assessment
Dr. Alex Lubin, Interim Associate Provost for Faculty Development
Dr. Julie Coonrod, Dean of Graduate Studies

This memo is written in support of the establishment of an MA and PhD Graduate Program in Chicana and Chicano Studies (CCS). The Office of the Provost commends the CCS Department on the time and thought it has put into the proposal for these degree programs. The proposal is innovative in capitalizing on an important opportunity for the University of New Mexico (UNM).

UNM is well positioned to meet the educational need addressed in these proposals. As stated in the Executive Summary, "UNM will be the first institution in New Mexico and the first among the four currently existing Hispanic Serving Institutions (HSI) with Very High Research Activity (RU/VH) to establish a Chicana and Chicano Studies MA and PhD programs." These programs will contribute to accomplishing UNM's academic mission and further solidify its status as a premier HSI. As the overall demographics of the United States follow those of New Mexico in moving to a "minority/majority" status, these programs will continue to increase in importance.

The department has provided a strong case that there is adequate student demand for these programs, the faculty and classes are in place to provide the instruction, and that there will not be significant additional funding required. In my judgment, the proposal is sufficiently well developed to recommend advancement to the stages of faculty review and approval.

The Office of the Provost looks forward to working with the faculty of the CCS Department in working through the approval process and assisting with any required further analysis.

MA and PhD
Graduate Program Proposal in Chicana and Chicano Studies

Executive Summary

This Preliminary Review proposal provides the program description, evidence of need/duplication, program content, evaluation and assessment, required resources, projected enrollment and costs for the development of a premiere graduate degree program in Chicana and Chicano Studies (CCS) at the University of New Mexico (UNM). A Master's and PhD program in Chicana and Chicano Studies at UNM will employ and consolidate the existing intellectual, scholarly, and research resources at UNM and create a new dynamic, coherent, and cross-disciplinary intellectual community focused on the field of Chicana and Chicano Studies. A comprehensive graduate program in Chicana and Chicano Studies will strengthen the profile of UNM as a Carnegie Very High Research, Hispanic Serving Institution. Additionally, this is a revenue neutral curriculum proposal.

Within the state of New Mexico, a MA and PhD program in Chicana and Chicano Studies will fill an educational and academic vacuum. While undergraduate programs exist at New Mexico State University, Las Cruces and Western New Mexico State University, Silver City, in Chicana and Chicano Studies, there are no existing MA or PhD programs in the state of New Mexico. UNM will be the first institution in New Mexico and the first among the four currently existing Hispanic Serving Institutions (HSI) with Very High Research Activity (RU/VH) to establish a Chicana and Chicano Studies MA and PhD program. Currently, seven research institutions in the U.S. host MA and PhD programs, including Arizona State University, Michigan State University, UCLA, UCSB, University of Arizona, University of Texas-Austin, and University of Texas-Rio Grande. By establishing graduate programs in Chicana and Chicano Studies, UNM will both be a leader among Very High Research Activity institutions and join prestigious research one universities in offering high quality teaching and research programs that address the needs of the 21st century.

Over the next five to eight years, Chicana and Chicano Studies proposes to build a revenue neutral comprehensive academic program through the addition of graduate pathways that include a five-year BA to MA, a terminal MA, and a PhD degree. Advanced undergraduate students may apply for a 135-credit hour, BA to MA program. The terminal MA degree pathway in CCS requires the completion of 30 course credit hours through coursework, comprehensive exam or thesis. Upon completion or entering with an MA degree, students admitted to the CCS PhD will be required to complete an additional number of 30 credit hours and 18 units of dissertation credit.

Three Program Student Learning Outcomes will be evaluated at three-year intervals for the MA and PhD program. However, ongoing assessment will occur every year of the program through student learning outcomes data collection. Chicana and Chicano Studies will assess the CCS 590 and CCS 560 in the fall semester and CCS 552 in the spring within the first year. Chicana and Chicano Studies will also assess CCS 551 in the fall of the second year. An assessment of CCS 597 and 599 will be conducted in the fall of the third year in order to assess the final project of

completion for the MA/PhD program for all students in the program. This assessment record captures data from five courses for the department.

Chicana and Chicano Studies currently projects admitting cohorts of ten students for the first four years of program implementation. Thereafter, and with the growth of additional faculty, CCS will increase admissions cohorts to 20. CCS has the faculty capacity inside the department and through its current Affiliated faculty to deliver a high-quality graduate curriculum. Students also may select graduate courses from other existing graduate programs at UNM. CCS has compiled a list of over thirty currently existing graduate courses in outside departments. Given the current emphasis on graduate student recruitment and degree completion at UNM, the establishment of these degree programs in Chicana and Chicano Studies will provide a new source of graduate enrollment. Moreover, the implementation of graduate programs is a revenue neutral initiative. The graduate program will draw on already existing combined graduate undergraduate courses that meet the rigor of graduate level expectations, as well as exiting graduate level courses in outside departments and programs. CCS will also introduce two revenue neutral graduate-level courses, CCS 551 (Cultural Expression in Chicana and Chicano Studies) and CCS 552 (Research Methods & Data Analysis in Chicana and Chicano Studies). CCS recently accrued a .50 line from the department of Communication and Journalism, which will become a 1.0 in fall '19. CCS also expects a .75 Lecturer to begin in fall 2018.

The target audience for the MA and PhD program are Bachelor's degree recipients from institutions across the United States. The BA/MA degree option will be attractive to currently enrolled UNM students. Three exit surveys of graduates (N=18) from the CCS Bachelor's Degree program from spring 2015, spring 2016, and spring 2017 demonstrate that there is strong interest in the establishment of a MA/PhD program at UNM.

The growing interest in the Chicana and Chicano Studies BA degree programs, which consist of classroom and online instruction, foretell a promising growth in the graduate programs. CCS experienced a 15% increase in undergraduate enrollment. The overall growth in enrollment is 14% from fall 2016. The online BA degree, launched in fall 2016, also experienced a slight growth (1-2%) during a time of shrinking enrollments for the campus overall. The projected growth rate for the CCS online degree program will contribute to new revenues in tuition and fees.

Through this proposal, Chicana and Chicano Studies seeks to become a premiere comprehensive academic department in this field. The addition of a graduate program will solidify its goal of becoming a major academic knowledge producer regarding Chicana and Chicano populations. A graduate program in CCS will complement and be complemented by UNM's world-class faculty, libraries, academic programs, research centers, and student services units.

NOT APPLICABLE

Appendix D: List of Regional and State Programs

List of Regional and State Chicana and Chicano Studies Related Programs, 2017			
University	Location	Department Name	Level of Degree
University of Arizona	Tucson, Arizona	Mexican American Studies & Research Center	BA Mexican American Studies
Arizona State University	Tempe, Arizona	The Hispanic Research Center	BA Transborder Chicana/o and Latina/o Studies
Canyon College	Carmichael, California	BA Online School of Chicano Studies	BA Chicano Studies
Claremont Colleges	Claremont, California	Chicana/o~Latina/o Studies Department	BA Chicano/Latino Studies
California State University Channel Islands	Camarillo, California	Chicana/o Studies	BA Chicana/o Studies
California State University Dominguez Hills	Carson, California	Chicano/Chicana Studies Department	BA Chicano/Chicana Studies
California State University Fresno	Fresno, California	Chicano and Latin American Studies Department	BA Chicano Studies
California State University Los Angeles	Los Angeles, California	Department of Chicano Studies	BA & MA Chicano Studies
California State University Long Beach	Long Beach, California	Department of Chicano & Latino Studies	BA Chicano & Latino Studies

California State University Northridge	Northridge, California	Department of Chicana/o Studies	BA & MA Chicana/o Studies
San Diego State University	San Diego, California	Department of Chicana and Chicano Studies	BA & MA Chicana/o Studies
San Francisco State University	San Francisco, California	Department of Raza Studies	BA La Raza Studies
California State University Sonoma	Rohnert, California	Department of Chicano and Latino Studies	BA in Department of Chicano and Latino Studies
Loyola Marymount University	Westchester, California	Department of Chicana and Chicano Studies	BA Chicana/o Studies
Ohlone College	Fremont, California	Chicano Studies Department	BA Chicano Studies Program
Stanford University	Stanford, California	Stanford Center for Chicano Research	BA Interdisciplinary Chicana and Chicano Studies
University of California Berkeley	Berkeley, California	Chicano/Latino Studies Program in the Department of Ethnic Studies	BA & PhD Ethnic Studies, Chicano Studies Program
University of California Davis	Davis, California	Department of Chicana/o Studies	BA Cultural Studies and Social/Policy Studies from the College of Letters and Science
University of California Irvine	Irvine, California	Department of Chicano /Latino Studies	BA Chicano/Latino Studies, minor, certificate program, and a graduate emphasis
University of California Los Angeles	Los Angeles, California	César Chavez Department of Chicana and Chicano Studies	BA, PhD Chicana/o Studies

University of Riverside	Riverside, California	Ethnic Studies	BA Ethnic Studies, Chicano Studies & PhD through Ethnic Studies w/ Emphasis in Chicano Studies
University of California Santa Barbara	Goleta, California	Chicana and Chicano Studies Department	BA, MA, & PhD Programs
Metropolitan State College, Denver	Denver, Colorado	Chicano Studies Department	BA Chicano Studies
Colorado State University-Fort Collins	Fort Collins, Colorado	Ethnic Studies Department	BA Ethnic Studies
University Northern Colorado-Greeley	Greeley, Colorado	Hispanic Studies	BA, Graduate Certificate, Minor Mexican American Studies
Michigan State University	East Lansing, Michigan	Chicano/Latino Studies Program	BA, PhD Chicano/Latino Studies
University of Minnesota	Minneapolis, Minnesota	Chicano Studies Department	BA in Chicano Studies
New Mexico State University	Las Cruces, New Mexico	Chicano Programs	Supplementary Major Chicano Studies
Western New Mexico University	Silver City, New Mexico	Department of Chicana/Chicano and Hemispheric Studies	BA Chicano Hemispheric Studies
Austin College	Sherman, Texas	Center for Southwestern and Mexican Studies	BA, Minor
Our Lady of the Lake	San Antonio, Texas	Mexican American Studies Department	BA Mexican American Studies
University of Texas El Paso	El Paso, Texas	Chicano Studies	BA Chicano Studies

University of Texas Austin	Austin, Texas	Mexican American Studies	BA, MA, & PhD Mexican American Studies
University of Texas San Antonio	San Antonio, Texas	Mexican American Studies	BA Mexican American Studies
University of Texas Pan American	Edinburg, Texas	Mexican-American Studies	BA Mexican American Studies

Graduate Program Proposal
Elements for Preliminary Review *and Full Proposal*:

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University of Northern Colorado – Department of Hispanic Studies
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1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).

The Chicana and Chicano Studies Department (CCS) at the University of New Mexico is an interdisciplinary program. The academic purpose of the department is to promote a critical understanding of Chicano, Hispano, Mexicano peoples and communities through teaching, research, and advocacy. Because our program resides at the flagship institution of the state that has the largest percentage of Hispanics in the country, this mission is integral to furthering the understanding of New Mexico's present and the nation's future. In keeping with the mission, the proposed graduate program will provide Master of Arts and Doctorate degrees in the field of Chicana and Chicano Studies. Given the changing dynamics of the economy and education in the 21st century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Graduate students in Chicana and Chicano Studies will be trained to utilize a critical set of perspectives and skills to address the complex lives, histories, and cultural experiences of Chicano peoples in local, regional, and transnational societies. A graduate program in Chicana and Chicano Studies will benefit graduate students at UNM in several ways. First and foremost, the Master or Arts and Ph.D. programs will provide graduate students with academic professionalization that will enhance their job and career prospects. Second, the graduate program will enrich curricular offerings for other students enrolled in M.A. and Ph.D. programs that currently do not offer a specialization in the area of Chicana and Chicano Studies. Third, the Chicana and Chicano Studies M.A. and Ph.D. program will enrich graduate student training through cross-disciplinary conversations and collaborations with graduate students and faculty members in a variety of departments and disciplines. Fourth, the Chicana and Chicano Studies MA and PhD Programs will further evidence and advance the University of New Mexico's explicitly stated commitments as a Hispanic Serving Institution.

b. How does the program fit within the unit's future plans?

Chicana and Chicano Studies seeks to become a premiere comprehensive academic department in the U.S. The addition of a graduate program will solidify its goal of becoming a major academic knowledge producer of Chicano populations. A graduate program in CCS will complement and be complemented by UNM's world-class faculty, library, and academic programs.

c. How does the program fit within the UNM mission and strategic plan?

UNM's mission and vision statements, outlined in the UNM 2020 strategic planning document, identify seven goals. Three of these goals are realized through the establishment of a graduate program in Chicana and Chicano Studies: Goal 1. Become a destination university, Goal 2. Promote institutional citizenship, and Goal 5. Advance discovery and innovation. Moreover,

UNM seeks to advance the diversity mission of the university. The establishment of a M.A. and Ph.D. program will increase the number of graduate students and faculty members researching Chicano communities in the U.S.

A comprehensive graduate program in Chicana and Chicano Studies will also strengthen the profile of UNM as a Hispanic Serving Institution. M.A. and Ph.D. programs in the areas of Mexican American Studies, Chicano or Latino Studies, or Borderlands Studies are offered at the following universities: California State University, Northridge; California State University, Los Angeles; San Diego State University; San Jose State University; University of Arizona; University of Texas, Austin; University of California, Santa Barbara; University of California, Los Angeles; Michigan State University; and University of Texas, El Paso. UNM is the only major university with significant Latino student enrollment in the western United States that does not have such a program. The establishment of a Master's and Ph.D. program in Chicana and Chicano Studies will enhance UNM's reputation as a tier-one campus providing broad and diverse graduate-level opportunities. CCS expects that some M.A. students from the institutions referenced above may find UNM's program better tailored for their needs and enroll in the proposed Ph.D. program, especially if their work is focused on this region or if our faculty's research agenda is more closely aligned with their aspirations; and that some of our M.A. students will continue for a Ph.D. at these other institutions, having obtained the necessary foundation in this field.

d. How does the program fit with related offerings at UNM?

A Master's program and Ph.D. program in Chicana and Chicano Studies at UNM will employ and consolidate the existing intellectual, scholarly, and research resources at UNM and create a new dynamic, coherent, and cross-disciplinary community of intellectuals focused on the field of Chicana and Chicano Studies. Currently, at UNM there are 12 graduate programs in the College of Arts and Sciences, the College of Architecture and Planning, the College of Education, and the College of Fine Arts offering a M.A. and/or Ph.D. program with faculty that offer coursework related to Mexican American Studies. These programs provide graduate students with teaching, research, and scholarship opportunities tailored to the program's specific mission and related to Mexican descent populations, but without broad or specific attention to Chicana and Chicano Studies as a disciplinary field. While a number of faculty in these departments provide courses that address aspects of the study of Mexican people, life, and culture, most of these academic programs offer expertise in the context and scope of a single discipline: they do not pursue interdisciplinary knowledge about the complex and evolving development of Chicano communities, a central historic population in the U.S. Southwest. In these departments, few graduate level courses focus on Chicano populations. The Chicana and Chicano Studies Department at UNM is best positioned to offer subject-specialized guidance for interdisciplinary Chicana and Chicano Studies. Presently, CCS houses seven regular faculty who focus their research on Chicano and Mexicano populations. Moreover, faculty in departments outside of Chicana and Chicano Studies have expressed interest in collaborating with the Department to offer cross-listed courses. These strategic collaborations will strengthen the graduate program in Chicana and Chicano Studies and draw on the expertise of other faculty on campus. Establishing a graduate program in CCS holds the promise of invigorating academic and intellectual exchanges across campus.

e. Assuming timely approval, what is the program development and implementation timeline?

The graduate program, specifically the Master's program, can be initiated, become operational, and have the first cohort admitted within two years after approval. In 2015-2016 CCS launched a five-year consolidation phase for the establishment of a Master's and Ph.D. program. The Dean of the College of Arts and Sciences committed his support for the launch of a Master's program once the department held 5 FTE. In fall 2017, CCS has 7 regular faculty with a total of 5 FTE who have research, teaching and service obligations in the program. Moreover, Affiliated and Associated faculty have agreed to support the MA/Ph.D. program through voluntary labor contributions.

Faculty Resources

5 FTE Faculty in CCS

1. 3 Assistant Professors at 1.0 = 3 FTEF
2. 1 Associate Professor at 1.0 = 1 FTEF
3. 1 Associate Professors at .50 = 1 FTEF
4. 1 Associate Professor at .25 = .25 FTEF
5. 1 Chair and Professor at .75 = .75
6. 1 Lecturer at 1.0 = 1.0 FTEF

Total 7.0 = 7 FTEF

1.2 Staff in CCS

1. 1 Unit Administrator
2. .20 Administrative Assistant split with SHRI

34 Affiliated Faculty (See Survey Monkey Data)

1. 23 willing to Chair PhD Diss/Exam committees
2. 33 willing to sit on PhD Diss/ Exam committees
3. 24 willing to Chair MA Thesis/Exam committees
4. 32 willing to sit on MA Thesis/Exam committees
5. 34 willing to serve as Affiliated faculty
6. 32 interested in offering courses in CCS grad program

Timeline of Development of PhD.

2015-2016

- The Dean of the College of Arts and Sciences committed his support for the development of a graduate program once the department held 5 FTE.
- CCS launched a five-year consolidation phase for the establishment of a Master's program.
- CCS initiated a partial lateral transfer of the Chair's position from .50 to .75.

2016-2017

- In fall 2016, CCS increased the FTE from 3.5 FTE to 4.5 FTE with the hire of two Assistant Professors. One position assumed the costs associated with a full-time Lecturer housed in the department.

2017-2018

- The Dean of the College of Arts and Sciences initiated a line transfer of a .50 Associate Professor from the Department of Communications and Journalism, raising the FTE to 5.
- The departmental faculty submitted a curriculum proposal to establish a Master's and Ph.D. program in Chicana and Chicano Studies to Provost Craig White. Provost White provided a preliminary memo of support.
- CCS anticipates a .50 spousal opportunity hire of an Assistant Professor raising the FTE to 5.5

2018-2019

- CCS will initiate a hiring process for a second position promised by Dean Mark Peceny to support departmentalization and expansion to a graduate program raising FTEF to 6.5
- Launch Master's Program

2019-2020

- CCS anticipates a .50 lateral transfer of Associate Professor Patricia Covarrubias raising the FTEF to 7.
- CCS expects to open admissions for the first cohort of students into the Master's and PhD program.

f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

Catalog Language

Graduate Program

Graduate Advisor
Varies, contact department office.
Application Deadlines
Annual: December 15.

NOTE: Early application is recommended.

Degrees Offered

Master of Arts in Chicana and Chicano Studies (M.A.)

Doctor of Philosophy in Chicana and Chicano Studies (Ph.D.)

The Department of Chicana and Chicano Studies is committed to the interdisciplinary study of Mexican, Chicana and Chicano experiences, perspectives, and thought. The graduate program centers several teaching and research specializations that include: Creative Cultural Expressions (Arts, Language, Literature); Communication, Language and Culture (Media, Language Use,

Spiritualities); Community Based Studies (Land, Law, Well Being, Sustainability); Chicano/Latino Public Policy (Edu, Health, Law, Land, Planning)
Transnational/Hemispheric Migration Studies (Economy, History, Media, Politics)
Intersectionalisms: Race, Gender, Sexuality (Cultural Studies, Ethnic Studies, Women Studies, LGBT Studies).

Master of Arts in Chicana and Chicano Studies

Admission
Applicants to the Master of Arts (M.A.) in the Chicana and Chicano Studies degree program should hold a bachelor's degree in Chicana and Chicano Studies or a related field such as Anthropology, Art History, Economics, Education, English, Ethnic Studies, History, Philosophy, Political Science, Sociology, or Women Studies. When applying to the program, candidates are expected to submit a substantive letter of intent with a clear statement of their research interests and goals a graduate level. Only candidates who show purpose and promise, and whose research needs can be appropriately met, are admitted by a committee of the department faculty.

Program Options
Taking into consideration the experience and purposes of each student, individualized programs are planned to focus in two major areas of interest with supplementary work in other areas.

The M.A. is offered under Option I (thesis), Option II (non-thesis), and Option III (course work only). The master's program in any case requires an interdisciplinary and interdepartmental grouping of courses for in the area of Chicana and Chicano Studies.

Option I: completion of at least 21 credit hours of course work in addition to at least six (6) thesis credit hours and no more than 3 units of Independent Study.

Option II: completion of a minimum of 30 credit hours of graduate course work culminating in a comprehensive examination.

Option III: completion of a minimum of 30 credit hours of graduate course work with no final examination or project.

All graduate students must take the following in their first three semesters in the program:
CCS 560 – Latinos in a Global Society
CCS 593 – Special Topics
CCS 580 – Theories and Methods in Chicana and Chicano Studies (in the first fall semester)

Students must take CCS 590- The Advanced Seminar in Chicana and Chicano Studies in the second year of their program.

Students must also take at least three other Chicana and Chicano Studies seminars and two other elective courses from other academic units during the completion of their M.A. course work.
An additional six (6) units will be required for thesis, exam or final project work.

Doctor of Philosophy in Chicana and Chicano Studies

Applicants to the doctoral program should have a background in Chicana and Chicano Studies or a related field such as Anthropology, American Studies, Art History, Economics, Education, English, Ethnic Studies, History, Philosophy, Political Science, Sociology or Women Studies. In making their application, candidates are expected to submit a substantive letter of intent with a clear statement of their Chicana and Chicano Studies research interests and their goals in pursuing such investigations on a graduate level. Only candidates who show purpose and promise, and whose research needs can be appropriately met, are admitted by a committee of the department faculty.

PhD Coursework

Taking into consideration the experience and purposes of each student, individualized programs are planned to emphasize three major areas of interest with supplementary work in other areas.

At least 48 credit hours of course work are required for the Ph.D.:

- Chicana and Chicano Studies graduate seminars (500-level)
    - Required introductory graduate sequence (580, 551, 552, 590): 12 credit hours
    - Additional 6 seminars in Chicana/o Studies: 18 credit hours
- Graduate electives (in CCS or interdepartmental): 12 credit hours
- Independent Study in preparation for comprehensive exam: 6 credit hours
- Dissertation hours: minimum of 18 credit hours

Note: Students with an existing M.A. may transfer up to 18 credit hours at the discretion of the department.

Foreign Language

In addition to the course requirements for the doctorate in the Chicana and Chicano Studies Department, students must demonstrate a reading knowledge of one foreign language by passing a written departmental translation examination, by presenting 12 credit hours of instruction in a single foreign language taken after admission to the graduate program or through satisfactory completion of an alternative methodology option to be determined by the student in consultation with the student's committee on studies and the chairperson of the department.

Examination

The comprehensive examination is taken after completion of course work. It is a written examination, the primary purpose of which is to ascertain the candidate's ability at synthesizing the subject matter and various methodologies covered during his or her time in the program. Detailed guidelines for the comprehensive examination are available through the department.

Dissertation

The dissertation concerns itself with at least three areas of concentration in Chicana and Chicano Studies.

CCS proposes several pathways to the completion of an MA degree and a PhD. These coexisting graduate programs will ensure a robust enrollment in all classes and thereby ensure the long-term vitality of the program. Chicana and Chicano Studies graduate programs will center several areas of teaching and research distinction including Creative Cultural Expressions (Arts, Language, Literature); Communication, Language and Culture (Media, Language Use, Community Based Studies (Land, Law, Well Being, Spiritualities, Sustainability); Chicano/Latino Public Policy (Edu, Health, Law, Land, Planning); Transnational/Hemispheric Migration Studies (Economy, History, Media, Politics); Intersectionalisms: Race, Gender, Sexuality (Cultural Studies, Ethnic Studies, Women Studies, LGBT Studies).

Master of Arts Program Coursework - The Master of Arts programs offers three pathways to completion of the degree: (1) Thesis; (2) Capstone Project; (3) Coursework-Only.

All students must complete 21 (5 core, 2 electives) credit hours of core CCS courses offered through the department. The graduate courses in Chicana and Chicano Studies including combined graduate undergraduate courses and graduate only courses have been standardized to ensure rigorous academic expectations of graduate student work standards. In addition to a doubling of reading and writing expectations, graduate students in CCS are required to facilitate class lectures and discussions in graduate undergraduate courses. Graduate research projects will adhere to appropriate and rigorous research standard. Chicana and Chicano Studies has a robust selection of combined graduate undergraduate courses and graduate-level elective options from university wide programs and departments that have courses whose materials relate to the study of Mexican descent populations.

Plan I (Thesis) (one more core, and either one thesis and one project course, or two thesis courses)

1. A minimum of 21 credit hours of coursework.
2. A minimum of 6 additional hours of thesis (CCS 599) credit hours.
3. At least 50% of credit hours completed in residence at UNM.
4. No more than 3 hours of independent study credit (CCS 597).

Plan II (Non-thesis or capstone project)

1. A minimum of 30 credit hours of coursework. (one more core courses, 2 independent study)
2. No more than 3 hours of independent study credit.
3. At least 50% of these credit hours must be completed in residence at UNM.

Plan III (Coursework only)

1. A minimum of 30 credit hours of coursework. (one more core, 2 electives)
2. At least 50% of these credits must be completed in residence at UNM.
3. No more than 3 hours of independent study credit.

4. Capstone project required. The project will entail a comprehensive literature review with a substantive rigorous final report.

Thesis Plan
Students may complete the MA degree by writing a Master's Thesis relevant to the student's chosen area of study. The MA thesis should be submitted at the end of the second year. Students must enroll to prepare the thesis under the guidance of a faculty advisor. The thesis committee will consist of the student's faculty advisor, another tenure-track faculty from the list of core associated faculty, and an outside reader. The thesis is evaluated on a pass/no pass basis.

Master's Examination Plan
Students may choose to complete a comprehensive examination containing a set of questions developed to demonstrate the student's knowledge of theories and methods in the field of Chicana and Chicano Studies. Students will enroll in an exam preparation courses while preparing for the exam. The examination is designed and administered by the advisor and approved by the department Chair. The exam is evaluated on a pass/no pass basis.

Chicana and Chicano Studies Shared-Credit Undergraduate/Graduate Degree Programs

Program of Studies for a Five-Year BA/MA Degree –
A Shared-Credit Undergraduate/Graduate Degree Program (such as 3+2, 4+1, etc.) provides an accelerated path to earning both a baccalaureate and a master's degree. Both the baccalaureate and master's degree requirements are completed in a program-defined number years by means of shared course work. Such programs help recruit high-achieving UNM undergraduate students into UNM graduate programs.

Shared-Credit Undergraduate/Graduate Degree requirements:

- All undergraduate degree requirements, including college requirements, must be met.
- The graduate portion of the program must meet at least Plan I, Plan II, or Plan III University minimums, including the approved graduate courses taken at the undergraduate level.
- A maximum of 18 credit hours of approved graduate-credit-eligible courses may be taken in undergraduate status and applied again (shared) to the graduate degree. Shared courses are transcripted as graduate.
- Shared courses must be from a prescribed set that meet an undergraduate requirement, such as that of a minor, concentration, emphasis, second major, distributed minor. A grade of "B" or better must be obtained in the courses in order for them to be shared toward the graduate degree.
- The undergraduate degree is awarded when it is completed.
- Time-to-degree for the graduate portion of the program begins in the senior year of the undergraduate degree. Standard Graduate Studies Leave of Absence policy and re- admission procedure apply to students in Shared-Credit Programs. However, upon re- admission the student is no longer eligible for the Shared-Credit Program and courses taken while an undergraduate are not applicable to a graduate degree.

Admission Requirements.
Required application materials, except for official transcripts, through the online application process. The faculty admissions committee meets to evaluate applications once a year. The deadline for receipt of all application materials will be December 15 for the next fall semester.

Applicants should complete and submit an online application at http://grad.unm.edu/graduate-programs/grad-app.html

Applications must include the following:

- A substantive letter of intent (3-5, double-spaced pages) summarizing prior academic training and explaining current academic and professional objectives. The letter of intent should focus on scholarly and research interests and how they relate to the field of Chicana and Chicano Studies.
- Three letters of recommendation (a Departmental requirement which must be received by December 15).
- A sample of recent written work, preferably academic work, not to exceed 30 pages.
- One unofficial copy of transcript(s) from the university where the student received their BA and/or MA degree(s).

One official copy of transcripts from all post-secondary work should be sent to the following address: The University of New Mexico, Office of Admissions, Attn: Graduate Admissions, PO Box 4895, Albuquerque, NM 87196-4895

Admission to the graduate portion of the program is provisional until the undergraduate degree is awarded.

Escape Clause. Students seeking to terminate the MA program should write a letter to the graduate advisor in the program providing a date for the termination. Students who choose not to complete the graduate portion of the program are still awarded the undergraduate degree when all undergraduate requirements are met.

Chicana and Chicano Studies Shared-Credit Undergraduate/Graduate Degree Programs

Program of Studies for a Five-Year BA/MA Degree –
Students take 7 core required course in CCS and select 9 credit hours from the list of existing courses in other departments.

All students must complete 21 (5 core, 2 electives) credit hours of core CCS courses offered through the department. Chicana and Chicano Studies has a robust selection of combined graduate undergraduate courses and graduate-level elective options from university wide programs and departments that have courses whose materials relate to the study of Mexican descent populations. The graduate courses in Chicana and Chicano Studies including combined graduate undergraduate courses and graduate only courses have been standardized to ensure

rigorous academic expectations of graduate student work standards. In addition to a doubling of reading and writing expectations, graduate students in CCS are required to facilitate class lectures and discussions in graduate undergraduate courses. Graduate research projects will adhere to appropriate and rigorous research standard.

BA/MA Degree (10 courses)

Year	Fall Semester	Spring Semester
1	BA Courses	BA Courses
2	BA Courses	BA Courses
3	BA Courses	BA Courses
4	BA Course CCS 580- Theories and Methods in CCS CCS 560- Chicanos/Latinos in a Global Society	BA Course CCS Seminar CCS 552- Research Methods & Data Analysis in Chicana and Chicano Studies
5	CCS 551- Cultural Texts in CCS CCS Seminar CCS Seminar	CCS Seminar CCS 590- Advanced seminar in CCS CCS 597 or 599/ Project/ Individual Study/Thesis

* first year (fourth year) of the BA/MA program, students only take two graduate seminars each semester to provide students with the opportunity to finish undergraduate courses. The fifth year, students take 3 courses each semester to finish their dual degree.

Program of Studies for a Two-Year Master's Degree -

Students take 7 core required course in CCS and select 6 credit hours from the cross-listed courses (CCS 593) offered in the department or other programmatic units. In addition, depending on the track students will take 3 credit hours in individual study, project or thesis units.

All students must complete 21 (5 core, 2 electives) credit hours of core CCS courses offered through the department. The graduate courses in Chicana and Chicano Studies including combined graduate undergraduate courses and graduate only courses have been standardized to ensure rigorous academic expectations of graduate student work standards. In addition to a

doubling of reading and writing expectations, graduate students in CCS are required to facilitate class lectures and discussions in graduate undergraduate courses. Graduate research projects will adhere to appropriate and rigorous research standard.

2 Year Master's Program

Year	Fall Semester	Spring Semester
1	**CCS 580- Theories and Methods in CCS** **CCS 560- Chicanos/Latinos in a Global Society**	**CCS Seminar** **CCS 551- Cultural Expressions in CCS**
2	**CCS 552- Research Methods & Data Analysis in Chicana and Chicano Studies** **CCS Seminar** **CCS Seminar**	**CCS Seminar** **CCS 590- Advanced seminar in CCS** **CCS 597 or 599/ Project/ Individual Study/Thesis**

The Doctoral Degree

General Requirements

1. A minimum of 48 credit hours of graduate credit course work (certain graduate programs require more credit hours).
2. Must be enrolled in at least one credit hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.
3. At least 24 credit hours of graduate credit course work must be completed at the University of New Mexico.
4. At least 18 credit hours of graduate credit course work must be completed at the University of New Mexico after admission to the doctoral program.
5. A minimum of 18 hours of graduate credit course work must be earned in the University of New Mexico courses numbered 500 or above.
6. No more than 6 credit hours of course work in which a grade of "C" (2.0), "C+" (2.33) or "CR" (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation. (See Grade Requirements for Graduation policy.)

7. No more than 50% of the required course credit hours at the University of New Mexico may be taken with a single faculty member. (Course work that has been completed for the master's degree is included in this limit.)
8. A minimum of 18 credit hours of dissertation credit hours (699) is required for the doctorate.
9. Doctoral candidates must be enrolled the semester in which they complete degree requirements, including the summer session.

PhD Coursework Requirements
Taking into consideration the experience and purposes of each student, individualized programs are planned to emphasize three major areas of interest with supplementary work in other areas.

At least 48 credit hours of course work are required for the Ph.D.:

- Chicana and Chicano Studies graduate seminars (500-level):
  - Required introductory graduate sequence (580, 551, 552, 590): 12 credit hours
  - Additional 6 seminars in Chicana/o Studies: 18 credit hours
- Graduate electives (in CCS or interdepartmental): 12 credit hours
- Independent Study in preparation for comprehensive exam: 6 credit hours
- Dissertation hours: minimum of 18 credit hours

See list of currently existing graduate courses in other units at UNM

Program of Studies for a Doctoral student entering without an MA

Year	Fall Semester	Spring Semester
1	CCS 560- Chicanos/Latinos in a Global Society CCS 580- Theories and Methods in Chicana and Chicano Studies CCS Seminar	CCS Seminar CCS 590 - Advanced Seminar in CCS
2	CCS 551- Cultural Texts in CCS CCS 552- Research Methods & Data Analysis in Chicana and Chicano Studies CCS Seminar	CCS Seminar CCS Seminar Area of Concentration course
3	CCS Seminar Area of Concentration course Area of Concentration course	Area of Concentration course CCS 697: Individual Study
4	CCS 697: Individual Study Comp Exams	CCS 699: Dissertation Prospectus hours

5	Dissertation research	Dissertation research
6	Dissertation research Or Defense/submission of dissertation	Defense /submission of dissertation PhD degree granted

Chicana and Chicano Studies has a robust selection of combined graduate undergraduate courses and elective options from university wide programs and departments that have courses whose materials relate to the study of Mexican descent populations.

Existing Courses in Chicana and Chicano Studies to be Offered at Graduate Level

Dept	No.	Title
CCS	310/510	Immigration and Assimilation
CCS	330/530	Transnational Feminisms
CCS	336/536	Chicana Feminisms
CCS	342/542	Race, Culture, Gender Class in New Mexico History
CCS	350/555	Global Perspectives of Traditional Medicine
CCS	351/556	Traditional Medicine of Mexico and the Southwest
CCS	352/557	The Art of Traditional Medicine
CCS	364/564	Raza Genders and Sexualities
CCS	370/570	Chicana and Chicano Cultural Studies
CCS	372/572	New Mexico Villages and Cultural Landscapes
CCS	374/574	New Mexican Literary Landscapes
CCS	384/584	Community Based Learning in Chicana and Chicano Studies
CCS	440/540	Literary Analysis of the Mexican Revolution
CCS	460*/560	Chicanos and Latinos in a Global Society
CCS	480*/580	Theories and Methods in Chicana and Chicano Studies
CCS	490/590	Advanced Seminar in Chicana and Chicano Studies

Existing Graduate Courses in Other Units Proposed for Course Electives/Specializations

Dept	No.	Title	Faculty
AMST	558/358	Topics in Latina/o Studies	Michael Trujillo
AMST	560/360	Topics in Southwest Studies: Borderlands Ethnography	Michael Trujillo (S)
CCS	493	Race and the Law	Margaret Montoya (S)
CRP	486/586	Planning Issue in Chicana and Chicano Communities	Moises Gonzales
CRP		Borderland Urban Design	Moises Gonzales
CRP		Indo-hispano Field Research Methods	Moises Gonzales
EDU	446	El Folklore en la Salon de Clase	Leila Flores-Dueñas
EDU	552	Social Justice and Education	Leila Flores-Dueñas
EDU	590	Master's Seminar	Leila Flores-Dueñas
EDU	593	Culturally Relevant Pedagogies	Leila Flores-Dueñas
ENGL	440/540	Topics: Chicano/a Ecology Cold War Mexican American Civil Rights Rhetoric *Salt of the Earth*: (Re)Writing the Story	 Michelle Kells (F) Michelle Kells (F) Michelle Kells (F)
HIST	564/364	Contemporary Chicana/o History	Barbara Reyes
HIST	644/464	U.S.- Mexico Borderlands	Barbara Reyes
HIST	563/363	Early History of Mexican-Americans	Barbara Reyes
HIST	645 /465	History of Mexican Immigration	LM García y Griego
LLSS	557	Language, Culture and Mathematics	Sylvia Celedón-Pattichis
LLSS	580	Seminar in the Education of the Bilingual Student	Sylvia Celedón-Pattichis
LLSS	588	Feminist Epistemologies & Pedagogies	Ruth Trinidad G.
LLSS	593	Decolonial Thinking	Ruth Trinidad G.

LLSS	593	Curanderismo: The Art of Traditional Medicine	Cheo Torres
LLSS	593	Curanderismo Part 1	Cheo Torres
LLSS	593	Curanderismo Part 2	Cheo Torres
MUS	437/537	Mexican Music Beyond Borders	Ana R. Alonso-Minutti
NATV	550	Sustaining Indigenous Communities in a 21st Century World	Gregory A. Cajete
NATV	560	Research Method and Practice in Indigenous Society	Tiffany S. Lee
PH	554	Health Policy, Politics and Social Equity	Lisa Cacari Stone (F)
PH	560	U.S.-Mexico Border Health Systems and Social Policy	Lisa Cacari-Stone (Sp)
SOC	428/528	Sociology of Mexican Americans	Phillip Gonzales, (Sp)
SOC	430	Intersectionality Race, Gender, Class Policy	Nancy Lopez
SOC	420	Race & Inequality	Nancy Lopez
SOC	520	Racial and Ethnic Relations	Nancy Lopez
SPAN	547	Seminar in Southwest Spanish	Damián Wilson, (F)
SPAN	578	Topics in Southwest Hispanic Literature.	Santiago Vaquera, (Sp), Anna Nogar
SPAN	579	Topics in Southwest Culture & Folklore	Santiago Vaquera, (F), Anna Nogar
WMST	512	Feminist Research Methodologies	Adriana Ramírez de Arellano (S)
WMST	579	Intersectionality of State Power	Adriana Ramírez de Arellano (F)

New Graduate Courses Proposed in Second Year

These courses will be taught as part of the regular workload of tenure-track faculty in CCS, categorizing them as revenue neutral courses.

CCS 551	Cultural Expressions in CCS
CCS 552	Research Methods & Data Analysis in Chicana and Chicano Studies
CCS 597	Independent Study
CCS 599	Thesis
CCS 697	Independent Study
CCS 699	Dissertation

g. Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).

2. Justification for the Program

a. Evidence of Need

Over the past forty years, the Chicana and Chicano Studies program has provided academic coursework in the study of Mexican descent populations in New Mexico, the greater Southwest and in the United States. Many of our current students and alumni have indicated a strong interest in continuing graduate studies in CCS at UNM. However, the lack of a program has forestalled their opportunities. We lose our best students to a wide variety of programs outside the state of New Mexico because an MA and a PhD program is not available at UNM.

b. Provide evidence of student demand.

Over the past forty years, the precursor of CCS, the Chicana and Chicano Studies program provided academic coursework and an academic minor in the study of Mexican descent populations in New Mexico, the greater Southwest and in the United States. We lose some of our best students to a wide variety of programs outside the state of New Mexico because an MA and a PhD program is not available at UNM.

Interest in a graduate program coincides with the growing and continuing number of undergraduate students gravitating to the courses in Chicana and Chicano Studies. This portends promising growth in the number of graduate students attending UNM. The interest is manifested in the growing number of undergraduate majors in the program, now at 33.

FTE Enrollment from Fall 2011-Fall 2017

	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17	F17
# of CCS students	96	131	169	190	314	239	394	344	523	357	595	486	681
# of credit hours	288	393	507	570	942	717	1182	1032	1569	1071	1785	1458	2043
Annual growth	-	-	76%	45%	85%	26%	25%	44%	33%	3.7%	13.7%	36%	14%
Annualized averaged credit hours	340.5		538		829		1107		1320		1621		-
Change in Credit Hours	-		+58%		+54%		+33.5%		+19%		+22.8%		-

Chicana and Chicano Studies has conducted surveys among alumni, current graduates, majors and other students enrolled in CCS courses. The results point toward the need for comprehensive graduate programs in Chicana and Chicano Studies.

Three exit surveys of graduates (N=18) from the CCS Bachelor's Degree program from spring 2015, spring 2016 and spring 2017 demonstrate that there is strong interest in the establishment of a Master's program at UNM. For example, 15 of 18 alumni responded "yes" when asked, "Would you be interested in attending a Chicana and Chicano Studies Master's program should one be offered at UNM?" On another survey among CCS majors and minors distributed during the fall 2015 semester, 13 of 15 students (86%) indicated interest in a Master's program in CCS with eight responding "yes", five responding "maybe" and two responding "no." In spring 2017, CCS added the question "Would you be interested in attending a Chicana and Chicano Studies PhD program should one be offered at UNM?" Of the four students who responded, one marked "yes", one marked "no" and two marked "maybe". There is a trend of strong student interest in an MA program and an almost equally strong interest in the PhD (50%-70%+) that support the viability and need for graduate program in Chicana and Chicano Studies. All students responding "yes" in the various survey instruments, of course, would not necessarily have enrolled in such a program had it existed, but the numbers and proportions are suggestive of a continued interest in the field by graduating seniors. A focus group conducted among students in 2015 corroborates this interest in obtaining graduate degrees in CCS. Several students recommended the development of a graduate program. One noted: "I would also like to see CCS offer an interdisciplinary Master's and PhD program. If so, I would definitely consider continuing my education at the University of New Mexico" (CCS focus group participant, 8/24/15). Another observed: "One of the limitations is the lack of a graduate program, or any interdisciplinary graduate courses" (CCS focus group participant, 8/24/15).

In fall 2015, CCS launched a survey of all students enrolled (N=523) in CCS-housed courses. Of 251 who responded to the internet survey, 33 (13%) marked "yes" and 104 (41%) marked "maybe" to the question, "Would you be interested in attending a Chicana and Chicano Studies Master's program should one be offered at UNM?" These numbers are remarkable given that CCS had only recently launched the BA degree in Chicana and Chicano Studies. Evidently, there exists substantial interest among students in completing a graduate education in Chicana and Chicano Studies at UNM.

CCS faculty members are well positioned to support the development of a Master's and PhD program. In addition to mentoring graduate students in programs in which they are housed, CCS faculty also have supported graduate student initiatives emerging within CCS and in association with the Southwest Hispanic Research Institute. As previously mentioned, CCS faculty supported the Transnational Research Collective established by students from American Studies, History, Latin American Studies, and Sociology. The TRC hosted meetings and workshops that fostered professional development and led to its members presenting their work at conferences in California, Florida and Michigan. The TRC also launched a Transnational Working Paper Series sponsored by the Southwest Hispanic Research Institute (shri.unm.edu). Since its inception, the student and professional support activities offered through the TRC include but are not limited to contributing to the success of students, completing academic abstracts, conference presentations, comprehensive exam preparation, research opportunities, professional networking development, professional writing activities and student publication. Currently, the TRC utilizes the conference space located in the SHRI/Chicana and Chicano Studies (CCS) complex. Graduate students in TRC borrow space and equipment including computer and audiovisual projection systems. In fall 2015, the graduate students involved in TRC developed a proposal in conjunction with the Chair of Chicana and Chicano Studies to refurbish a new workspace allocated to the Chicana and Chicano Studies Department in the Humanities building. The Chicana and Chicano Studies Department has agreed to share the space with TRC, allowing TRC to use the space inside and outside of business hours. The intention is to develop the space into a state of the art virtual lab and research hub that will support and improve communication with students and faculty from other universities to further their academic and professional growth. At this moment, the TRC membership and its activities have surpassed the capabilities of this space and further growth is restricted.

c. Provide evidence of demand for program graduates.

i. For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

A Masters and PhD in Chicana and Chicano Studies will meet the needs of the changing local and national economy. The skills recent MA and PhD graduates develop and apply in non-academic career fields are those essential to interdisciplinary academic programs such as Chicana and Chicano Studies—critical reading and thinking, written, oral, and visual communication skills, emotional intelligence, intercultural competence, innovative research and

design, and understanding and explaining big picture ideas or problems. Students graduating from a Chicana and Chicano Studies program can apply such abilities to a wide range of educational and professional areas where there is an increased demand for a diverse, highly-educated, skilled workforce. A 2016 Pew Research Center report notes a well-established trend: "employment has been rising faster in jobs requiring higher levels of preparation—that is, more education, training, and experience." Furthermore, employment has increased in jobs "requiring stronger social skills, namely interpersonal, communications or management skills" and analytical skills (Pew Research Center 2016).

ii. For full proposal, a discussion of the program's relationship to workforce development is also required.

Chicana and Chicano Studies excels in enriching students' abilities to apply the knowledge and skills they gain in the program in broad and diverse areas because of the emphasis on transferable skills. Transferable skills are skills and abilities developed in one context that can be transferred to other situations or contexts. Transferable skills include "soft" skills such as:

- Interpersonal skills
- Leadership skills
- Project/time management and organization
- Creativity & innovation
- Information/data management
- Written and oral communication skills

Transferable skills are increasingly important in higher education because academic and tenure-track positions are becoming scarce. A 2013 article from the Association of Governing Boards of Universities and Colleges notes that adjunct or contingent faculty now make up 75% of instructional faculty at colleges and universities. Despite a shrinking academic job market for MA and PhD students, particular fields, especially the Humanities, have experienced rising enrollment numbers (Jaschik, 2017). The challenge therefore becomes ensuring that graduate students develop transferable skills within their degree programs that prepare them for changing and complex job markets—jobs beyond academe.

A report from the National Science Foundation (Doctorate Recipients from U.S. Universities: 2015) found that in non-science and engineering fields, "the share of doctorate recipients with definite commitments" for academic employment or postdoc study are near the 20-year low for the areas of education, humanities, and arts (2017:8-9). As a result, more students are pursuing employment in nonprofits, industry, and government.

d. Include any other information as appropriate that will support evidence of need for the university, state, or region.

With respect to the local economy, government is a major employer in Albuquerque (Bureau of Labor Statistics 2017). Behind government, education and health services, business, and finance are growing sectors, all of which require advanced degrees and transferable skills. Students who

graduate with advanced degrees from interdisciplinary fields such as Chicana and Chicano Studies will be trained to perform well in burgeoning and innovative sectors, and can improve local and national workforce development.

Six Chairs of Chicana and Chicano Studies programs in the U.S. Southwest submitted letters documenting a need for graduate programs in Chicana and Chicano Studies in New Mexico.

e. Duplication

Currently, there are no graduate programs in Chicana and Chicano Studies in the state of New Mexico. Therefore, there is no duplication. Upon implementation, the CCS graduate program at the University of New Mexico will be the first MA/PhD program in the state. Through consultation with the Chair and Directors of the two interdisciplinary programs currently offering MA and PhD degrees. These Chairs and Directors have provided a memo stating that there is no course to course duplications between their courses and the new and currently existing courses CCS courses.

Chicana and Chicano Studies as a field of study does not duplicate any other currently existing graduate programs at the University of New Mexico in title, description, methodology, approach, or field of study. CCS is a bilingual, bicultural and transnational field of study with a specific focus on Mexican and Latino descent populations. The field of study emphasizes specialized interdisciplinary methodologies and pedagogies that center Chicana and Chicano perspectives of society, history and culture. Chicana and Chicano Studies programs are not easily categorized under Humanities or Social Sciences fields of study of professionalized knowledge systems. The interdisciplinary field of study is grounded in community-centered engaged praxis. In addition, CCS at UNM centers the scholarship of New Mexican and Chicana and Chicano authors with an emphasis on New Mexico. Although Latin American Studies and American Studies have Southwest concentrations, Chicana and Chicano Studies developed as a field that critiqued traditional lenses and approaches to study offered through notions of "Southwest" and "Spanish Borderlands." Chicana and Chicano Studies does not offer or use the spatial regional nomenclature of the Southwest.

f. Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

Graduate programs in Chicana and Chicano Studies or Ethnic Studies exist at every major Research-1 university in the Southwest.

Chicana and Chicano Studies Graduate Program Specialization and Scope

University/Location	Department	Degree	Specialization
University of Arizona Tucson, Arizona	Mexican American Studies	MS & PhD	M.S, Three strands of coursework available: Latina/o Health & Wellness, Historical & Cultural Studies, and Critical Education and Migration studies. -Ph.D. Interdisciplinary degree, specialization in areas such as Indigenous, Cultural, Gender, Educational, Immigration, Health, Historical, and Comparative Ethnic Studies.
Arizona State University Phoenix, Arizona	School of Transborder Studies	MAS & PhD	Concentrates on the transborder and transnational economic, political, social, ecological, and cultural dynamics of Mexican origin and Latina/o populations residing on the Southwest U.S. and the Northern Mexican border, as well as other regions of the U.S.
University of Texas, Austin Austin, Texas	Department of Mexican American and Latina/o Studies	MA & Ph.D.	The graduate program engages in cutting-edge research about Mexican American and Latina/o populations with methodologies that mine cultural studies, history, the humanities, performance studies, public and social policy, and the social sciences for their utmost value.
University of California, Santa Barbara Santa Barbara, California	Department of Chicana and Chicano Studies	MA & Ph.D.	The graduate curriculum implements interdisciplinary study under the understanding that all social phenomena are produced by a complex interplay of three factors: (1) historical forces and developments, (2) social structures and processes, and (3) cultural production.

University of California, Los Ángeles Los Ángeles, California	Cesar E, Chavez department of Chicana and Chicano Studies	Ph.D.	The Chicana/o studies department curriculum explores, race, class, gender, and sexuality paradigms as they have shaped the history of the field as well as new directions in the study of Chicana/os and Latina/os, including (1) border and transnational studies, (2) expressive arts, (3) history, literature, and language of Americas, and (4) labor, law, and policy studies.
University of California, Berkeley Berkeley, California	Department of Ethnic Studies	Ph.D.	The program provides rigorous interdisciplinary training as well as critical grounding in comparative, relational, and intersectional analysis made possible by the core subfields of the department—Asian American and Asian Diaspora Studies, Chicana/o and Latina/o Studies, Native American Studies, and Comparative Ethnic Studies.
University of California, Riverside Riverside, California	Department of Ethnic Studies	Ph.D.	Individually and collectively, course in Ethnic Studies forge strong scholarly and intellectual connections between the related fields of Native American, African American, Chicana/o, and Asian America Studies. The program analyzes the social dynamics of race, racism, and various forms of institutionalized violence, including land conquest, racist state violence, racial genocide, chattel slavery, gendered militarization, legalized discrimination (apartheid and segregation), white supremacy, and the internalized logics of gender/racial domination and assimilation.
Michigan State University East Lansing, Michigan	Chicano/Latino Studies	Ph.D.	The program emphasizes global, transdisciplinary, comparative and applied approaches to knowledge which enhance collaborative scholarly efforts within the University, peer educational institutions, and the broader community. It addresses Chicano and Latino experiences in home communities in the United States, and international dimensions, and diaspora experience involving communities in the United States, Latin American, and the Caribbean.

California State University, Los Ángeles Los Ángeles, California	Department of Chicano Studies	MA	The program offers a metropolitan student population an innovative interdisciplinary curriculum that includes courses in education, health sciences, history, literature, political science, psychology, art and culture. The cross-fertilization of inter-related disciplines in the humanities and social sciences establishes a comprehensive educational background for students who seek excellence in scholarship, and who aim to succeed in careers in education, law, non-profit organizations and, among other fields and occupations, medicine and government agencies.
California State University, Northridge Northridge, California	Department of Chicana and Chicano Studies	MA	The Master's of Arts in Chicana/o Studies is designed to develop advanced studies in the Social Sciences, the Arts, Education, Community studies, the Humanities, and other areas related to the Chicana/o experience in the United States.
California State University, San Diego San Diego, California	Department of Chicana and Chicano Studies	MA	Chicana/o Studies offers an interdisciplinary approach to the study of Mexican origin and other Latina/o communities in the U.S. and on the U.S.-Mexican borderlands, especially in relation to culture, labor, health, immigration, gender, sexuality, and human rights. The program emphasizes local border resources, while providing excellent preparation for continuing onto a doctoral program and/or serving community needs in diverse professional capacities, including law, education, public health, and social services.

g. If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).

Upon implementation, the CCS graduate program at the University of New Mexico will be the first MA/PhD program in the state.

h. For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.

N/A

i. For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.

N/A

3. Inter-institutional Collaboration and Cooperation

a. If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

Chicana and Chicano Studies intends to enhance Inter-institutional cooperation through building on and expanding new partnerships with current campus partners.

The Southwest Hispanic Research Institute (SHRI) was established in 1980 and promotes multidisciplinary research on the Latino/Hispanic populations of New Mexico and the United States. SHRI offers an intellectual home for its faculty associates and invites the Hispano and Mexicano communities in New Mexico to connect with the University.

IDPI - Indigenous Design and Planning Initiative
CCS faculty members have worked with the Director of ID+Pi to support student research and success. ID+Pi is an initiative of the School of Architecture and Planning, University of New Mexico. Established in the Fall of 2011, it seeks to educate and inform Indigenous design and planning by engaging faculty, students, professionals and community leaders through culturally responsive practices. Its three principal areas of activity are academic, professional, and tribal. The overarching goal of this project is to foster sustainable communities among Indigenous populations—communities guided by principles of social justice and distinguished by healthy environments, strong local economies, and thriving cultures. Levi Romero, Assistant Professor in Chicana and Chicano Studies, is Affiliated Faculty professor of the Indigenous Design Planning Institute in the School of Architecture and Planning program. He has served on two iDPi graduate thesis committees, Saray Argumedo, 2016, Masters project, Community and Regional Planning / Indigenous Design Planning Institute, "*Proyecto Q'anil: Desarollo Comunetario Indigena, Case Study en Chiapas, Mexico*," and Nicole Carnavale, 2016, Masters project, Community and Regional Planning / Indigenous Design Planning Institute, "*Community-Based Learning Planning: Nambe Pueblo's Community Farm.*" Professor Romero is working with Native American student Melanie Zuni to establish an oral history documentation project with the pueblo of Isleta as a collaborative project with the Indigenous Design Planning Institute. Professor Romero served as a faculty instructor on iDPi's study-abroad program to Ecuador in summer 2015. In spring 2018, Professor Romero will be a faculty instructor for iDPi's study abroad class, *Preservation, Tourism, and Community Development,* to Puebla, Mexico.

The University of New Mexico's Center for Southwest Research and Special Collections specializes in preserving historical manuscripts, books, photographs, architectural drawings,

recordings, and other library materials relating to New Mexico, the Southwestern U.S., and Latin America. It also houses the UNM Archives, which includes records from diverse activists and diverse time periods, all crucial for helping researchers to better understand political and social change in the 20th century Southwest. The Center's collection strengths include works on Native American, Chicano/Hispano, Latin American, and Spanish Colonial heritage.

4. Clientele and Projected Enrollments

a. Clientele

i. Describe the population of students that will be recruited for the program.

Chicana and Chicano Studies will recruit students for the MA and PhD program from a wide range of BA degree recipients from UNM, students from other New Mexico universities, and from colleges and universities across the United States. CCS will use email communication, paper correspondence, and social media to announce and recruit the opening of the graduate degree programs.

ii. Describe the admission requirements for the program.

Applicants to the Chicana and Chicano Studies Department graduate program will submit all required application materials, except for official transcripts, through the online application process. The faculty admissions committee meets to evaluate applications once a year. The deadline for receipt of all application materials will be December 15 for the next fall semester.

Applicants should complete and submit an online application at http://grad.unm.edu/graduate-programs/grad-app.html

Applications must include the following:

- A substantive letter of intent (3-5, double-spaced pages) summarizing prior academic training and explaining current academic and professional objectives. The letter of intent should focus on scholarly and research interests and how they relate to the field of Chicana and Chicano Studies.
- Three letters of recommendation (a Departmental requirement which must be received by December 15).
- A sample of recent written work, preferably academic work, not to exceed 30 pages.
- One unofficial copy of transcript(s) from the university where the student received their BA and/or MA degree(s).

One official copy of transcripts from all post-secondary work should be sent to the following address: The University of New Mexico, Office of Admissions, Attn: Graduate Admissions, PO Box 4895, Albuquerque, NM 87196-4895

iii. Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.

Chicana and Chicano Studies has developed a recruitment plan based on its current recruitment plan for the online BA degree program. Recruitment entails establishing communication with Chairs and Directors of Chicana and Chicano Studies program in the United States. CCS will design a brochure and marketing materials. Faculty members will write, email and communicate directly by telephone with CCS leadership at campuses that offer CCS programs. Moreover, CCS faculty will attend the annual conference of the National Association of Chicana and Chicano Studies to meet with faculty and students. Within the state of New Mexico, CCS staff and faculty will visit four-year campuses to recruit students from undergraduate programs. In addition, students enrolled as undergraduate students at UNM will be identified for recruitment to the MA and PhD programs through faculty identification and communication.

UNM Headcount by Race/Ethnicity and Level (Minimum Values)*
Fall 2017

		Hispanic	American Indian	Asian	African American	Native Hawaiian	White	Race/ Ethnicity Unknown	Foreign	2 or more race	Total
Concurrent	HC	215	14	18	5		92	17	1	7	369
	%	58.27	3.79	4.88	1.36		24.93	4.61	.27	1.90	100.00
Undergraduate	HC	9,184	1,073	736	460	35	6,145	243	373	664	18,913
	%	48.56	5.67	3.89	2.43	.19	32.49	1.28	1.97	3.51	100.00

* Data taken from UNM Fall Official Enrollment report http://oia.unm.edu/facts-and-figures/fall2017-oer.pdf

New Mexico State University
Headcount by Ethnicity*

Headcount by Ethnicity	Number	Percentage
Two or More Race	247	1.6
American Indian/ Native Alaskan	358	2.3
Asian	220	1.4
Black of African American	465	2.9
Hispanic	7,738	48.9
White	5,039	31.8
Race and/or Ethnicity Unknown	523	3.3
Nonresident Alien	1,207	7.6
Total	15,829	100

* Data taken from New Mexico State University Quick Facts report https://oia.nmsu.edu/files/2015/01/QuickFacts-2014-15.pdf

As the student enrollment data from two of the largest universities in the state of New Mexico, the Hispanic population represents the majority student population at these institutions. Graduate programs in Chicana and Chicano Studies will provide a critical pathway for Chicano and Latino students to obtain Post-Baccalaureate degrees. New Mexico is a Hispanic-Serving Carnegie Very High Institution and a land grant institution. As "Hispanics" who are central to the mission, goals, and objectives of the state, CCS is central to the intellectual and research life of UNM. Because of the distinctive and distinguished presence of so many Chicano and Latino faculty at UNM, CCS is well-positioned for contributing to a pipeline of future tenured faculty around the globe.

b. Projected Enrollment

i. Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first six years. A description of the methodology used to arrive at these projections should also be provided.

Methodology

The numbers provided below in the table are based on three assumptions. The first assumption is based on survey data collected from current undergraduate students. Our graduating cohorts are made up of between 6-12 students annually. The majority of these students state that they would apply. Based on this number, we anticipate at least 3-6 applying per year from this cohort. The second assumption is based on one-fourth the annual total number of graduate students (N=12) employed as graduate student assistants or teaching assistants in Chicana and Chicano Studies. We anticipate students from this pool of students to apply based on their interest of teaching Chicana and Chicano Studies in educational institutions and based on the numbers who indicated this option on the petitions attached to this proposal. Third, we expect an additional cohort of students from other colleges and universities to apply number based on a realistic projection offered by American Studies, a department of similar size in FTE and number of majors who regularly admit cohorts of 8-12 students a year depending on funding. We anticipate that the number of applicants and admitted students will remain constant and increase over time as marketing and outreach efforts increase over time.

Chicana and Chicano Studies Graduate Program Enrollment Projects

Yr	New Net Headcount	New FT	Return FT	Return PT	FTE	Credit Hours New FT	New FT	Retur n FT	Retur n PT	Tota l
1	10	0	0	0	10	150	0	0	0	150
2	10	0	10	0	20	300	0	300	0	300
3	10	0	20	0	20	300	0	300	0	450
4	10	0	20	0	20	300	0	300	0	600
5	15	0	25	0	25	375	0	375	0	825
6	15	0	30	0	30	450	0	450	0	1050

5. Institutional Readiness for the Program

a. How many faculty are necessary for program delivery?

Currently, CCS has seven regular faculty members and two retiree appointments who can provide the core required courses for the M.A. and PhD degrees. Four serve the department as full-time faculty, one at .75, one at .50, one at .25 and one full-time Lecturer. With the establishment of the MA/PhD program, the Chair will move her .25 line to Chicana and Chicano Studies. In addition, CCS will have two.25 post retirement faculty to offer courses in the graduate degree. This number of faculty is sufficient to meet the required MA and PhD graduate course load within the department. An additional 34 faculty from departments and programs at UNM have offered to cross-list their courses and offer them as graduate credit electives. In addition, the majority have agreed to sit on MA and PhD committees. These are excellent and distinguished faculty who will bring their expertise to Chicana and Chicano Studies. This brings the total number of faculty prepared to deliver MA and PhD curriculum and requirements to 41. (See table of courses and faculty outside of CCS who have offered to contribute to the graduate degree programs in CCS).

According to the recent hiring plan of the College of Arts and Sciences, the department will gain an additional Assistant Professor position in the area of the social sciences. As the department grows to ten full-time faculty CCS will implement the PhD program.

b. How will this program affect the workload of current faculty and support staff?

The MA/PhD program proposed by Chicana and Chicano Studies is a revenue neutral proposal. The program draws on and consolidates existing faculty workload. All required and elective courses currently identified in the MA/PhD proposal are offered as part of the current workload of faculty. Recently, CCS acquired the full line of a lateral transfer hire. This faculty member will offer the two new courses, CCS 551 and CCS 552. All faculty will offer supervisory courses for the MA and PhD program. The workload impact on faculty will involve Chair and committee work on thesis committees or as project Chairs. CCS By-Laws include a Faculty outside of the department accept these responsibilities when they are able to according to their own responsibilities in another department. CCS has a faculty advisor who will track the progress of MA and PhD students in order to ensure their success. They will work to identify the best faculty advisors for students completing thesis and dissertation requirements.

c. Will additional faculty or staff be required? What is the cost?

There will be no additional staff costs for the Ma/PhD program. CCS currently employs 1.2 FTE staff positions. CCS does not anticipate the need for additional staff for its projected enrollment previously describe

d. Will any GA/TA positions be used to assist graduate faculty in the program?

CCS will not require additional GA/TA lines. CCS currently employs on average eleven graduate students who teach undergraduate courses in the program. They are trained and mentored by currently existing faculty. Their contribution is significant because they offer high quality courses and innovative teaching practices. Once a MA/PhD program is established, CCS will offer GA/TA positions as opportunities to recruit new students to UNM.

e. What faculty and staff development services will be needed?

Minimum faculty and staff development will be required in order to expand from the BA degree to graduate program. Faculty and staff will be asked to familiarize themselves with the online graduate admissions process administered by OGS.

f. What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

N/A

g. Are there any needs for additional or renovated space?

Over a period of five years, CCS expects to request funds to refurbish the main conference room in the Humanities building. Currently, a capital outlay requested submitted by UNM to Representative Roybal Caballero is being considered as the source of funds to refurbish the room.

h. What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.

N/A

6. Projected Cost of the Program

a. Provide a six-year projection of program costs including the new costs for program startup and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5	2021-2022 YEAR 6
Operating Expenses	$18,307	$17,442	$15,712	$15,712	$15,712	$15,712
Faculty Salaries	$361,714	$394,921	$428,128	$428,128	$521,335	$521,335
Staff Salary	$35,893	$35,893	$35,893	$35,893	$35,893	$35,893
GA/TA/ TPT Salaries	$60,963	$60,963	$60,963	$60,963	$60,963	$60,963
Total I&G Budget	$476,877	$509,219	$540,696	$540,696	$633,903	$633,903
Changes to CCS based on CAS reallocation of funds	$60,000[1] +$6,743[2] -$865[3]	$33,207[4] -$1,730[5]		$60,000[6] $33,207[7]		

[1] This cost includes a new hire in Transnational Latino Studies for fiscal year 2017.
[2] This refers to a staff increase to support MOPS program
[3] 16-17 CAS OE budget reduction
[4] This increase is related to a .50 lateral line transfer from the Department of Communications to Chicana and Chicano Studies

[5] 17-18 CAS OE budget reduction
[6] This includes a cost of a new hire in Social Sciences position for fiscal year 2019.
[7] This increase is related to a .50 lateral line transfer from the Department of Communications to Chicana and Chicano Studies

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b. If applicable, describe anticipated sources of new revenue required for the program.

Chicana and Chicano Studies currently offers an online degree. There has been a small revenue growth from the first to the second year. We anticipate a growth in revenue over the next five years. Additional sources of new revenue for the CCS MA/PhD degree may include external grant sources and funding from the New Mexico State Legislature.

c. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

N/A

d. For full proposal, a detailed six-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.

7. Quality of the Program

a. Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

Laura Belmonte, Assistant Professor of Chicana and Chicano Studies (1.0 FTE)

Education: B.A. University of New Mexico, PhD., Arizona State University, 2017.

Laura Belmonte is an Assistant Professor in the Department of Chicana and Chicano Studies. She was born in Albuquerque, New Mexico, and raised in the South Valley. Laura obtained her Bachelor's degree in Education in 2009, and subsequently a Master's Degree in Hispanic Literature in 2011. She completed her doctoral work at Arizona State University in Spanish, specializing in Chicano Cultural Studies, and will graduate with her PhD in December 2016. Laura is currently teaching Chicana and Chicano Studies courses at UNM, and continues to do research in Chicana and Chicano spirituality, decoloniality, and feminist studies.

Patricia Covarrubias, Associate Professor of Communications and Chicana and Chicano Studies (.5 FTE)

Education: B.A. California State University, Sacramento, M.A. California State University, Sacramento, 1999, Ph.D., The University of Washington, Seattle, 1999.

Patricia Covarrubias teaches courses in: cultural and intercultural communication; qualitative research methods; cultural metaphors; language, thought, and behavior; communication theory. Dr. Covarrubias' intellectual emphases are with cultural communication, language and social interaction, and the ethnography of communication. Her research has been dedicated to understanding and describing how indigenous culture influences peoples' ways of communicating and vice versa, and on describing how culturally grounded communicative practices reflect and create a unique life for groups of people.

LM García y Griego, Associate Professor of Chicana and Chicano Studies (.5 FTE) and History (.5 FTE), Director, UNM Land Grant Studies Program

Education:
A.B., Princeton University, 1973, M.A., El College de México, 1981, Ph.D., UCLA, 1988

Professor García y Griego's research focus is Spanish/Mexican land grants of the Southwest, Mexican-U.S. relations, Latino leadership networks, and U.S. immigration history and policy. His teaching has focused on the history and politics of the United States and Mexico since the 19th century, immigration policy and immigrant assimilation, and the history of the U.S.-Mexico borderlands. García y Griego has previously held faculty positions at the Center for International Studies at El College de México, the Department of Political Science at the University of California, Irvine, and he served as director of the Center for Mexican American Studies at the University of Texas at Arlington and the Director of the Southwest Hispanic Research Institute at the University of New Mexico. In addition to serving as the founding director of the UNM Land Grant Studies Program he currently serves on the board of trustees of the Cañón de Carnuél Land Grant and on the executive committee of the New Mexico Land Grant Consejo. His recent publications include: Sherrie Kossoudji, Louis De Sipio and Manuel García y Griego, eds., *Researching Migration: Stories from the Field* (New York: SSRC Books, 2007); "Dos tesis sobre seis décadas: La emigración a Estados Unidos y la política exterior mexicana," (Two theses and six decades: Emigration to the United States and Mexican foreign policy), in En busca de una nación soberana: relaciones internacionales de México, siglos XIX y XX, Jorge A. Schiavon, Daniela Spenser and María Vázquez Olivera, eds., (México City: CIDE and SRE, 2006), pp. 551-580; "La política exterior de México y la emigración a Estados Unidos: intereses y resultados," (Mexican foreign policy and emigration to the United States: interests and results), in Temas de política exterior, Ana Covarrubias, ed. (Mexico City: El Colegio de México, 2008); Manuel García y Griego and Roberto Calderón, Más allá del río Bravo: breve historia mexicana del norte de Texas (Mexico City: Secretaría de Relaciones Exteriores, Acervo Histórico Diplomático, 2013).

Dr. LM García y Griego has mentored graduate students in the Departments of History, American Studies, and Sociology with respect to their work on topics relating to international migration, remittance flows, immigrant incorporation in the United States, U.S.-Mexican relations, the war between Mexico and the United States (1846-1848), and the politics of the Mexican and Cuban revolutions and post-revolutionary periods. He also has served on committees and as informal advisor to students who have written theses or dissertations on *nuevomexicano*-Pueblo Indian relations in the eighteenth and nineteenth centuries,

nuevomexicano place names and cultural histories, women and land management in the nineteenth and twentieth century New Mexico, *nuevomexicano* oral histories, and the land adjudication and legal history of land loss in New Mexico, Texas, and California since 1848. He has taught graduate courses on Chicano and Mexican history, quantitative analysis, and demography.

Patricia Rosas-Lopátegui, Assistant Professor, Chicana and Chicano Studies (1 FTE) Director, Transnational Latino Studies Certificate

M.A., Spanish, New Mexico State University, 1986, Ph.D., Romance Languages, University of New Mexico, 1990

Patricia Rosas Lopátegui in her nearly four decades of teaching face-to-face and more recently online, has published 11 books. Her research focuses on transnational feminist themes that are historically tied to ancient Greek and Mesoamerican mythology that have formed the body of Western Civilization's literature, including several prolific Mexican women writers. She is a first-generation Mexican immigrant with extensive academic and professional experience teaching gender-based transnational themes at the university level in México and the United States. Her scholarly research promotes transnational cultural and literary exchanges across Latin América, México, and the United States. She actively presents articles at national and international conferences and book publishing events that include interviews with the Mexican print and broadcasting press.

Her research of one of México's most significant writers, Elena Garro—a transnational author who lived in Spain, United States, France, Japan, and Switzerland—has helped to develop a literary foundation to feminist and political views of México, the world, and the United States. She is committed to the principle of conserving vulnerable original manuscripts, diaries, and poems that Elena Garro provided to her in 1997, when she agreed to be her Literary Agent and exclusive authorized biographer. As a result of decades of research about Elena Garro, she has published her original and previously unpublished work and made it available to the academic community across Mexican, Latin American, United States, and European libraries. She recently published an updated edition of *El asesinato de Elena Garro* with newly researched interviews, previously undiscovered articles, and archival images with the original color prints from Universidad Nacional Autónoma de México (UNAM). She is currently finishing a book of Elena Garro's poems titled *Cristales de tiempo. Poemas inéditos,* contracted by Helena Paz Garro in 2006, that includes 80 pages of research into biographical and literary influences from various sources, including German romantic poetry, and it will be out in the Spring of 2016.

After being Elena Garro's Literary Agent for the last 18 years, Patricia became the Literary Agent for Guadalupe Dueñas in May, 2012. She recently assembled her published and unpublished work with an introduction she wrote about her life and contributions as a pioneer Mexican feminist in the book *Obras completas de Guadalupe Dueñas*, and it will be out in the Fall of 2016.

In the Spring of 2016, she published the book of Elena Garro's poems titled Cristales de tiempo. Poemas inéditos, contracted by Helena Paz Garro in 2006, that includes 80 pages of research into biographical and literary influences from various sources, including German romantic poetry. After being Elena Garro's Literary Agent for the last 18 years, Patricia became the Literary Agent for Guadalupe Dueñas in May, 2012. She recently assembled her published and unpublished work with an introduction she wrote about her life and contributions as a pioneer Mexican feminist in the book Obras completas de Guadalupe Dueñas, published by the prestigious editorial house Fondo de Cultura Económica, in March, 2017.

Levi Romero, Assistant Professor, Chicana and Chicano Studies (1 FTE)
Director, New Mexico Cultural Landscapes Certificate Program, Chicana and Chicano Studies
New Mexico State Centennial Poet

Education:
M.A., Architecture (Terminal Degree), University of New Mexico, 2000 B.A., Architecture, University of New Mexico, 1994

Levi Romero, Assistant Professor in Chicana and Chicano Studies and director of the New Mexico Cultural Studies Certificate Program in CCS, is from the Embudo Valley of northern New Mexico. Romero's documentary work focuses on cultural landscapes studies and sustainable building methodologies of northern New Mexico, including centuries-old traditions of acequia systems, molinos, salas and other agrarian and cultural contexts related to the upper Rio Grande watershed. He is currently working on an oral history project, "Following the Manito Trail", chronicling the diaspora of Nuevo Méxicanos to Wyoming and other parts of the Southwest. He is also assisting on several community projects, including La Sala Filantropica as an Oral History Documentation and Archive Center in Embudo. He is the author of several award-winning books, including *Sagrado: A Photopoetics Across the Chicano Homeland*, *A Poetry of Remembrance*, and *In the Gathering of Silence.* His film documentary, *Going Home Homeless*, received the People's Choice Award at the 2014 Taos Short Films Festival. He was awarded the post of New Mexico Centennial Poet in 2012.

Michael Trujillo, Associate Professor of Chicana and Chicano Studies (.25 FTE) and American Studies (.75FTE)

Education:
Ph.D., Social Anthropology, University of Texas at Austin, Borderlands Program, 2005 M.A., Social Anthropology, University of Texas at Austin, Borderlands Program, 1998 B.S., Anthropology, Central Washington University, Anthropology, 1995
B.A., Spanish, Central Washington University, 1995

Michael L. Trujillo is an associate professor at the University of New Mexico where he holds a joint appointment in the department of American Studies and the Chicana/o Studies program. His book, *The Land of Disenchantment: Latina/o Identities and Transformations in Northern New Mexico*, was released in February 2010 by the University of New Mexico Press. He is co-general editor of the Contextos Book Series at UNM Press and his writings have been published in the

journals *Aztlán: A Journal of Chicano Studies, Cultural Dynamics,* and *Oxford Latino Bibliographies*. He earned a doctorate in Anthropology at the University of Texas in Austin. Dr. Trujillo's book *Land of Disenchantment* has been reviewed in *The Journal of American Folklore* and *The Journal of Anthropological Research.*

Irene Vásquez, Professor of Chicana and Chicano Studies (.75 FTE) and American Studies (.25 FTE)
Founding Chair, Chicana and Chicano Studies Department

Education:
Ph.D., History, University of California, Los Angeles M.A., History, University of California, Riverside B.A., History, University of California, Los Angeles

Irene Vásquez received her PhD from the History Department at the University of California, Los Angeles. She holds the position of Founding Chair of the Chicana and Chicano Studies Department at the University of New Mexico. Under her leadership, from 2013-2015, UNM established a Department of Chicana and Chicano Studies and a Bachelor's Degree in Chicana and Chicano Studies. She has a joint faculty position in Chicana and Chicano Studies and American Studies at UNM.

Irene Vásquez specializes in the intersectional histories and politics of Mexican descent populations in the Americas. Her research and teaching interests include U.S. and transnational social and political movements. She co-authored a book on the Chicana and Chicano Movement titled, *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement: Ideology, 1966-1977*, published by the University of New Mexico Press. She has written several essays in English and Spanish on the historic and contemporary relations between African Americans and Latin American descent peoples in the Americas. Irene Vásquez co-edited *The Borders In All of Us: New Approaches to Global Diasporic Societies*, published by New World African Press. She is currently working on publications centering on immigrant, human and women's rights organizing in the U.S. In addition, she has previously published essays on Indigenous peoples in what is today northern Mexico. Her current project is a history survey of Chicana women in the U.S. She has reviewed books for *Aztlan: A Journal of Chicano Studies,* the *Journal of African American History*, and the *New Mexico Historical Review*.

In the area of K-12 education service, Irene Vásquez serves as President of Semillas Sociedad Civil, a nonprofit organization that founded the first K-12 International Baccalaureate World Schools in Los Angeles, including Xinaxcalmecac: Academia Semillas del Pueblo and Anahuacalmecac: International University Preparatory High School of North America. She previously served on the Mayor's Education Advisory Council for the City of Los Angeles.

Affiliated Faculty for the proposed graduate programs in Chicana and Chicano Studies include 34 faculty representing six colleges. The Affiliated faculty make up a prominent group of researchers, scholars and teachers. They include distinguished faculty, program directors, academic administrators, tenured and tenure track faculty and emeritus professors. Ten full professors, fifteen associate professors, and four Assistant Professors will contribute to the

success of the MA PhD program.

Adán Ávalos, Assistant Professor, Cinematic Arts
Bethany Davila, Assistant Professor, English
Charles Becknell, Director, Africana Studies
Amy Brandzel, Associate Professor, American Studies and Women Studies
Ronda Brulotte, Associate Professor, Geography and Latin American Studies
Lisa Cacari-Stone, Associate Professor, College of Population Health
Greg Cajete, Professor, Native American Studies
Finnie Coleman, Professor, English
Leila Flores-Dueñas, Associate Professor, Department of Teacher Education, Educational Leadership and Policy (TEELP
Ruth Galván Trinidad, Professor, Language Literacy and Sociocultural Studies
Miguel Gandert, Distinguished and Emeritus Professor
Myrriah Gomez, Assistant Professor, Honors
Felipe Gonzales, Professor, Sociology
Moises Gonzales, Associate Professor, Architecture and Planning
Michelle Hall Kells, Associate Professor, English Department
Tiffany S. Lee, Professor Native American Studies
Miguel López, Associate Professor, Spanish and Portuguese
Nancy López, Associate Professor, Sociology
Margaret Montoya, Emeritus Professor, School of Law
Anna Nogar, Associate Professor, Spanish & Portuguese
Adriana Ramírez de Arellano, Lecturer III, Women Studies
Valerie Romero-Leggott, Vice-Chancellor, Health Sciences Center
Barbara Reyes, Associate Professor, History
Ilia M. Rodriguez, Associate Professor, Communication and Journalism
Gabriel Sanchez, Professor, Political Science
Eleuterio Santiago-Díaz, Associate Professor, Spanish and Portuguese
Richard Santos, Professor, Economics
Wayne Santoro, Assistant Professor, Sociology
Rebecca Schreiber, Associate Professor, American Studies
Christine Sierra, Emeritus Professor, Political Science
Diane Torres-Velasquez, Associate Professor, Coordinator, Teacher Education
Eliseo Torres, Vice-President, Student Affairs
Robert Otto Valdez, Executive Director, Robert Wood Johnson Foundation Center for Health Policy
Damián V. Wilson, Associate Professor, Spanish and Portuguese

b. Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

CCS graduate admission standards are modeled after the American Studies admissions standards.

c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Chicana and Chicano Studies will offer an academic curriculum that draws on faculty-student mentoring, utilizes intensive graduate research experiences, and community based learning opportunities in CCS 590 (Advanced Seminar).

d. What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

CCS will make service learning projects and research-based service learning available to graduate students in the program in CCS 590 (Advanced Seminar).

e. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

The degree program will utilize the same advisory support provided to undergraduate students in the program. Faculty will serve as advisors. Students will be made aware of graduate student support activities available through CAPS, the library and the Office of Graduate Studies. No new additional services are required beyond those that are previously provided to Chicana and Chicano Studies students.

f. What student support will be needed (GA & TA positions, scholarships, internships, etc.)? CCS will draw on its existing GA/TA budget. The department will identify opportunities available through other departments and centers.

g. What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

Student Learning Outcomes of the Master's and PhD program

- Students will draw on diverse gendered, social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;

- Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts;

- Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.

h. How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)

The three Program Student Learning Outcomes will be evaluated s over a three-year period for the Master's degree and in year six of the PhD degree. However, ongoing assessment will occur every year of the program through student learning outcomes reporting mechanisms.

Chicana and Chicano Studies will assess the CCS 500 and CCS 560 in the fall semester and CCS 552 in the spring within the first year. Chicana and Chicano Studies will also assess CCS 551 in the fall of the second year and CCS 590 in the spring semester of the second year. An assessment of the CCS 597 and 599 will be conducted in the fall of the third year in order to assess the final project of completion for the MA/PhD program for all students in the program. This assessment record captures data from five courses for the department.

Part II: Report Body

This page explains what should go in each section of the Report Body. Please complete your reporting on the subsequent pages and delete this explanatory page before submitting the report. You should complete this section for each of the SLOs assessed for the academic year you are reporting on. If you assessed three SLOs, you will complete this section three times. It is okay if there is some overlap between the sections.

Program Goal	**SLO**	**UNM Student Learning Goals**
Students will draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;	Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the gendered, social, economic, and historical context of these cultural and creative expressions.	_X__ Knowledge _X__ Skills ___ Responsibility

Assessment Measures: Provide a description of the assessment instrument(s) used to measure this SLO. Please state the semester(s) the assessment instrument(s) was/were administered and if each is a direct or indirect assessment.

Direct: Final papers in CCS 560, 580, 551, 552 and (capstone seminar). Paper will be scored by the department faculty using a standardized rubric that examined the process and final outcome of the paper (see Appendix 2).

Indirect: 16 question exit survey that queries student perceptions of the effectiveness of the Chicana and Chicano Studies program courses. Students will be asked to measure their mastery of content and skills.

Performance Benchmark:

The criterion for success for the direct measure consists of 90% of the class earning 85% or higher in each area of the rubric.

The criterion for success for the indirect measure consists of 80% of the class marking the two highest criterion of the exit survey "adequately" and "very well" for how well they perceived the department helped them to conduct an independent research project or utilize such existing skills to do independent research.

Program Goal	**SLO**	**UNM Student Learning Goals**
Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.	Students will demonstrate the ability to write an advanced research paper and present their research at an academic venue. In this process, students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems	Mark the UNM goal or goals this SLO aligns with. _X_Knowledge _X_Skills __Responsibility

Assessment Measures: Provide a description of the assessment instrument(s) used to measure this SLO. Please state the semester(s) the assessment instrument(s) was/were administered and if each is a direct or indirect assessment.

Direct: Final paper in the CCS 590 (capstone seminar). Final product for Master's completion in CCS 597 or CCS 599. Papers will be scored by the department faculty using a standardized rubric that examined the process and final outcome of the paper (see Appendix 1).

Indirect: 16 question exit survey that queries student perceptions of the effectiveness of the Chicana and Chicano Studies program. Students will be asked to measure their mastery of content and skills. Students who graduated from the program took the survey online through Survey Monkey.

Performance Benchmark:

The criterion for success for the direct measure consists of 90% of the class earning 85% or higher in each area of the rubric.

The criterion for success for the indirect measure consists of 80% of the class marking the two highest criterion of the exit survey "adequately" and "very well" for how well they perceived the department helped them to conduct an independent research project or utilize such existing skills to do independent research

Assessment Instrument for CCS 590 and CCS 597/CCS 599

Critical Thinking Rubric

	MASTERY LEVEL 3	INTERMEDIATE LEVEL 2	INTRODUCTORY LEVEL 1	NO EVIDENCE 0
Student Use of Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with little interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	No evidence of sources used or no assignment completed.
Student Use of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies some relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	No evidence of analysis or no assignment completed.

Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that some understanding can be determined.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	No explanation of issues or no assignment completed.
Student's Position	Specific position Takes into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Others' points of view are acknowledged within position.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	No evidence of the student's position or no assignment completed.
Student's Conclusions	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusions stated or no assignment completed.

i. Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

j. If applicable, describe any accreditation issues, including the following:

1. Will accreditation be sought for the program? If so, describe the process and expenses involved.

N/A - there are no existing accreditation and licensure requirements.

2. How does the program affect any existing accreditation and licensure requirements?

N/A

8. Assessment of Operations and Impact

a. In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

In addition to the student learning outcomes assessment report, Chicana and Chicano Studies will utilize an exit survey and interview to determine the effectiveness of the graduate programs.

b. For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.

Outcome	Direct Measure	Indirect Measure	Years
1. Evaluate historical and contemporary conditions, issues, and challenges	Assess papers in Pro-Seminar CCS 580/560/551	Student self-evaluations in Pro-Seminar CCS 550	Years 1, 3, 6
2. Analyze intersectionality to understand the impact of the social construction of race, class, gender, and sexuality	Assess papers in 590	Student self-evaluations in CCS 590	Year 2, 6
3. Evaluate and apply relevance of theories and approaches to Chicana/o experiences	Assess final product in CCS 590, and 597 or CCS 599	Student evaluations in CCS 597 or CCS 599 Exit Survey	Year 3, 6

9. Administrative Responsibility for the Program and Institutional Commitment

a. What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.

Chicana and Chicano Studies is currently housed in the College of Arts and Sciences and reports directly to Dean Mark Peceny. CCS will maintain this line of communication as a graduate degree granting program. In addition, CCS has a set of ByLaws that provides the governance structure of the program.

Chicana and Chicano Studies Department By Laws

Preamble

The bylaws describe the procedures and policies by which the Chicana and Chicano Studies Department (CCS) at the University of New Mexico governs and carries out the responsibilities delegated to it as an academic department at UNM. CCS offers courses and academic programs that include teaching, research, and service learning experiences. Chicana and Chicano Studies supports strong ties among research, instruction, application, and service.

The bylaws enable CCS to encourage its academic personnel to achieve the expected standards in research, teaching, and service as described in the University's Faculty Handbook (cite document). These complement the Bylaws of the College of Arts and Sciences, the Faculty Handbook, and University Administrative policies, and are subordinate to them where relevant, or in conflict. These bylaws are binding upon current and future administrators and members of the department and supersede any previous operating practices. Departure from the procedures outlined in this document must follow the amendment procedure stated below.

Membership

1. The department Faculty shall consist of the Professors, Associate Professors, Assistant Professors, Lecturers, and Instructors including part-time and temporary appointees.
2. The voting members of the department shall include all faculty members with continuing appointments (lecturers, probationary and tenured faculty) with at least a .25 FTE workload appointment in CCS. Visiting faculty may be accorded certain rights upon approval of the voting faculty. Any exception to the CCS voting membership must be granted after consultation with the faculty and approval of a two-thirds of the voting faculty.
3. Members must be sensitive to possible conflicts of interest and recuse themselves when such conflicts may arise over specific issues. Other members may notify the Chair of perceived conflicts of interest or raise the question at a department meeting.

Department Meetings

1. The Chair will call meetings but in the absence of the Chair, the Associate Chair may call meetings. Three faculty members as a group may call a meeting of the faculty.
2. At least one department meeting will be held each month throughout a semester unless the Chair deems otherwise.
3. All committee recommendations shall be presented in department meetings for consideration and discussion except when electronic communication is more pertinent.
4. Quorum for departmental meetings is defined as 50% of the voting faculty plus one. Absent faculty may constitute part of the quorum through written and/or electronic participation.
5. All committee recommendations must receive a simple majority vote of a quorum present with the exception of hiring recommendations. Faculty hiring recommendations must receive two-thirds support of the quorum.
6. Except for urgent business that requires an immediate response, the Chair must announce meetings at least three (3) working days in advance by written or electronic notice, with an agenda distributed at that time.
7. Any items on which votes will be taken at a meeting must be introduced in the meeting

agenda.
8. A new item of business may be discussed and acted upon with the approval of at least two-thirds of the voting faculty present.
9. Voting in department meetings normally shall be done by a show of hand. Faculty may participate in meetings and cast a vote via conference call or submit a proxy vote via electronic communication. Absent faculty may constitute part of the quorum through written and/or electronic participation. Any voting member may request the use of a secret ballot on any vote. A simple majority will decide a vote.
10. All decisions made by the voting membership require a simple majority with the exception of faculty hiring recommendations.
11. Minutes of all meetings shall be recorded and distributed by the Unit Administrator within 3 weeks.

Department Roles and Responsibilities
Chair
1. The Chair is officially appointed by the Dean, upon consultation with the department faculty and the taking of a vote of all voting faculty members.

Duties
1. The Chair of the department is the main administrative officer of the department and the official representative and spokesperson for the department to the administration and other institutions, except as the Chair may authorize other individuals to speak officially for the department.
2. The Chair shall carry out university policies in all matters pertaining to the department.
3. The Chair shall seek to share the responsibilities for departmental activities with members of the department through dialogue and shared governance practices.
4. The Chair shall collaborate with faculty to enhance the quality of instruction and scholarship in the department, including assignment of teaching responsibilities. The offering of the core courses of the undergraduate program shall be the primary means to ensure assignment distribution.
5. The Chair is responsible for the day-to-day operation of the department which includes supervising staff and dealing with faculty concerns.
6. The Chair shall arrange for the constitution of committees or appointment of committee chairs and members.
7. The Chair shall designate the Associate Chair or, when unavailable, a faculty member to handle the Chair's responsibilities in the event of the Chair's temporary absence. The Chair shall notify the Dean of such an absence and the name of the person substituting during that period.
8. The Chair will prepare and disburse the department budget in consultation with the faculty and the departmental budget priorities.
9. The Chair shall inform the department of university and college directives, action, and policies, as well as other circumstances and conditions which may affect the department.
10. The Chair will undertake the annual reviews of all faculty with continuing appointments, including coordinating with supervisors of faculty with joint appointments, in accordance with the UNM Faculty Handbook, and the Provost and College guidelines and recommend action to

the Dean regarding probationary review, tenure, and promotion of faculty as outlined in the UNM Faculty Handbook.

Associate Chair

The Associate Chair shall be appointed by the department Chair and serves at the pleasure of the Chair. The Associate Chair will assist in areas defined by the Chair and in representing the department in all matters before university officials in the absence of the Chair. The Associate Chair will be provided one course release per academic year.

Department Student Advisor

The faculty position of Department Student Advisor is to carry out faculty-developed processes, regulations, and requirements in response to departmental advising policies and procedures. The Department Student Advisor will hold the position for a two-year period and be provided one course release per academic year.

Committees

1. The Personnel Advisory Committee (PAC) consists of at least three elected members of the department ideally with representatives from each rank: assistant, associate, and full professor. The term of office is two academic years with members serving staggered terms. The chair of the PAC will be elected at the first fall semester department meeting.

a. The PAC Committee will be consulted and will advise the Chair in preparing recommendations on such personnel matters as vacancies, sabbaticals, leaves of absence, and annual performance evaluations.

b. The PAC Committee will be consulted and will advise the Chair in preparing recommendations on probationary reviews, promotion and tenure, and post-tenure reviews except when a committee already exists for those purposes.

c. A member of the PAC may not participate in his/her own review.

d. Only Associate and Full Professors can participate in discussions or voting regarding, probationary, tenure or promotion reviews.

2. The Executive Committee shall consist of the voting members of the faculty. Visiting faculty may be invited to meetings upon approval of the faculty. The Executive Committee is the recommending body for departmental decisions outside of the scope of hiring and promotion and tenure. The Executive Committee will take all recommendations to the department meetings for further discussion and decision making.

3. The Promotion and Tenure Committee will conduct the department's review for tenure and for promotion to the rank of Associate Professor and Professor. It will also conduct third year reviews of ladder-rank untenured faculty.

4. The Curriculum Committee shall consist of at least three members of the department appointed by the Chair. The term of office is for one year, renewable.

a. The Curriculum Committee approves courses that will receive CCS prefixes. The Committee must act on those courses before they are submitted to the UNM workflow process.

i. The Curriculum Committee is responsible for the ongoing development and evaluation of the Major, Minor, and Certificates.

ii. The Committee will make recommendations on degree requirements to the department;

such requirements can be changed only upon agreement of the voting majority of the department members.

b. Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.

10. Additional Information

a. For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

11. Attachments full proposal only

a. Department of Labor documentation, if applicable

See Appendix A

b. Formal needs assessment

N/A

c. Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)

See Appendix C

d. List of similar programs (state and regional)

See Appendix D

e. List of potential employers

See Appendix E

f. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable

See Appendix F

g. Survey Monkey of Affiliated Faculty indicating support and commitment

See Appendix G

h. Letters of support from external partners or stakeholders
See Appendix H

Michigan State University – Department of Chicana/o Studies
Claremont Colleges – Department of Chicana/o Latina/o Studies
University of Northern Colorado – Department of Hispanic Studies
University of Arizona – Department of Mexican American Studies
University of California, Santa Barbra – Department of Chicana/o Studies
University of Texas, El Paso – Chicano Studies Program
University of New Mexico - Indigenous Nations Library Program
University of New Mexico – Southwest Hispanic Research Institute

i. Statement of support from students, staff, faculty, and community
See Appendix I

j. Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)

12. Additional Attachments for submission to NMHED and NMGDC (supplied by Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office).

k. Documentation of institution's priority for the proposed program.
l. A copy of the Form D with signatures
m. Minutes from the Board of Regents meeting, noting approval
n. Course syllabi for proposed degree programs
See Appendix N

CCS 320/520 Form A & Syllabus
CCS 330/530 Form A & Syllabus
CCS 360/560 Form A & Syllabus
CCS 336/536 Form A & Syllabus
CCS 362/563 Form A & Syllabus
CCS 440/540 Form A & Syllabus
CCS 460*/560 Form A & Syllabus
CCS 480/580 Form A & Syllabus
CCS 364/564 Form A & Syllabus
CCS 372/572 Form A & Syllabus
CCS 374/574 Form A & Syllabus
CCS 490/590 Form A & Syllabus
CCS 493/593 Form A & Syllabus
CCS 551 Form B & Syllabus
CCS 552 Form B & Syllabus

Q1 My name is

Answered: 34 Skipped: 0

#	RESPONSES	DATE
1	Todd Ruecker	11/2/2017 6:58 PM
2	Bethany Davila	11/1/2017 6:36 PM
3	Finnie Coleman	10/31/2017 9:51 PM
4	Tiffany S. Lee	10/31/2017 8:09 PM
5	Barbara Reyes	10/31/2017 1:09 PM
6	Gregory A. Cajete	10/31/2017 12:52 PM
7	Charles Becknell, Jr.	10/31/2017 10:49 AM
8	Anna Nogar	10/30/2017 2:49 PM
9	Robert Valdez	10/30/2017 9:55 AM
10	Moises Gonzales	10/30/2017 9:17 AM
11	Diane Torres-Velasquez	10/30/2017 8:13 AM
12	Richard Santos	10/28/2017 10:31 PM
13	Miguel Gandert	10/28/2017 8:15 PM
14	Nancy Lopez	10/28/2017 3:04 PM
15	Valerie Romero-Leggott	10/28/2017 1:15 PM
16	Christine Sierra	10/26/2017 9:45 AM
17	Adriana Ramírez de Arellano	10/24/2017 9:55 AM
18	Leila Flores-Dueñas, Ph.D. University of Texas at Austin	10/24/2017 7:05 AM
19	Rebecca Schreiber	10/23/2017 5:48 PM
20	margaret montoya	10/23/2017 4:49 PM
21	Gabriel Sanchez	10/23/2017 2:59 PM
22	Ronda Brulotte	10/23/2017 1:20 PM
23	Lisa Cacari Stone	10/23/2017 1:18 PM
24	Felipe Gonzales	10/23/2017 1:09 PM
25	Amy Brandzel	10/23/2017 1:04 PM
26	Wayne Santoro	10/23/2017 12:58 PM
27	Adán Ávalos	10/23/2017 12:58 PM
28	Myrriah Gomez	10/23/2017 10:13 AM
29	Damián V. Wilson	10/23/2017 10:11 AM
30	Eliseo Torres	10/23/2017 8:13 AM
31	Patricia Covarrubias	10/23/2017 7:08 AM
32	Ilia M. Rodriguez	10/22/2017 8:34 PM
33	Ruth Trinidad Galván	10/22/2017 8:07 PM
34	Eleuterio Santiago-Díaz	10/22/2017 6:39 PM

Q2 My current department unit is

Answered: 34 Skipped: 0

#	RESPONSES	DATE
1	English	11/2/2017 6:58 PM
2	English	11/1/2017 6:36 PM
3	English Language and Literature	10/31/2017 9:51 PM
4	Native American Studies	10/31/2017 8:09 PM
5	History	10/31/2017 1:09 PM
6	UNM-NAS and LLSS-COE	10/31/2017 12:52 PM
7	Africana Studies	10/31/2017 10:49 AM
8	Spanish and Portuguese	10/30/2017 2:49 PM
9	Economics and Family & Community Medicine	10/30/2017 9:55 AM
10	Community and Regional Planning	10/30/2017 9:17 AM
11	Teacher Education	10/30/2017 8:13 AM
12	Economics	10/28/2017 10:31 PM
13	.25 CCS	10/28/2017 8:15 PM
14	Sociology	10/28/2017 3:04 PM
15	Family & Community Medicine	10/28/2017 1:15 PM
16	Political Science (retired)	10/26/2017 9:45 AM
17	Women Studies	10/24/2017 9:55 AM
18	Before the College of Education restructured our college, I was an assistant and associate professor in the Dept. of Language, Literacy, Sociocultural Studies (LLSS -7 years in Literacy Studies, Bilingual Education, ESL) and then I was moved to the Department of Teacher Education, Educational Leadership and Policy (TEELP) since I work with teachers who teach latin@, latinx children.	10/24/2017 7:05 AM
19	AMST	10/23/2017 5:48 PM
20	health sciences, office of chancellor and Dept of Family and Community Medicine	10/23/2017 4:49 PM
21	Political Science-RWJF Center	10/23/2017 2:59 PM
22	Geography and Latin American Studies	10/23/2017 1:20 PM
23	College of Population Health	10/23/2017 1:18 PM
24	Sociology	10/23/2017 1:09 PM
25	American Studies and Women Studies	10/23/2017 1:04 PM
26	Sociology	10/23/2017 12:58 PM
27	Cinematic Arts	10/23/2017 12:58 PM
28	Honors College	10/23/2017 10:13 AM
29	Spanish & Portuguese	10/23/2017 10:11 AM
30	Language Literacy and Sociocultural Studies	10/23/2017 8:13 AM
31	Communication and Journalism & Chicana and Chicano Studies	10/23/2017 7:08 AM
32	Communication & Journalism	10/22/2017 8:34 PM

33	Language, Literacy and Sociocultural Studies	10/22/2017 8:07 PM
34	Spanish and Portuguese	10/22/2017 6:39 PM

Q3 My rank is

Answered: 34 Skipped: 0

#	RESPONSES	DATE
1	Assistant Professor	11/2/2017 6:58 PM
2	Assistant Professor	11/1/2017 6:36 PM
3	Associate Professor	10/31/2017 9:51 PM
4	Professor	10/31/2017 8:09 PM
5	Associate Professor	10/31/2017 1:09 PM
6	Professor	10/31/2017 12:52 PM
7	Lecturer III	10/31/2017 10:49 AM
8	Associate Professor	10/30/2017 2:49 PM
9	Professor	10/30/2017 9:55 AM
10	Associate Professor	10/30/2017 9:17 AM
11	Associate Professor	10/30/2017 8:13 AM
12	Professor	10/28/2017 10:31 PM
13	Distinguished Professor emeritus	10/28/2017 8:15 PM
14	Associate Professor	10/28/2017 3:04 PM
15	Professor	10/28/2017 1:15 PM
16	Professor Emerita	10/26/2017 9:45 AM
17	Lecturer III (undergoing Sr. Lecturer Promotion review)	10/24/2017 9:55 AM
18	Associate Professor	10/24/2017 7:05 AM
19	Associate Professor	10/23/2017 5:48 PM
20	Professor Emerita of Law	10/23/2017 4:49 PM
21	Professor	10/23/2017 2:59 PM
22	Associate Professor	10/23/2017 1:20 PM
23	Associate Professor	10/23/2017 1:18 PM
24	Professor	10/23/2017 1:09 PM
25	Associate	10/23/2017 1:04 PM
26	Associate Professor	10/23/2017 12:58 PM
27	Assistant Professor	10/23/2017 12:58 PM
28	Assistant Professor	10/23/2017 10:13 AM
29	Associate Professor	10/23/2017 10:11 AM
30	Full Professor	10/23/2017 8:13 AM
31	Associate Professor	10/23/2017 7:08 AM
32	Associate Professor	10/22/2017 8:34 PM
33	Professor	10/22/2017 8:07 PM
34	Associate Professor	10/22/2017 6:39 PM

Q4 I would describe two or three of my research interests as (topics/subjects)

Answered: 34 Skipped: 0

#	RESPONSES	DATE
1	educational equity; immigrant students; first and second language literacy; bilingualism	11/2/2017 6:58 PM
2	language ideologies, whiteness studies, written standardness	11/1/2017 6:36 PM
3	The African Presence in Mexico Afrolatino History and Culture	10/31/2017 9:51 PM
4	Indigenous education Indigenous language revitalization	10/31/2017 8:09 PM
5	Chicana and Chicano History Immigration and Transnational Histories Women of the Borderlands	10/31/2017 1:09 PM
6	Indigenous Education, Native Science and Philosophy, Culturally Responsive Science Education, Sustainability Education, Indigenous Arts	10/31/2017 12:52 PM
7	Black Resistance/Liberation and Religion Black Resistance/Liberation and Education Black Resistance/Liberation and the Criminal Justice System	10/31/2017 10:49 AM
8	New Mexican literature and culture Colonial Mexican literature and culture Bilingual borderlands literature	10/30/2017 2:49 PM
9	Public policy; aging; health disparities	10/30/2017 9:55 AM
10	Southwest Urbanism Vernacular Architecture and Urban Design of New Mexico Acequia Urban Landscapes	10/30/2017 9:17 AM
11	culturally rooted mathematics and science curriculum / Latino Education Latino Education and critical law. Ethnic Studies	10/30/2017 8:13 AM
12	Labor, Health, Education	10/28/2017 10:31 PM
13	Photography and cultural studies, the Hispano Diaspora.	10/28/2017 8:15 PM
14	Race/ethnicity/intersectionality/critical race theory; education; health	10/28/2017 3:04 PM
15	Health Equity Workforce Diversity Cultural Competence Adolescent Health and Well Being	10/28/2017 1:15 PM
16	American politics, Latino/a politics, immigration politics	10/26/2017 9:45 AM
17	(See Hardcopy survey form)	10/24/2017 9:55 AM
18	I. Language and Identity among Latin@s: a) Identity texts (cuentos, musical lyrics, poetry, complex text, bilingualism, etc); b) Creative critical pedagogies (música, historias, dramas, baile, danza e imágenes, personal journal writing); c) Culturally Sustaining Pedagogies, Performativity and Identity (a. whose language or literacy counts?, and d). Community and public perfomance; II. Mentoring latina@s: a) plática pedagogies, b) demystifying academia, c) parts of qualitative research, d) academic writing III. Research and Latino Community Knowledge: a) forms of family engagement; b) community engagement (funds of knowledge, community cultural wealth); c) ethnographic studies, d) identity texts within community contexts Creative Arts Research Studies & Performances: IV) Borderlands Music on the US side: A Legacy of Violence y Costumbre V) Las Bellas Artes del canto y la danza através de la historia contemporánea: Cruzando Aduanas: (Time periods: La Independencia, La Revolución Mexicana, Los Cristeros, Nacionalismo, Los Braceros, Civil Rights Movement in the US, to present-day anti-immigrant sentimentality: a) Musical Genres (romances, corridos (Spanish & English), huapangos, sones, mariachi, rancheras, pirekuas, duetos, trios, boleros, movimiento, suave, narco-corridos, rap; b) Folk dance (ballet folklorico, regional traditional dress, flamenco);	10/24/2017 7:05 AM
19	Im/migration Visual Culture	10/23/2017 5:48 PM
20	1. Critical Race Theory and LatCrit (latinx critical legal theory), 2. Cross-disciplinary professional education, law and medicine, 3. moving race theory into policy and practice	10/23/2017 4:49 PM
21	Latino Politics Health Politics Policy Racial equity	10/23/2017 2:59 PM

22	Mexico, cultural heritage, food studies	10/23/2017 1:20 PM
23	Latino/a/X participatory research for health equity and social justice U.S. Mexico border health and social policy (im)Migration, Place and Social Policy	10/23/2017 1:18 PM
24	Race/Ethnicity; Mexican Americans; Nuevomexicanos	10/23/2017 1:09 PM
25	queer theory, citizenship, legal studies	10/23/2017 1:04 PM
26	race/ethnicity & social movements; political assimilation experiences of racial/ethnic minority populations	10/23/2017 12:58 PM
27	Film and Media. Border Studies. Audience Studies.	10/23/2017 12:58 PM
28	Chicanx Literature, Environmental Issues (nuclear), New Mexico critical regionalism	10/23/2017 10:13 AM
29	Spanish as a Heritage Language / Language Sociology / Bilingualism	10/23/2017 10:11 AM
30	1. Traditional Medicine of Mexico and the Southwest 2. Leadership and Administration in Higher Education	10/23/2017 8:13 AM
31	Mexican@ communication Cultural communication Qualitative research methods	10/23/2017 7:08 AM
32	media studies (analysis of news discourse on minorities, multiculturalism, and racial relations) history of journalism media discourse on inter-ethnic relations with focus on Latino and African Americans	10/22/2017 8:34 PM
33	Transmigration; Decolonial/Chicana Feminist Epistemologies; Critical Qualitative Research	10/22/2017 8:07 PM
34	Afro-Caribbean Literature and Culture, Caribbean Literature and Culture U.S. Latino Literature and Culture Modern Latin American Poetry	10/22/2017 6:39 PM

Q5 I am interested in having students from the proposed Chicana and Chicano Studies graduate program enroll in the graduate courses I teach in my department.

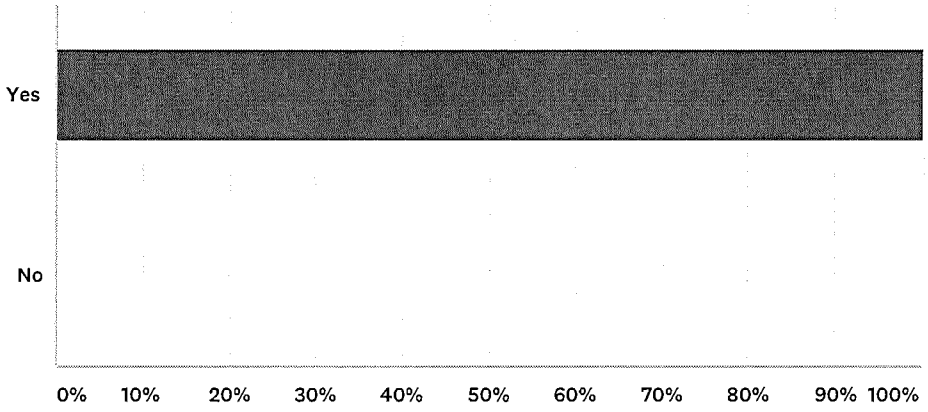
Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	Yes.	11/2/2017 6:58 PM
2	Yes, please -- I have two courses in particular that might be a good match: a special topics course: rhetorics of oppression and a course called English Grammars that focuses on the politics of language and uncovering/studying language ideologies	11/1/2017 6:36 PM
3	Yes	10/31/2017 9:51 PM
4	yes	10/31/2017 8:09 PM
5	Yes	10/31/2017 1:09 PM
6	Yes	10/31/2017 12:52 PM
7	yes	10/31/2017 10:49 AM
8	578, 579	10/30/2017 2:49 PM
9	My department does not offer any graduate courses	10/30/2017 9:55 AM
10	Planning in Chican@ Communities, Borderland Urban Design, Indo-hispano Field Research Methods	10/30/2017 9:17 AM
11	Absolutely! Yes	10/30/2017 8:13 AM
12	Yes	10/28/2017 10:31 PM
13	Yes	10/28/2017 3:04 PM
14	I do not teach departmental graduate courses	10/28/2017 1:15 PM
15	Not currently teaching but would consider doing so	10/26/2017 9:45 AM
16	WMST512: Feminist Research Methodologies (Spring); WMST579: Intersectionality of State Power (Fall)	10/24/2017 9:55 AM
17	EDUC 552: "Social Justice and Education" (currently teaching in Fall), EDUC 593 "Culturally Relevant Pedagogies" (I could likely teach this course again and it can likely be cross-listed), EDUC 590: "Master's Seminar" (a Master's Research/Writing Course, I'm not sure if can be cross-listed but it's possible), LLSS "Issues in Hispanic Education" (taught intermittently by Ruth Trinidad-Galvan, Rebecca Sanchez and myself - can be cross-listed), EDUC 446: El Folklór en el Salón de Clase (hasn't been taught in a while, but still on the books). NOTE: Because I work with teachers who teach bilingual and latin@ children, my current department (TEELP) sometimes limits our teaching to licensure classes and many of my skills are not realized there. This is to say that I would LOVE to create a few courses for Chican@ studies. Got any joint appointments?	10/24/2017 7:05 AM
18	Yes	10/23/2017 5:48 PM
19	Very interested	10/23/2017 4:49 PM
20	Yes	10/23/2017 2:59 PM
21	yes	10/23/2017 1:20 PM
22	U.S. Mexico Border Health & Social Policy; Health Policy, Politics & Social Justice (future course TBD-Latino/a/X Health)	10/23/2017 1:18 PM
23	Very much so. It's Soc 428/528, Sociology of Mexican Americans	10/23/2017 1:09 PM
24	Yes, absolutely. I teach Chican@ queer and Joteria studies at the graduate level	10/23/2017 1:04 PM
25	yes	10/23/2017 12:58 PM

26	Don't teach graduate courses but students can take my classes for graduate credit.	10/23/2017 12:58 PM
7	Yes, I am interested in teaching graduate courses for CCS, but I currently do not teach Grad courses in my department.	10/23/2017 10:13 AM
28	Yes. Particularly the seminar on Southwest Spanish	10/23/2017 10:11 AM
29	Yes	10/23/2017 8:13 AM
30	Undergraduate and Graduate courses in intercultural communication	10/23/2017 7:08 AM
31	yes	10/22/2017 8:34 PM
32	yes	10/22/2017 8:07 PM
33	Yes	10/22/2017 6:39 PM

Q6 I am interested in crosslisting my graduate course offerings with Chicana and Chicano Studies

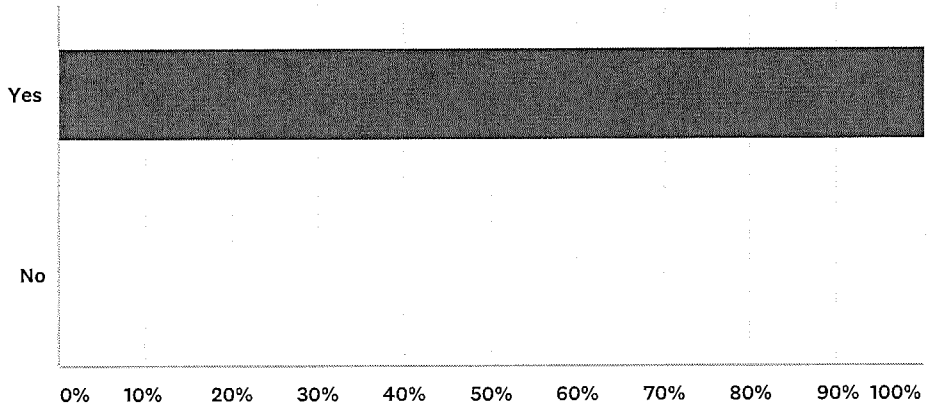
Answered: 32 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	100.00%	32
No	0.00%	0
TOTAL		32

Q7 I am willing to serve as an Affiliated Faculty member in Chicana and Chicano Studies

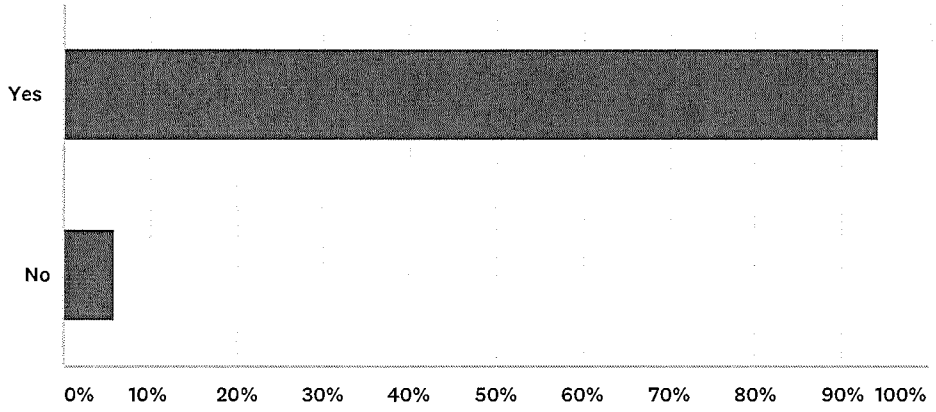
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	34
No	0.00%	0
TOTAL		34

Q8 I am willing to serve on MA thesis or comprehensive exam committees in Chicana and Chicano Studies

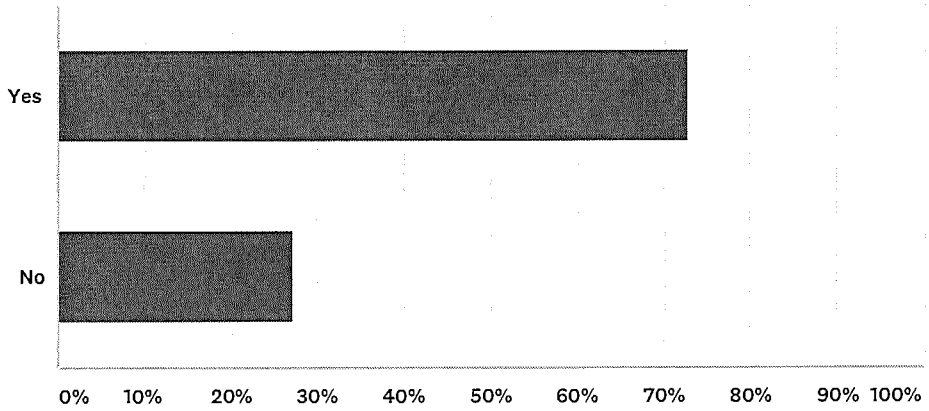
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	94.12%	32
No	5.88%	2
TOTAL		34

Q9 I am willing to Chair MA thesis or comprehensive exam committees in Chicana and Chicano Studies

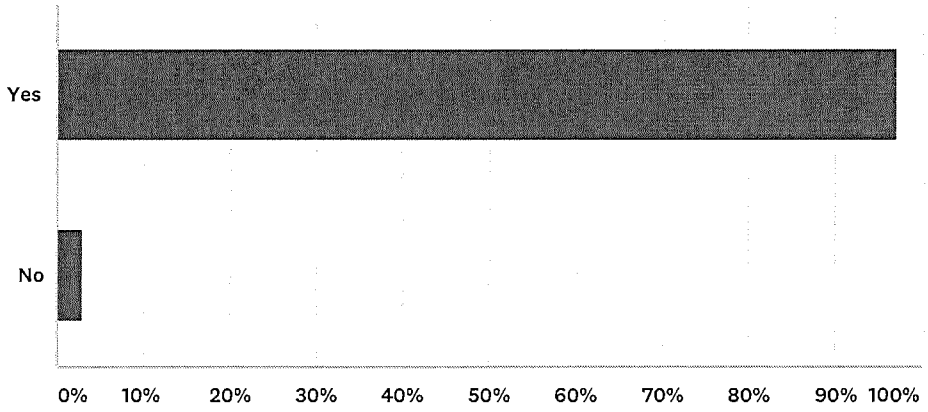
Answered: 33 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	72.73%	24
No	27.27%	9
TOTAL		33

Q10 I am willing to serve on PhD comprehensive exam or dissertation committees in Chicana and Chicano Studies

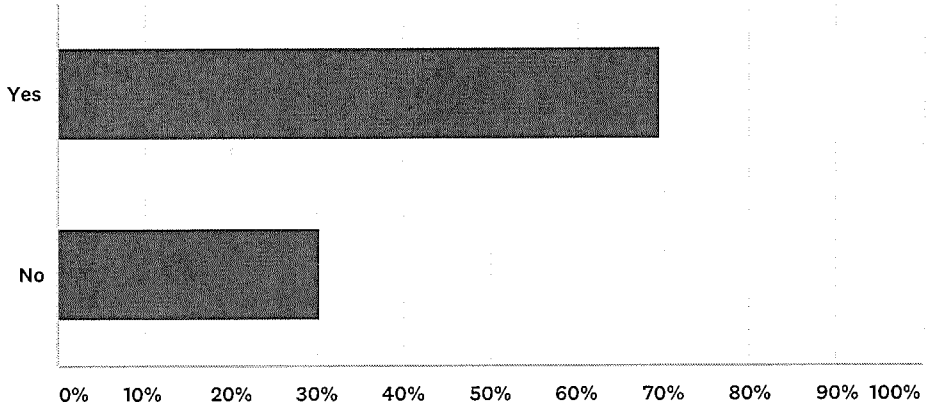
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.06%	33
No	2.94%	1
TOTAL		34

Q11 I am willing to Chair PhD comprehensive exam or dissertation committees in Chicana and Chicano Studies

Answered: 33 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	69.70%	23
No	30.30%	10
TOTAL		33

Q12 The total number of MA comprehensive exam or prospectus committees that I have served on is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	6	11/2/2017 6:58 PM
2	0 - we don't have this in our MA program	11/1/2017 6:36 PM
3	Not Sure (numerous) . Do not have an exact count	10/31/2017 9:51 PM
4	5+	10/31/2017 8:09 PM
5	21	10/31/2017 1:09 PM
6	over 40	10/31/2017 12:52 PM
7	3	10/31/2017 10:49 AM
8	4	10/30/2017 9:55 AM
9	Approximately 40 in the last 6 years.	10/30/2017 9:17 AM
10	100+	10/30/2017 8:13 AM
11	2	10/28/2017 10:31 PM
12	Not sure have been serving for 26 years, but a lot.	10/28/2017 8:15 PM
13	22	10/28/2017 3:04 PM
14	2	10/28/2017 1:15 PM
15	Not Applicable	10/26/2017 9:45 AM
16	8	10/24/2017 9:55 AM
17	About 150	10/24/2017 7:05 AM
18	Over 60 Ph.D. and MA combined - as chair and committee member.	10/23/2017 5:48 PM
19	None but I have mentored about 5-7 MA students going through the process.	10/23/2017 4:49 PM
20	13	10/23/2017 2:59 PM
21	17	10/23/2017 1:20 PM
22	15	10/23/2017 1:18 PM
23	35	10/23/2017 1:09 PM
24	5-8	10/23/2017 1:04 PM
25	we (sociology) do not have comp exams for MA students	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	Dozens of exam committees	10/23/2017 10:11 AM
29	12	10/23/2017 8:13 AM
30	10	10/23/2017 7:08 AM
31	19	10/22/2017 8:34 PM
32	37	10/22/2017 8:07 PM
33	more than 65	10/22/2017 6:39 PM

Q13 The total number of MA comprehensive exam or prospectus committees that I have chaired is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	6	11/2/2017 6:58 PM
2	0	11/1/2017 6:36 PM
3	3 (but probably more than this)	10/31/2017 9:51 PM
4	0	10/31/2017 8:09 PM
5	6	10/31/2017 1:09 PM
6	10	10/31/2017 12:52 PM
7	0	10/31/2017 10:49 AM
8	0	10/30/2017 9:55 AM
9	approximately 30 in the last 6 years	10/30/2017 9:17 AM
10	50+	10/30/2017 8:13 AM
11	0	10/28/2017 10:31 PM
12	Not sure have been serving for 26 years, but a lot.	10/28/2017 8:15 PM
13	10	10/28/2017 3:04 PM
14	0	10/28/2017 1:15 PM
15	NA	10/26/2017 9:45 AM
16	N/A	10/24/2017 9:55 AM
17	About 50	10/24/2017 7:05 AM
18	Over 60 Ph.D. and MA combined - as chair and committee member.	10/23/2017 5:48 PM
19	None	10/23/2017 4:49 PM
20	7	10/23/2017 2:59 PM
21	2	10/23/2017 1:20 PM
22	5	10/23/2017 1:18 PM
23	15	10/23/2017 1:09 PM
24	3-5	10/23/2017 1:04 PM
25	we (sociology) do not have comp exams for MA students	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	None... we don't have exam chairs.	10/23/2017 10:11 AM
29	0	10/23/2017 8:13 AM
30	9	10/23/2017 7:08 AM
31	7	10/22/2017 8:34 PM
32	13	10/22/2017 8:07 PM
33	Does not apply to Span & Port. We write and evaluate our exams collectively.	10/22/2017 6:39 PM

Q14 The total number of Master's theses that I have chaired is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	0	11/2/2017 6:58 PM
2	4	11/1/2017 6:36 PM
3	3 (but probably more than this)	10/31/2017 9:51 PM
4	0	10/31/2017 8:09 PM
5	1	10/31/2017 1:09 PM
6	10	10/31/2017 12:52 PM
7	0	10/31/2017 10:49 AM
8	0	10/30/2017 9:55 AM
9	Approximately 30	10/30/2017 9:17 AM
10	0 we have not in departmentschool in which I've worked	10/30/2017 8:13 AM
11	2	10/28/2017 10:31 PM
12	At least 5	10/28/2017 8:15 PM
13	10	10/28/2017 3:04 PM
14	0	10/28/2017 1:15 PM
15	NA	10/26/2017 9:45 AM
16	N/A	10/24/2017 9:55 AM
17	1 - (not used in our dept.)	10/24/2017 7:05 AM
18	See above.	10/23/2017 5:48 PM
19	None	10/23/2017 4:49 PM
20	7	10/23/2017 2:59 PM
21	3	10/23/2017 1:20 PM
22	5	10/23/2017 1:18 PM
23	30	10/23/2017 1:09 PM
24	3	10/23/2017 1:04 PM
25	zero	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	S&P students usually do not elect the MA thesis, so zero	10/23/2017 10:11 AM
29	0	10/23/2017 8:13 AM
30	9	10/23/2017 7:08 AM
31	7	10/22/2017 8:34 PM
32	0	10/22/2017 8:07 PM
33	0	10/22/2017 6:39 PM

Q15 The total number of PhD comprehensive exam or prospectus committees that I have served on is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	6	11/2/2017 6:58 PM
2	5	11/1/2017 6:36 PM
3	4 (but probably more than this)	10/31/2017 9:51 PM
4	5+	10/31/2017 8:09 PM
5	54	10/31/2017 1:09 PM
6	15	10/31/2017 12:52 PM
7	1	10/31/2017 10:49 AM
8	25	10/30/2017 9:55 AM
9	0	10/30/2017 9:17 AM
10	15	10/30/2017 8:13 AM
11	0	10/28/2017 10:31 PM
12	Not sure have been serving for 26 years, but a lot.	10/28/2017 8:15 PM
13	37	10/28/2017 3:04 PM
14	1	10/28/2017 1:15 PM
15	NA	10/26/2017 9:45 AM
16	2	10/24/2017 9:55 AM
17	About 20	10/24/2017 7:05 AM
18	See above.	10/23/2017 5:48 PM
19	two but have mentored several students going through the process.	10/23/2017 4:49 PM
20	10	10/23/2017 2:59 PM
21	14	10/23/2017 1:20 PM
22	4	10/23/2017 1:18 PM
23	25	10/23/2017 1:09 PM
24	4-7	10/23/2017 1:04 PM
25	five or so	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	about 10	10/23/2017 10:11 AM
29	15	10/23/2017 8:13 AM
30	7-8	10/23/2017 7:08 AM
31	40-50	10/22/2017 8:34 PM
32	50	10/22/2017 8:07 PM
33	11	10/22/2017 6:39 PM

Q16 The total number of PhD comprehensive exam or prospectus committees that I have chaired is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	1	11/2/2017 6:58 PM
2	2	11/1/2017 6:36 PM
3	2	10/31/2017 9:51 PM
4	0	10/31/2017 8:09 PM
5	4	10/31/2017 1:09 PM
6	7	10/31/2017 12:52 PM
7	0	10/31/2017 10:49 AM
8	4	10/30/2017 9:55 AM
9	0	10/30/2017 9:17 AM
10	8	10/30/2017 8:13 AM
11	0	10/28/2017 10:31 PM
12	Just served on committees.	10/28/2017 8:15 PM
13	25	10/28/2017 3:04 PM
14	0	10/28/2017 1:15 PM
15	NA	10/26/2017 9:45 AM
16	N/A	10/24/2017 9:55 AM
17	About 10 (our PhD has only recently been revived)	10/24/2017 7:05 AM
18	See above.	10/23/2017 5:48 PM
19	none	10/23/2017 4:49 PM
20	4	10/23/2017 2:59 PM
21	4	10/23/2017 1:20 PM
22	0	10/23/2017 1:18 PM
23	17	10/23/2017 1:09 PM
24	4	10/23/2017 1:04 PM
25	one	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	4	10/23/2017 10:11 AM
29	1	10/23/2017 8:13 AM
30	7-8	10/23/2017 7:08 AM
31	18	10/22/2017 8:34 PM
32	10	10/22/2017 8:07 PM
33	5	10/22/2017 6:39 PM

Q17 The total number of Dissertations that I have chaired is

Answered: 33 Skipped: 1

#	RESPONSES	DATE
1	1	11/2/2017 6:58 PM
2	0	11/1/2017 6:36 PM
3	2	10/31/2017 9:51 PM
4	0	10/31/2017 8:09 PM
5	3	10/31/2017 1:09 PM
6	10	10/31/2017 12:52 PM
7	0	10/31/2017 10:49 AM
8	3	10/30/2017 9:55 AM
9	0	10/30/2017 9:17 AM
10	5	10/30/2017 8:13 AM
11	1	10/28/2017 10:31 PM
12	1	10/28/2017 8:15 PM
13	8	10/28/2017 3:04 PM
14	0	10/28/2017 1:15 PM
15	NA	10/26/2017 9:45 AM
16	N/A	10/24/2017 9:55 AM
17	5	10/24/2017 7:05 AM
18	See above.	10/23/2017 5:48 PM
19	none	10/23/2017 4:49 PM
20	3	10/23/2017 2:59 PM
21	4	10/23/2017 1:20 PM
22	0	10/23/2017 1:18 PM
23	14	10/23/2017 1:09 PM
24	4	10/23/2017 1:04 PM
25	one	10/23/2017 12:58 PM
26	none.	10/23/2017 12:58 PM
27	0	10/23/2017 10:13 AM
28	4	10/23/2017 10:11 AM
29	1	10/23/2017 8:13 AM
30	4	10/23/2017 7:08 AM
31	15	10/22/2017 8:34 PM
32	9	10/22/2017 8:07 PM
33	5	10/22/2017 6:39 PM

MICHIGAN STATE
UNIVERSITY

Department of Chicana/o Studies
University of New Mexico
1829 Sigma Chi Rd. NE
Albuquerque, NM 87131

Re: Creation of Master's and PhD programs in Chicana/o Studies at UNM

Dear Provost White:

I write to express my support for the creation of a graduate program in Chicana/o studies at the University of New Mexico. Michigan State University is one of the first universities in the United States to offer a PhD in Chicano/Latino Studies and I strongly support the addition of new graduate programs in this academic field. Chicana/o studies is growing as an interdisciplinary field, and consequently, the number of Chicana/o and Latina/o studies programs across the country increases every year. The University of New Mexico is the ideal location for the next graduate program in Chicana/o studies given the state's history and the nation's future.

Michigan State's Chicano/Latino studies program (CLS) offers an undergraduate minor, a graduate certificate and a Ph.D. Our goal, in the future, is to offer a Master's degree. Our graduate program is relatively young - beginning in 2007 - but we have ranged in size from 5 graduate students to more than 10, fluctuating year by year. Our graduates have moved on to teaching and research positions in Chicano and Latino studies across the U.S. Our relatively new emphasis on dual-major PhD studies is creating even more opportunities for our PhD students. We have students who are currently working on their PhD in CLS and Sociology, CLS and Higher Education, CLS and English, and CLS and Social Work. These students work alongside others who are focusing solely on CLS degrees. The interdisciplinary nature of the program allows for our students to be mentored by faculty from a variety of disciplines, reflecting the future of "the university," as disciplinary barriers continue to fall across the sciences, social sciences, and the humanities.

Chicana/o Studies introduces students to unique and varied ways of engaging Chicanx and Latinx communities, cultures, and histories. The introduction of a Master's and PhD program not only continues this necessary dialogue within and across traditional disciplines, but also expands a student's professional training by introducing academic theories and practices that speak to the ways scholars can engage themselves and their communities in their research. The introduction of a Master's and PhD would place the Chicana/o Studies Department within a very unique group of the PhD granting institutions in the U.S. that focus on Chicanx and Latinx populations. Given the full range of degrees offered by the department, it would quickly become a regional and national destination for students interested in Chicanx and Latinx work.

It is my sincere hope that the University of New Mexico will meet the growing demand for graduates in Chicano and Latino studies by founding a graduate program at your school. I look forward to working with you in the future.

College of Social Science

Chicano/Latino Studies Program

368 Farm Lane, S200
East Lansing, MI
48824

517-353-8685
Fax: 517-432-8662
clstudies.msu.edu

MSU is an affirmative-action, equal-opportunity employer.

Sincerely,

Eric Gonzalez Juenke
Associate Professor
Department of Political Science
Chicano/Latino Studies Program
Michigan State University
juenke@msu.edu
517-353-8605

October 12, 2017

Craig White, Interim Provost & Executive Vice President for Academic Affairs
Office of the Provost
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131

Dear Provost White:

I write to you in my capacity as Chair of the Intercollegiate Department of Chicana/o Latina/o Studies of the Claremont Colleges in full support of the establishment of a graduate program in Chicanx Studies at the University of New Mexico.

As the second oldest undergraduate Chicana/o Studies department in the country, our history attests to a sustained and ever-increasing interest in the field of Chicanx Latinx Studies. The classes offered by the IDCLS include classes within traditional disciplines—such as, history, psychology, sociology, literature—with a Chicanx Latinx focus, as well as interdisciplinary classes bridging scholarly fields and discursive genres. Besides our own major and minor, our CLS curriculum forms part of many, if not most, of the disciplinary and interdisciplinary majors/minors across the colleges, from history to American Studies, from English to Latin American Studies, from Spanish to Sociology, etc. In this manner, our program diversifies course offerings across the Claremont Colleges.

The wide range of "applications" of CLS is reflected in the diverse professional and educational pursuits of our majors/minors and students who take multiple CLS courses. Our graduates have pursued careers in medicine, social work, secondary school education, media, or any number of other fields, mostly across the US southwest. Many of our graduates—often dual majors, sometimes minors—go on to pursue graduate studies, and a cadre has earned PhDs in Chicanx Studies, or in an individual discipline with a CLS focus.

The members of the IDCLS can attest to a job market for PhDs in Chicana/o Studies. In fact, while all of the original appointments in our department were joint positions in IDCLS and a "home" department on one of the campuses, we are in the process of our second national tenure track search for a PhD whose training, research, and teaching embodies interdisciplinarity. We seek candidates whose training and research reflects a complex interdisciplinary lens and focus, such as those coming out of CLS PhD programs.

While UCLA and UC Santa Barbara have instituted PhD programs in CLS, and Cal State LA an MA program, a graduate program in CLS at the University of New Mexico would be a boon, both locally and nationally.

Being situated in Albuquerque, the heart of the southwest, an MA and a PhD program in Chicanx Studies will draw students wishing to research the area's Mexican American and Native American cultural heritage, its historical record dating back before European colonialism, and its multilingual literary tradition. Additionally, thanks to their research interests and community investment, CLS graduate students will no doubt work in Albuquerque and the surrounding area in diverse capacities, recording oral histories, doing archival research, establishing or participating in mentoring and tutoring programs, or in a number of other capacities that enrich the lives of New Mexicans.

Chicanx Latinx studies programs play a key role in training professionals, educators, and scholars to meet the growing demands for a culturally competent populace and workforce. The University of New Mexico could be on the vanguard in this regard.

Please do not hesitate to contact me should you have questions. My colleagues and I send our full support and energetic encouragement for a graduate MA/Phd program in CLS at the University of New Mexico.

Sincerely,

Rita Cano Alcalá, Chair
Intercollegiate Department of Chicana/o Latina/o Studies of the Claremont Colleges
Rita.Alcala@ScrippsCollege.edu
909-607-3543

UNIVERSITY OF
NORTHERN
COLORADO

October 10, 2017

Chicano/Chicana Studies Department
1829 Sigma Chi Rd NE
Albuquerque, NM 87131
MSC02 1680
Attn: Cecilia Frescas/Provost Craig White

Dear Provost White:

We are excited to hear about the proposal to initiate a Master's and Ph.D. program in Chicano/Chicana Studies at the University of New Mexico. The Department of Hispanic Studies at the University of Northern Colorado is currently in the process of starting a Graduate Certificate program in Mexican American Studies in 2018-19. Since many of our students may want to continue their graduate education by pursuing a Master's or Ph.D. in Chicano/Chicana Studies at the University of New Mexico, we believe that the establishment of such a program is a positive development and will be of great interest to prospective students here in Colorado.

As part of the review process, we have been asked to provide information about our students and programs in Mexican American Studies. We currently have a robust program in Mexican American Studies, which is housed within the Department of Hispanic Studies at UNC. Our department also offers degrees in Spanish and teaching endorsements in TESL and Bilingual/Bicultural Education. The Mexican American Studies program at UNC consists of two B.A. programs (one in the liberal arts tradition and the other leading to Colorado teaching licensure in Social Studies) and a minor in Mexican American Studies. The two B.A. programs currently have a total enrollment of approximately 25 students and the minor has approximately 10 students. This semester (Fall 2017), we have three sections of our introductory Mexican American Studies course (MAS 100) with a total enrollment of 154 students. The Graduate Certificate program that will begin here in 2017-18 will also consist of an option for undergraduate students to complete their B.A. along with a Graduate Certificate in Mexican American Studies in five years. Part of the rationale for the creation of this program was the increased interest in Mexican American Studies from the local school district and the implementation of dual enrolled MAS courses. In short, we feel that there is a great deal of interest in this field at the local level throughout Colorado as well as regionally and nationwide.

It is difficult for us to gauge how many of our students will continue to pursue an advanced degree in Mexican American Studies, but there is certainly widespread interest in academic careers. In the most recent report from our Alumni Office, many of our Mexican American Studies majors reported that they were employed by school districts (Fort Collins, Greeley, and Denver metro area) and some reported that they were currently employees of institutions of higher learning (University of Northern Colorado, Colorado State University, University of New Mexico, and University of Texas-El Paso). Unfortunately, however, we do not have any concrete data on the number of students that have (or will) pursue an advanced degree in Mexican American Studies.

We hope that the information that we have provided will be helpful as you start to review the proposal for establishing a Master's and Ph.D. program in Chicano/Chicana Studies at the University of New Mexico. In our opinion, this is an exciting development and the program will be of great interest to students and scholars in the field of Mexican American Studies. Please let us know if we can provide any additional information as you move forward.

Regards,

Dr. George A. Thomas
Professor and Chair
Department of Hispanic Studies

Dr. Priscilla Falcon
Professor and Program Coordinator
of Mexican American Studies
Department of Hispanic Studies

Dr. Jonathan Alcántar
Assistant Professor of Mexican American Studies
Department of Hispanic Studies

Dr. Dennis Aguirre
Assistant Professor of Mexican American Studies
Department of Hispanic Studies

THE UNIVERSITY OF ARIZONA.

Anna Ochoa O'Leary, Ph.D., Head
Department of Mexican American Studies
College of Social & Behavioral Sciences
César Chávez Building, Rm. 208
University of Arizona

1110 E. James E. Rogers Way
PO Box 210023
Tucson, AZ 85721-0023
520-621-7551
http://mas.arizona.edu

October 15, 2017

Dr. Craig White, Acting Provost
Office of the Provost
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131

Dear Provost White:

This letter is written in support of a proposal to establish a Chicano/Chicana Studies Master's and PhD program at UNM. Mexican American and Chicano/a students is one of the fastest growing demographic in the United States. The need to provide these students with meaningful curricula attendant to this population's history and culture and contributions to the nation through institutions of higher learning has been constant since the idea was introduced in the 1970s-1980s. Currently only six public universities in the nation offer a Ph.D. in a closely related field: Arizona State University (Chicano Studies), Michigan State (Chicano/Latino Studies), UCLA (Chicano & Chicana Studies), UC Santa Cruz (Latino Studies), and UC Santa Barbara (Chicana & Chicano Studies), and the University of Arizona (Mexican American Studies).

The Mexican American Studies (MAS) Department at the University of Arizona is a unit within the College of Social and Behavioral Sciences. It specializes in primarily applied science in its approach to research and teaching. The unit has nine faculty members with expertise in the fields of history, anthropology, public health, gender and women's studies, and migration studies. We offers an undergraduate course of study in which students can major or minor, a graduate program leading to a Master of Science degree in Mexican American Studies (MAS) or a dual-degree with a Master's in Public Health (MPH). In 2012, a Ph.D. degree program was established. The majority of students served by our programs are well under-represented in the academy. Since 2009 when the Master's program was implemented, we have graduated about 30 students. Of these, eight have gone on to enroll in or successfully complete Ph.D. programs. Most all others work in education fields or social service agencies as administrators.

For the Ph.D. program proposal in MAS, a needs assessment study was conducted. We surveyed 420 individuals from stakeholder communities (alumni, students, affiliated faculty, Chicano/a Studies programs other throughout the nation, and members of community and professional organizations). The results showed that 84% felt that there was "a lot of need" for such a program. Out of the 154 respondents who did not hold a Ph.D., 75% reported that they would apply to a Ph.D in Mexican American Studies. In our inquiry about the interest of future applicants to a degree program such as ours, 64% indicated that they would advise students to pursue a Ph.D in Mexican American Studies. Thus we concluded that there was a strong pipeline into the program. We enrolled 5 students in our first year of the program.

Our new Ph.D. program was implemented starting in the 2013-2014 academic year. We currently have 13 student majoring in MAS and 14 who are minoring in MAS for their Ph.D. About half of these students are from out of state, California and Texas, including two international students. Our first two graduates of the Ph.D. program graduated in 2016, so placement data on these graduates is limited. However, I can share that one of the Ph.D. graduates is now head of a department in a community college, and the other is still on the job market but has been consistently employed as an adjunct instructor in our program since her graduation. The third student who is expected to graduate in May of 2018 has already been approached by a Texas university to apply for a position there.

You may know that in the aftermath of the elimination of Mexican American Studies curricula in the Tucson Unified School District here in Tucson where the University of Arizona is located, there was great public confusion as to the future of MAS in the state and at the University of Arizona. As such, interest in the MAS degree program in Arizona may not be representative of that found in other states where the political climates have been more open to what Mexican American Studies is, and what the degree program has to offer future students, academic leaders and administrators. Elsewhere (in California, Texas, and Colorado), all indications suggest that Mexican American Studies and similar programs of study have been remarkably on the rise. The increase has widely been interpreted as a response to the highly publicized federal court case around the banning of MAS in TUSD that ultimately concluded (in the summer of 2017) that there was racist and discriminatory intent behind its elimination. Indeed, in the last year we have seen a four-fold increase in the number of undergraduate students enrolled as MAS majors and minors in our program, and this assures us that the demand for MAS graduate programs should become stronger.

I hope this assessment has been useful for the proposal process, and I wish you success in your determination to address a rapidly growing constituencies of Mexican American and Chicano/a and Latino students and learners

If you have further questions, do not hesitated to contact me.

Sincerely yours

Anna Maria Ochoa O'Leary
Associate Professor and Department Head

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF CHICANA AND CHICANO STUDIES
SANTA BARBARA, CALIFORNIA 93106-4120
PHONE 805-893-8880 FAX 805-893-4076
http://www.chicst.ucsb.edu

October 31, 2017

Cecilia Frescas-Ortiz
Department of Chicano/Chicana Studies
The University of New Mexico

Dear Ms. Frescas-Ortiz,

I write in support of the proposal for a Chicano/Chicana Studies doctoral program at the University of New Mexico. My understanding is that campus is in the initial stages of vetting the potential of a new PhD program and so is seeking input from other such programs. I am happy to present some data on our program as current chair of the Department of Chicana/o Studies at UCSB, and as a faculty member who has been in this Department since the PhD Program matriculated its first students.

At UCSB, we have had a steady stream of interest in our PhD Program. Initially we received over 60 applications per year, but in recent years the number plateaued to a more manageable 30 or so viable applicants per year. On average, we admitted around 7 students per year, with 3-5 matriculating. For a faculty of 10 members, we have found this to be a strong cohort size.

Students have progressed through the program very strong outcomes. While in the program, they receive interdisciplinary training, which makes them desirable as Teaching Assistants in several departments on campus outside of Chicana/o Studies. This interdisciplinarity, in fact, has borne out beyond the degree. Our alumni currently hold appointments at 4-year universities in Ethnic Studies Departments, but also from English and History to American Studies and Sociology. The following figure speaks to the success of our students since the inception of the CHST PhD Program at UCSB.

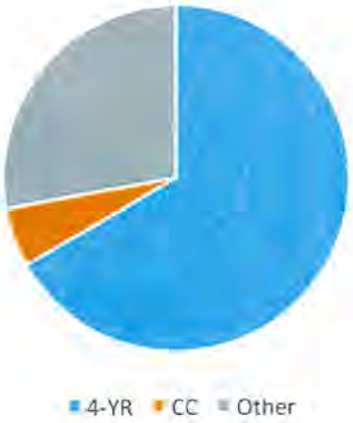

Chart showing placements of the 18 UCSB CHST doctorates since the program began in 2005. Twelve have positions in 4-year colleges or universities, with 2 alumni at RI research institutions. The "Other" category primarily represents positions taken in administrative capacities within educational institutions or non-profit organizations.

The trend that we are seeing in terms of the number of jobs available to our alumni, as well as the number of inquiries specifically directed to UCSB students through me as chair, is strong increase. As my appointment is split between Anthropology and Chicana/o Studies, I can confidently say that I have received far more calls for open jobs in Ethnic Studies than in Anthropology over, say, the last 2 years.

Again, I believe I speak for the Department of Chicana/o Studies at UCSB in supporting the proposal for a new cognate program at UNM. I am happy to answer any questions you or your colleagues may have as you pursue this exciting new venture.

Sincerely,

Gerardo Aldana
Professor of Chicana/o Studies and Anthropology
Chair of the Department of Chicana/o Studies

THE UNIVERSITY OF TEXAS AT EL PASO

October 25, 2017

Chicano Studies Program

Dr. Craig White
Provost
University of New Mexico
Albuquerque, NM 87131

Dear Dr. White:

I'm writing in support of the University of New Mexico's pursuit of a graduate program in Chicano Studies. As a border institution with an 82% Hispanic population that has offered a BA degree in Chicano Studies since 1970, access to graduate programs in fields we do not offer is vital for the advancement of our region. Many of our faculty hold graduate degrees from the University of New Mexico, attesting to UNM being a great resource for our Program.

In the field of Chicano Studies, the closest institutions to El Paso that offer graduate a degree are UT-Austin, University of Arizona, UT-San Antonio, and Arizona State University. The proximity the University of New Mexico to our region, its traditional academic ties to UTEP and its recognized strength in Southwestern and Latin American disciplines make UNM a highly desirable destination for graduate work in Chicano Studies. We produce approximately 15 graduates a year who, along with others, would like to obtain a graduate degree in Chicano Studies. In addition, UNM and UTEP are long-time members of the Inter-University Program for Latino Research (IUPLR) and currently have a joint Research Project sponsored by that research consortium.

I pledge the availability of our library holdings and faculty for consultation, as you undertake building a graduate program in Chicano/Chicana Studies.

Sincerely,

Dennis Bixler-Márquez, Ph.D.
Director

500 W. University Ave.
El Paso, Texas
79968-0563
(915) 747-5462
Fax: (915) 747-6501
E-mail: chicstds@utep.edu
http://academics.utep.edu/chicano

UNM UNIVERSITY LIBRARIES

October 30, 2017

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

To the UNM Board of Regents, Provost and Faculty Senate,

The Chicana and Chicano Studies department at the University of New Mexico has proposed the establishment of a Master's and Ph.D. in Chicana and Chicano Studies. When successful, UNM will be the first institution of higher education in the state of New Mexico to offer a Master's and Doctoral degree in Chicana and Chicano Studies. The creation of these programs is a tremendous accomplishment for the *nuevomexicano* and Chicana/o community of New Mexico.

Here at the Indigenous Nations Library Program, we support Indigenous curriculum of Native American Studies and Chicana—Chicano Studies. We are well adept in supporting advanced degrees and graduate students in information literacy, collection development, research consultation and providing culturally sensitive learning spaces.

This letter is in support of the establishment of the Master's and Ph.D. degree in Chicana and Chicano Studies at the University of New Mexico. My position as Program Specialist, alongside my professional experiences have provided me with an in-depth understanding of the value and benefits that a culturally relevant and interdisciplinary degree, such as Chicana and Chicano Studies affords one in a professional and community setting.

A degree in Chicana and Chicano Studies offers graduate students with an intellectual space to hone and fully develop their communication skills, critical and creative thinking, reasoning, collaborative abilities, intercultural competencies, and solution seeking and leadership capacities. Furthermore, a degree in Chicana and Chicano Studies provides students with the language and experience to work with diverse communities and affirms student's commitment to social, environmental, and civic responsibility. Graduate students from Chicana and Chicano Studies will have multi-modal skills to innovatively apply practical skills to successfully support and complete projects and goals of various organizations.

I firmly believe that a Master's and Ph.D. in Chicana and Chicano Studies will offer students the understanding, skills, and abilities to develop and maintain the strength and competence to participate fully in the 21st Century economic, scientific, political, cultural, and intellectual life of our global society. I am committed to supporting the development and implementation of Chicana and Chicano Studies graduate programs at the University of New Mexico.

Sincerely,

Kevin Brown, MA
Program Specialist,
Indigenous Nations Library Program

The University of New Mexico

Southwest Hispanic Research Institute
MSC02 1680
1 University of New Mexico
1829 Sigma Chi Rd. NE
Albuquerque, NM 87131-0001
Telephone: (505) 277-2965
www.unm.edu/~shri

October 30, 2017

Dr. Craig White, Provost
and the Academic Senate
University of New Mexico

I am writing on behalf of the Faculty Associates of the Southwest Hispanic Research Institute (SHRI), to enthusiastically endorse the Master's and Doctoral programs in Chicana and Chicano Studies (CCS) at the University of New Mexico. The department of Chicana and Chicano Studies has generated a strong proposal for the addition of a Graduate Certificate, MA and PhD program, and the Associate Faculty unanimously voted to support the CCS proposal, at two of its regularly scheduled meetings, a general monthly meeting and the Annual Retreat.

UNM is a Hispanic Serving Institution, and a Carnegie-designated "Very High Research Institution," both significant designations that make it an ideal location for graduate programs in Chicana and Chicano Studies. The Chicana and Chicano Studies Departments are vibrant and growing programs in the United States. Currently there are 29 programs at colleges and universities across the country. At UNM, CCS has had continuing enrollment growth in its Bachelors' degree program, which not only demonstrates the persistent interest by students in the Department's offerings, but is especially significant during recent years when the University has experienced diminishing numbers of enrollment across its colleges and departments. Many alum and current students have solidly demonstrated interest in pursuing graduate studies in CCS at UNM.

SHRI Associate Faculty are integral and supportive stakeholders of the proposed programs. Historically, SHRI and CCS have had a strong academic and programmatic partnership, offering courses that serve to fulfill elective requirement in the major, and crosslisted courses that introduced students to interdisciplinary scholarship on Chicano/Latino Studies. Students in graduate programs across campus have worked closely with CCS/SHRI faculty, and have in turn recruited them for their graduate program committees. CCS/SHRI faculty have also mentored graduate students on campus and have collaborated on the development of several of the Institute's most dynamic academic/research programs, including the Transnational Research Collective (TRC), the Humans of New Mexico Oral History Project and the Community Engaged Research, Teaching and Service Field Schools.

The TRC convenes graduate students from across the university to engage in academic dialogs and initiatives to enhance graduate student education. Through the support of CCS, SHRI has published the Working Paper Series, which highlights the research specializations of UNM graduate students. The Humans of New Mexico is a not-for-profit project that highlights the population of New Mexico and shows the diversity of the State. It is a community-wide and UNM graduate student effort to capture the complex issues that affect New Mexico's communities and offers a platform to voice everyday practices of resistance to societal pressures. The students involved are focused in studies from various fields and disciplines on campus including History, American Studies, Engineering, Chicana and Chicano Studies, Psychology, Anthropology, English and Art Studio. Students are involved in collecting oral histories to help document the region's communities' history, legacy, strategies for survival and resiliency. Currently, graduate student participants are involved in the entire effort of the interview gathering process, from initially planning and scheduling interviews, designing the interview questions, transcribing the interviews, and organizing the materials for dissemination of findings at scholarly venues.

The Community Engaged Field Schools is an initiative that was first implemented in the summer of 2013. This project was initially developed as a service-learning initiative that brought together UNM faculty and students, and Northern New Mexico community members for the purpose of offering UNM students an opportunity to develop skills in community participatory-based service-learning work. The Institute, in collaboration with CCS, has successfully continued its support of the project, which is now in its 5th year of implementation. Throughout these years, the project has expanded and has included CCS Faculty and Affiliates and SHRI Faculty Associates from the School of Architecture, and the Colleges of Education and Arts & Sciences. SHRI has partnered with CCS to offer cross-listed courses, hire adjunct faculty, offer graduate level field school courses, and provide funding and support services to facilitate this critical expansion.

The CCS M.A. and Ph.D. programs will certainly contribute to our educational mission and goals by providing graduate level course offerings, attracting exceptional graduate students, and enhancing innovative and rigorous research in Chicano/Latino scholarship at UNM. The Southwest Hispanic Research Institute Faculty Associates unanimously endorse the CCS graduate program, and urge you to support its proposal.

Sincerely,

Barbara O. Reyes

Bárbara O. Reyes
Director, Southwest Hispanic Research Institute
and Associate Professor, Department of History
1 University of New Mexico MSC02 1680
505.277.0084 breyes3@unm.edu

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

To the UNM Board of Regents, Provost and Faculty Senate, 11/1/2017

The Chicana and Chicano Studies department at the University of New Mexico has proposed the establishment of a Master's and Ph.D. in Chicana and Chicano Studies. When successful, UNM will be the first institution of higher education in the state of New Mexico to offer a Master's and Doctoral degree in Chicana and Chicano Studies. The creation of these programs is a tremendous accomplishment for the *nuevomexicano* and Chicana/o community of New Mexico.

[I am the manuscript archivist at the Center for Southwest Research. I have been here for seven years and part of my duties is to work the reference room assisting students and scholars in using our resources. I have seen a continuous flow of undergrad Chicano studies students researching our archival material with much enthusiasm. I have seen some of these same students continue their research as grad students who have entered grad programs in other departments or have moved to other universities but come back here specifically to research some of the many collections we have related to Chicano Studies. UNM already has a large built in archival collections of Chicana/Chicano related materials and we continue to get new acquisitions of supportive material. Our library book holdings are also very strong in this area. Not only do I think a graduate level Chicana and Chicano Studies program will build and empower the scholarship and careers of students already here but I also believe because of our reputation for our extensive collections along with our strong assembly of professors dealing with related topics, a Graduate level Chicana(o) program will draw in students from throughout the nation and abroad.]

This letter is in support of the establishment of the Master's and Ph.D. degree in Chicana and Chicano Studies at the University of New Mexico. My position as the [UNM Center for Southwest Archivist,] alongside my professional experiences have provided me with an in-depth understanding of the value and benefits that a culturally relevant and interdisciplinary degree, such as Chicana and Chicano Studies affords one in a professional and community setting.

A degree in Chicana and Chicano Studies offers graduate students with an intellectual space to hone and fully develop their communication skills, critical and creative thinking, reasoning, collaborative abilities, intercultural competencies, and solution seeking and leadership capacities. Furthermore, a degree in Chicana and Chicano Studies provides students with the language and experience to work with diverse communities and affirms students commitment to social, environmental, and civic responsibility. Graduate students from Chicana and Chicano Studies will have multi-modal skills to innovatively apply practical skills to successfully support and complete projects and goals of various organizations.

I firmly believe that a Master's and Ph.D. in Chicana and Chicano Studies will offer students the understanding, skills, and abilities to develop and maintain the strength and competence to participate fully in the 21st Century economic, scientific, political, cultural, and intellectual life of our global society.

I am committed to supporting the development and implementation of Chicana and Chicano Studies graduate programs at the University of New Mexico.

I gladly and sincerely offer this form letter with my personal observation in brackets in the second paragraph.

Samuel Sisneros
Manuscript Archivist
Center for Southwest Research
Zimmerman Library
UNM
(505) 277-0487

New Mexico Land Grant Council

1829 Sigma Chi Rd NE, Albuquerque NM 87106
Chairman (505) 249-6759 ♦ www.lgc.unm.edu

SUSANA MARTINEZ
GOVERNOR

JUAN SANCHEZ
CHAIRMAN
MACARIO GRIEGO
VICE-CHAIRMAN

October 26, 2017

University of New Mexico
1 University of New Mexico
Albuquerque, NM 87131

Re: CCS proposed graduate programs

To whom it may concern,

The New Mexico Land Grant Council (NMLGC) would like to express support for the development of a Chicana and Chicano Studies Graduate Program at the University of New Mexico. The NMLGC is a state agency established to provide a program of support for Spanish and Mexican Community Land Grants-*Mercedes* and to serve as a liaison between those land grants and other federal, state and local government entities. In fulfilling its mission the NMLGC offers a variety of support to land grants including technical assistance, free legal services, training and capacity building as well as support with policy review, analysis and development. The NMLGC serves over 25 land grants throughout the state.

The NMLGC believes that individuals who receive a graduate degree in Chicana and Chicano Studies would have the potential to be a good fit for future employment with not only the NMLGC but also with other local, state and federal government entities and community service agencies in New Mexico. Spanish and Mexican land grants governing bodies are unique to New Mexico. A graduate program in Chicana and Chicano Studies that includes land grant related courses would greatly benefit not only general awareness about land grants but also provide future professionals with a greater understanding of the cultural and historical importance land grants have in the State. This, coupled with the many other transferable skills that can be developed with such a graduate degree would have an overall positive impact on UNM's ability to continue to produce high quality graduates that can be competitive in the job market and successful in their careers. This being the case, the NMLGC would once again like to express its support for the development of a Chicana and Chicano Studies Graduate Degree Program at UNM.

Con todo respeto,

Juan Sánchez,
Chairman

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NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Date: November 1, 2017

Irene Vasquez
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor and Chair, 277-6414
(Title, position, telephone number)

ivasquez@unm.edu
(Email address)

Chicana and Chicano Studies
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☐ No ☒ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2019

Required Signatures:

Department Chair		Date 11/1/17
College Curricula Committee		Date 11/17/17
College or School Dean		Date 11/17/17
Dean of Library Services		Date 12/12/17
Office of the Registrar—Catalog		Date 1/4/18
FS Graduate Committee		Date 3/1/18
Dean of Graduate Studies		Date 03/01/18
FS Curricula Committee		Date 4-6-18
Office of the Provost		Date 4/18-18
Faculty Senate		Date
Board of Regents		Date

Additional Approvals for Degrees:

Board of Regents	Date
Council of Graduate Deans	Date
Academic Council of Higher Education	Date
Higher Education Department	Date
State Board of Finance	Date

For Registrar's Office ONLY:
Entered Banner
Entered Catalog
Copies Mailed

Table of Contents

1. Executive Summary
2. Program Proposal
3. Catalog Description
4. Graduate Program Projected Costs
5. Library Impact Statement

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Date: November 1, 2017

Irene Vasquez
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor and Chair, 277-6414
(Title, position, telephone number)

ivasquez@unm.edu
(Email address)

Chicana and Chicano Studies
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☐ No ☒ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2019

Required Signatures:

Department Chair		Date 11/1/17
College Curricula Committee		Date 11/17/17
College or School Dean		Date 11/17/17
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Board of Regents		Date

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Attachment A

U.S. Dept of Labor Statistics for New Mexico	2016
Occupation (SOC code)	Annual median wage[2]
Human Resources Managers (113121)	84190
Education Administrators, Elementary and Secondary School (119032)	81900
Education Administrators, Postsecondary (119033)	74550
Education Administrators, All Other (119039)	70950
Social and Community Service Managers (119151)	61750
Managers, All Other (119199)	89380
Human Resources Specialists (131071)	54920
Meeting, Convention, and Event Planners (131121)	44610
Fundraisers (131131)	47950
Urban and Regional Planners (193051)	54600
Social Scientists and Related Workers, All Other (193099)	73060
Substance Abuse and Behavioral Disorder Counselors (211011)	49780
Educational, Guidance, School, and Vocational Counselors (211012)	52200
Marriage and Family Therapists (211013)	46860
Child, Family, and School Social Workers (211021)	39570

Social Workers, All Other (211029)	52140
Health Educators (211091)	45170
Probation Officers and Correctional Treatment Specialists (211092)	41790
Social and Human Service Assistants (211093)	32400
Community Health Workers (211094)	31770
Community and Social Service Specialists, All Other (211099)	37040
Lawyers (231011)	80910
Paralegals and Legal Assistants (232011)	41360
Legal Support Workers, All Other (232099)	41370
Area, Ethnic, and Cultural Studies Teachers, Postsecondary (251062)	70880
Social Sciences Teachers, Postsecondary, All Other (251069)	50140
Education Teachers, Postsecondary (251081)	65670
Library Science Teachers, Postsecondary (251082)	67000
Criminal Justice and Law Enforcement Teachers, Postsecondary (251111)	56670
Law Teachers, Postsecondary (251112)	140510
Social Work Teachers, Postsecondary (251113)	61830
Art, Drama, and Music Teachers, Postsecondary (251121)	64970
Communications Teachers, Postsecondary (251122)	71030
English Language and Literature Teachers, Postsecondary 251123)	70130

Foreign Language and Literature Teachers, Postsecondary (251124)	73300
History Teachers, Postsecondary (251125)	80550
Philosophy and Religion Teachers, Postsecondary (251126)	84380
Graduate Teaching Assistants (251191)	19270
Recreation and Fitness Studies Teachers, Postsecondary (251193)	67190
Vocational Education Teachers, Postsecondary (251194)	57250
Postsecondary Teachers, All Other (251199)	52910
Preschool Teachers, Except Special Education(252011)	27050
Kindergarten Teachers, Except Special Education (252012)	55740
Elementary School Teachers, Except Special Education (252021)	55740
Middle School Teachers, Except Special and Career/Technical Education (252022)	52960
Secondary School Teachers, Except Special and Career/Technical Education (252031)	52150
Career/Technical Education Teachers, Secondary School (252032)	55780
Special Education Teachers, Preschool (252051)	60210
Special Education Teachers, Kindergarten and Elementary School (252052)	59230
Special Education Teachers, Middle School (252053)	48920
Special Education Teachers, Secondary School (252054)	51610
Special Education Teachers, All Other (252059)	57200

Adult Basic and Secondary Education and Literacy Teachers and Instructors (253011)	32220
Self-Enrichment Education Teachers (253021)	29560
Teachers and Instructors, All Other, Except Substitute Teacher s(253097)	47770
Substitute Teachers (253098)	22530
Archivists (254011)	45680
Curators (254012)	50020
Museum Technicians and Conservators (254013)	40470
Librarians (254021)	47430
Instructional Coordinators (259031)	63240
Teacher Assistants (259041)	21790
Education, Training, and Library Workers, All Other (259099)	38800
Art Directors (271011)	59300
Multimedia Artists and Animators (271014)	53580
Artists and Related Workers, All Other (271019)	44580
Producers and Directors (272012)	65370
Public Relations Specialists (273031)	55580
Technical Writers (273042)	71350
Writers and Authors (273043)	48970

Interpreters and Translators (273091)	59700
Media and Communication Equipment Workers, All Other (274099)	68800
Healthcare Support Workers, All Other (319099)	35060
First-Line Supervisors of Correctional Officers (331011)	47460
Firefighters (332011)	34110
Correctional Officers and Jailers (333012)	32210
Childcare Workers (399011)	19260
Recreation Workers (399032)	19420

(2)Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours.

(8)Estimate not released.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Date extracted on : Oct 29, 2017

Appendix F: Chicana and Chicano Studies Community Advisory Board

Academic year 2015-16 Member List

Name	Surname	Membership category
Irene	Vasquez	Tenure/Tenure track Faculty
LM	García y Griego	Tenure/Tenure track Faculty
Michael	Trujillo	Tenure/tenure track Faculty
Patricia	Rosas-Lopátegui	Lecturer/Full Time Faculty
Levi	Romero	Tenure/Tenure track Faculty
Patricia	Perea	Faculty/Visiting Asst. Prof
Belmonte	Laura	Tenure/Tenure track Faculty
Antoinette	Rael	CCS staff
Ruth	Trinidad-Galván	SHRI
Barbara	Reyes	SHRI
Rosa	Cervantes	El Centro
Joe	Garcia	Community/La Plazita
Marisol	Archuleta	Community/SWOP
Trisha	Martinez	Graduate student

Appendix E: List of Potential Employers

ACLU
Albuquerque Center for Peace and Justice
Albuquerque Public School District
Arts Alliance
Big Brothers Big Sisters of Central New Mexico
Center for Law and Poverty
Center for Southwest Culture
Domestic Violence Resource Center
Dual Language Education of New Mexico
El Centro de Igualdad y Derecho
Encuentro
Enlace Comunitario
Equality New Mexico
Hispanic Chamber of Commerce
Juntos
La Plazita Institute
Museum of International Folk Art Museum
Native American Community Academy
New Mexico Department of Cultural Affairs
New Mexico Health Resources
New Mexico Humanities Council
New Mexico Human Rights Project
New Mexico Kids Matter
New Mexico Voices for Children
New Mexico Children, Youth, and Families Department
New Mexico Rural Water Association
The New Mexico Immigrant Law Center
New Mexico Music Commission
New Mexico Museum of Art
National Hispanic Cultural Center
New Mexico Small Business Center
Somos Un Pueblo Unido
South Broadway Cultural Center
Southwest Organizing Project
South Valley Academy
Transgender Resource Center of New Mexico
Teatro Paraguas
Young Women United
United Way of Central New Mexico
Working Classroom
Warehouse 508
Youth Works

Appendix C

	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5	2021-2022 YEAR 6
Operating Expenses	$18,307	$17,442	$17,442	$17,442	$17,442	$18,442
Faculty Salaries	$361,714	$394,921	$394,921	$459,921	$459,921	$524,921
Staff Salary	$35,893	$35,893	$35,893	$35,893	$35,893	$43,893
GA/TA/ TPT Salaries	$60,963	$60,963	$60,963	$75,963	$75,963	$90,963
Total I&G Budget	$476,877	$509,219	$509,219	$589,219	$589,219	$678,219
Changes to CCS based on CAS reallocation of funds	$60,000[1] +$6,743[2] -$865[3]	$33,207[4] -$1,730[5]		$60,000[6] $15,000[7]]		$65,000[8] $8,000[9] $1,000 [10]

[1] This cost includes a new hire in Transnational Latino Studies for fiscal year 2017.
[2] This refers to a staff increase to support MOPS program
[3] 16-17 CAS OE budget reduction
[4] This increase is related to a .50 lateral line transfer from the Department of Communications to Chicana and Chicano Studies
[5] 17-18 CAS OE budget reduction
[6] This includes the cost for a new hire in Social Sciences position for fiscal year 2019.
[7] This includes the cost of an additional .50 GAship
[8] This includes a cost of a new hire in Social Sciences position for fiscal year 2019.
[9] This includes a cost growth of a current .20 Administrative Assistant from .20 to .50
[10] This includes a $1,000 increase for travel funds

UNM
CHICANA CHICANO STUDIES

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is a petition in support of the proposed Chicana and Chicano Studies Master's and Ph.D. program. We, the undersigned students, faculty, staff, and community members of the University of New Mexico wish to express our support for this essential and unique development in Chicana and Chicano Studies. We know this tremendous growth in Chicana and Chicano Studies will make a lasting contribution to the intellectual, societal, and political development of the Chicana and Chicano community in New Mexico and across the nation. We thank you in advance for your support of our petition.

Respectfully,
We the undersigned

Petition in Support of the CCS Master's & Ph.D. Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Nalleli Reyes Garcia	Student	101653557	Nalleli Reyes Garcia	10/16/17
2	Nataira Toscano	UNM student	101800753		10/10/17
3	Isaiah Romo	UNM Student	101722258		10/10/17
4	Froilan Orozco	UNM Student	101667698		10/10/17
5	Elias Vasquez	UNM Student	101739382		10/17/17
6	FRANCISCO LEFEBRE	COMMUNITY MEMBER			10/17/17
7	Cheyenne Trujillo	UNM Grad Student	101625031	Cheyenne Trujillo	10/17/17
8	Ariana Pasillas	UNM Student	101716159		10/18/17
9	Alexandra Villegas	UNM student	101795447		10/22/17
10	Moses Santos	UNM Student	101631474		10/30/17

UNM

CHICANA CHICANO STUDIES

11	Cassie Smith	PhD Student	100349543		10/30/17
12	David Garcia	Alumni			10/30/17
13	Rosas Lopategui	Faculty CES		Rosas Lopategui	10/31/17
14	ANA PATRACAR	PhD Student		ANA Patracar	10/31/17
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CHICANA CHICANO STUDIES

11	Emily Northcutt	student	101748908	Emily Northcutt	10/5
12	Alejia Allen	Student	101566675666	Alejia N. Allen	10/15
13	Margaret Depard	Student	101588912	Margaret Depard	10/5
14	Karen Campa	Student	101	Karen Campa	10/6
15	Amanda Drake	Student	101690615	Amanda Drake	10/06
16	Hunter Reese	Student	101744044	Hunter Reese	10/16
17	Elizabeth Peralta	Students	101730943	Elizabeth Peralta	10/06
18	Sean Gruber	Student	101698155	Sean Gruber	10/6/17
19	Luis Carizal	Student	101714807	L Carizal	10/8/17
20	Kevin McGee	Student	101789237	Kevin McGee	10/9
21	Amanda Magal	Student	101700894	Amanda Magal	10/9/17
22	Karla Campos	student	101775212	Karla Campos	10/9
23	Marley Hidalgo	student	101784737	Marley S. Hidalgo	10/9
24	Marcos Gonzalez	student	101527879	Marcos Gonzalez	10/9
25	Antoinette Rael	CCS Admin	100581074	A. Rael	10/30
26	Patricia Perea	faculty	100018593	P. Perea	10/31
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UNM

CHICANA CHICANO STUDIES

35	Miranda Chávez	UNM Student	101527826		10/30/2017
36	Mario Esparza	UNM Student	101652185		10/30/17
37	Mariana Torres	UNM student	101695837		10/30/17
38	Josselin Guillen	UNM student	101753078	Josselin G.	10/31/17
39	Miriam Arriaga	UNM student	101801359	miriam arriaga	10/31/17
40	Judith Lopez	UNM student	101767969	Judith Lopez	10/31/17
41	Megan Weston	UNM student	101794150	Megan Weston	10/31/17
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UNM
CHICANA & CHICANO
STUDIES

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	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
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2	Sage Simpson	ABHS Student			10/30
3	Zeiri Hernandez	ABHS Student			10/30
4	Juliana Ortiz	ABHS Student			10/30
5	Kevin Torres	ABHS Student			10/30
6	Ruben Guerrero	ABHS Student			10/30
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8	Mikayla Rumsport	ABHS Student			10/30
9	Yasmin Garcia	abhs student			10/30
10	Angel Ruiz	abhs student			10/30
11	Mic-Graham Tafoya	abhs student			10/30
12	Anahi Valenzuela	abhs student			10/30

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	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Willy Carlock	student	100952050		10/5
2	Leah C. Cook	Student	101540677		10/5
3	DYLAN MAYNARD	Student	101783988		10/5
4	Nicolas Kennedy	Student	101493198		10/5
5	Michael Barthelemy	Student	101366980		10/5
6	KAVEH MOGHAHE	Student	101550794		10/5
7	Elise Matton	Student	1015060278		10/5
8	Carter Barnwell	Student	101704217		10/5
9	Jairo Marshall	student	101581333		10/5
10	Reilly Hatch	Student	101264970		10/5

UNM
CHICANA CHICANO STUDIES

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UNM
CHICANA & CHICANO STUDIES

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5	Kevin Tosses	ABHS Student			10/30
6	Ruben Guerrero	ABHS Student			10/30
7	Sierra Trujillo	ABHS Student			10/30
8	Mikayla Rumsport	ABHS Student			10/30
9	Yasmine Garcia	abhs student			10/30
10	Angel Ruiz	abhs student			10/30
11	Mic-Graham Tree	abhs student			10/30
12	Anahi Valenzuela	abhs student			10/30

UNM

CHICANA CHICANO STUDIES

13	Irma "Ruby" Lucero	Alphs Student			10/30
14	Victoria Thompson	Alphs student			10/30
15	Eliana Ortiz				10/30
16	Tania Zarate	Der			
17	Mariangela Mier				
18	Gerardo Garcia				
19	Patricia Campos			Patricia Campos	10-30
20	Edgar. Alvarado				10-30
21	El Vazquillas				
22	Jordan Benavidez				
23	Valeria Delgado SVA				10/30
24	Mabrella Astorga				10/30
25	Roq e Castil				
26	Francisco Ruiz				10/30
27	Martin Herrera				10/30
28	Maribel Montes				10/30
29	Gladiz Dominguez				10/30
30	Ana Marquez				10/30
31	Malleli Garcia-peña SVA				10-30
32	Xavier Dominguez				10-30
33	Tania Vasquez				10-30
34	AnnaMarie Roman				10/30
35	April Guerrero				10/30
36	Victoria Morales				10/30
37	Alex Hernandez				
38	Diego Leyba				

UNM

CHICANA CHICANO STUDIES

39	Rosalia Alvidrez				10/30
40	Lilia Valenzuela	Teacher			10/30
41	Stewart Raley	Teacher			10/30
42	Fatima HDZ	Student			10/30
43	Aline Muñoz	Student		Aline Muñoz	10/30
44	Paty Arreola	Student			10/30
45	Saul Velasco Gonzalez	Student			
46	Alejandro Leyba	Student		Leyba	10/30
47	David Gomez	Student		David Gomez	10/30
48	Azenent M.	Student		Azenent M	10/30
49	Adrian S.	Student		Adrian S.	10/30
50	America B	Student		AmericaB	10/30
51	Jeanne G.			Jeanne	10/30
52	Estrella Morales			☆	10-30
53	Shawntel B				10/30
54	Marisela S.				10/30
55	KENIA ANDRADE				10 30
56	Guillermo Mojarro	Student			30-30
57	Katrina Lingnau	Student			
58	Fabian Arreola	teacher/student			10-30
59	Aner Palma	teacher/student			10-30
60	Ariana Villalobos	Student			10-30
61	Humberto Velez	Student			10-30
62	Christian Villa	Student			10-30
63	Alan M	Student		Alan M	
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CHICANA CHICANO STUDIES

65	Alonso Perez			Alonso Perez	10-30
66	Lynette Diaz			Lynette Diaz	10-30
67	MEGAN JIRON	SVA TEACHER			10/30
68	David Bryant	SVA Teacher			10/30
69	Mary Gutierrez	Staff			10/30
70	Yadira Talamantes	Staff			10/30
71	Shelley Roberts	Consultant			10/30
72	Gilbert Marquez	Staff			10/30/17
73	Kristen LeVelpen	Staff			10/30/17
74	Thara Lechuga	Staff			10/30/17
75	Elliot Parrat	Staff			10/30/17
76	Mauricio G.	Student		Mauricio G.	10/30
77	Brayan V.	Student			10/30
78	Manuel A	Student		Manuel A.	10/30
79	Francisco C	Student			10/30
80	Karen Estrada	Student		Karen Estrada	10/30
81	Dariana Miranda	Student			10/30
82	Jonthan Marquez	Student			
83	Adriana Chavez	Student		Adriana Ch	10/30
84	Yamara Perez	Student			10/30
85	Destiny Smith	Student			10/30/17
86	Alma Mateo	Staff			
87	Jenn Cable	SVA Steering			10/30/17
88	Andrea Arroyo	Student			10/30/17
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CHICANA CHICANO STUDIES

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is a petition in support of the proposed Chicana and Chicano Studies Graduate Certificate program. We, the undersigned students, faculty, staff, and community members of the University of New Mexico wish to express our support for this essential and unique development in Chicana and Chicano Studies. This new addition to the Chicana and Chicano Studies Department will strengthen cross-departmental and interdisciplinary scholarship produced at the University of New Mexico. We thank you in advance for your support of our petition.

Respectfully,
We the undersigned

Petition in Support of the CCS Graduate Certificate Program

	Name:	Affiliation: (Student, faculty, staff, community member, etc.)	Student ID: (if applicable)	Signature:	Date:
1	Kiara Escobedo	student	101775222		10/26/17
2	Aylin G. Valdez	student	101774762		10/26/17
3	Ennedith López	Student	101756639		10/26/17
4	Alicia Virgil	Student	101783217		10/26/17
5	Esmeralda Mendoza	Student	101784674		10/26/17
6	Alyssa Banda	student	101792491		10/26/17
7	Maite Aguirre	Student	101727148		10/26/17
8	Jennifer Chavarin	Student	101729996		10/26/17
9	Marisol Jaramillo	Student	101792131		10/26/17
10	Diana Salcido	Student	101605077		10/26/17

35	Sidumi Hernandez	Student	1017641033		10/26/17
36	Zachary Smith	Student	1017722333	Zach Smith	10/26/17
37	Jacob Martinez	Student	1017778471	Jacob Martinez	10/26/17
38	Matt Gerber	Student	101800954	Matt Gerber	10/26/17
39	Alyssa Rivera	Student	1017996601	Alyssa Rivera	10/26/17
40	Katelynn Baca	Student	1017777249	Katelynn Baca	10/26/17
41	Jakeline Lopez	Student	101787726		10/26/17
42	Ana-Alicia Reyes	student	101783389	Ana Reyes	10/26/17
43	Irene Solano	Student	101763200	Irene Solano	10/26/17
44	Jovan Garcia	Student	101763843	Jovan Garcia	10/26/17
45	Michael Woods	Student	101730976	Michael Woods	10/26/17
46	Jason Upshaw	Student	101768125	Jason Upshaw	10/26/17
47	Sugam Kafle	Student	101798971		10/26
48	Belson Spencer	Student	101807136	Belson Spencer	10/26
49	Jonathan Meza	Student	101770765	Jonathan Meza	10/26
50	Madison Supple	student	101767928	Madison Supple	10/26
51	Shyanne Nourse	student	101695300	Shyanne Nourse	10/26
52	Madeline Brown	student	101787148	Madeline Brown	10/26
53	Adrian Baca	Student	101789329	Adrian Baca	10/26
54	Silvia Castillo	student	101791938		10/26
55	Magda Hernández	student	101772639	Magda H.	10/26
56	Olivia Reddington	student	101789354	Olivia Reddington	10-26
57	William Cain	Student	101793638		10-26
58	Adela Ortega	Student	101775361	Adela Ortega	10-26

83	Caitlin Mott	Student	101[illegible]799365	[signature]	10/26
84	Ariana Pasillas	UNM Student	101776159	[signature]	10/26
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CHICANA CHICANO STUDIES

35	Bethany Baca	Student	101379594		10/31/17
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3. CATALOG DESCRIPTION

Graduate Program

Graduate Advisor
Varies, contact department office.
Application Deadlines
Annual: December 15.

NOTE: Early application is recommended.

Degrees Offered
Master of Arts in Chicana and Chicano Studies (M.A.)

Doctor of Philosophy in Chicana and Chicano Studies (Ph.D.)
The Department of Chicana and Chicano Studies is committed to the interdisciplinary study of Mexican, Chicana and Chicano experiences, perspectives, and thought. The graduate program centers several teaching and research specializations that include: Creative Cultural Expressions (Arts, Language, Literature); Communication, Language and Culture (Media, Language Use, Spiritualities); Community Based Studies (Land, Law, Well Being, Sustainability); Chicano/Latino Public Policy (Education, Health, Law, Land, Planning); Transnational/Hemispheric Migration Studies (Economy, History, Media, Politics); and Intersectionalisms: Race, Gender, Sexuality (Cultural Studies, Ethnic Studies, Women Studies, LGBT Studies).

Master of Arts in Chicana and Chicano Studies

Admission
Applicants to the Master of Arts (M.A.) in the Chicana and Chicano Studies degree program should hold a bachelor's degree in Chicana and Chicano Studies or a related field such as Anthropology, Art History, Economics, Education, English, Ethnic Studies, History, Philosophy, Political Science, Sociology, or Women Studies. When applying to the program, candidates are expected to submit a substantive letter of intent with a clear statement of their research interests and goals a graduate level. Only candidates who show purpose and promise, and whose research needs can be appropriately met, are admitted by a committee of the department faculty.

Program Options Taking into consideration the experience and purposes of each student, individualized programs are planned to focus in two major areas of interest with supplementary work in other areas.

The M.A. is offered under Option I (thesis), Option II (non-thesis), and Option III (course work only). The master's program in any case requires an interdisciplinary and interdepartmental grouping of courses for in the area of Chicana and Chicano Studies.

Option I: completion of at least 27 credit hours of course work in addition to at least six (6) thesis credit hours.

Option II: completion of a minimum of 33 credit hours of graduate course work culminating in a comprehensive examination.

Option III: completion of a minimum of 33 credit hours of graduate course work with no final examination or project.

All graduate students must take the following in their first three semesters in the program:
CCS 580 – Theories and Methods in Chicana and Chicano Studies (in the first fall semester)
CCS 551 – Cultural Expression (in the first spring semester)
CCS 552 – Social Sciences Research Methods Practicum (in the second fall semester)

Students must take CCS 590- The Advanced Seminar in Chicana and Chicano Studies in the second year of their program.

Students must also take at least three other Chicana and Chicano Studies seminars and two other elective courses from other academic units during the completion of their M.A. course work. An additional six (6) units will be required for thesis, exam or final project work.

Doctor of Philosophy in Chicana and Chicano Studies

Applicants to the doctoral program should have a background in Chicana and Chicano Studies or a related field such as Anthropology, American Studies, Art History, Economics, Education, English, Ethnic Studies, History, Philosophy, Political Science, Sociology or Women Studies. In making their application, candidates are expected to submit a substantive letter of intent with a clear statement of their Chicana and Chicano Studies research interests and their goals in pursuing such investigations on a graduate level. Only candidates who show purpose and promise, and whose research needs can be appropriately met, are admitted by a committee of the department faculty.

PhD Coursework
Taking into consideration the experience and purposes of each student, individualized programs are planned to emphasize three major areas of interest with supplementary work in other areas.

At least 48 credit hours of course work are required for the Ph.D.:
- Chicana and Chicano Studies graduate seminars (500-level)
    - Required introductory graduate sequence (580, 551, 552, 590): 12 credit hours
    - Additional 6 seminars in Chicana/o Studies: 18 credit hours
- Graduate electives (in CCS or interdepartmental): 12 credit hours

- Independent Study in preparation for comprehensive exam: 6 credit hours
- Dissertation hours: minimum of 18 credit hours

Note: Students with an existing M.A. may transfer up to 18 credit hours at the discretion of the department.

Foreign Language

In addition to the course requirements for the doctorate in the Chicana and Chicano Studies Department, students must demonstrate a reading knowledge of one foreign language by passing a written departmental translation examination, by presenting 12 credit hours of instruction in a single foreign language taken after admission to the graduate program or through satisfactory completion of an alternative methodology option to be determined by the student in consultation with the student's committee on studies and the chairperson of the department.

Examination
The comprehensive examination is taken after completion of course work. It is a written examination, the primary purpose of which is to ascertain the candidate's ability at synthesizing the subject matter and various methodologies covered during his or her time in the program. Detailed guidelines for the comprehensive examination are available through the department.

Dissertation The dissertation concerns itself with at least three areas of focus in Chicana and Chicano Studies.

4. GRADUATE PROGRAM COSTS

Chicana and Chicano Studies Budget 2016-2022						
	2016-2017 YEAR 1	**2017-2018 YEAR 2**	**2018-2019 YEAR 3**	**2019-2020 YEAR 4**	**2020-2021 YEAR 5**	**2021-2022 YEAR 6**
Operating Expenses	$18,307	$17,442	$15,712	$15,712	$15,712	$15,712
Faculty Salaries	$361,714	$394,921	$428,128	$428,128	$521,335	$521,335
Staff Salary	$35,893	$35,893	$35,893	$35,893	$35,893	$35,893
GA/TA/ TPT Salaries	$60,963	$60,963	$60,963	$60,963	$60,963	$60,963
Total I&G Budget	$476,877	$509,219	$540,696	$540,696	$633,903	$633,903
Budget Adjustments	$60,000[1] +$6,743[2] -$865[3]	$33,207[4] -$1,730[5]		$60,000[6] $33,207[7]		

5. LIBRARY IMPACT STATEMENT

UL Collections and Services Supporting Master's and PhD Degree in Chicana/Chicano Studies

The University Libraries (UL) system contributes to the UNM Mission by providing high quality research sources, both in print and online. The library promotes the use of these resources and contributes to student learning and success through an array of services designed for students, faculty and staff both on and off campus. The UL home page, http://elibrary.unm.edu, provides detailed information about these services and links to the library's catalog, electronic resources, and digital collections.

Subject Specialists are available to CHMS graduate students developing their research skills and pursuing their unique research questions. The interdisciplinary nature of CHMS means that almost any subject specialist could be of assistance. But the following are most knowledgeable of CHMS related topics and resources.

Suzanne Schadl(schadl@unm.edu), Latino/Latin American Collections Curator and library liaison to Chicano Hispano Mexicano Studies

Paulita Aguilar (paulita@unm.edu), Native American Studies and Anthropology Specialist with the Indigenous Nations Library Program

Glenn Koelling (gkoelling@unm.edu), University Libraries and library liaison to English Department

Samuel Sisneros, Archivist (ssisne01@unm.edu), Archivist, Center for Southwest Research and Special Collections

For many years, these librarians/archivists and others have developed and tailored workshops for undergraduate and graduate courses with Chicano/Mexicano/Borderlands content. Materials supporting such work have long been an important area of emphasis in the UL and in special collections at the Center for Southwest Research (CSWR). The following online research guides maintained by these subject specialists demonstrate applicable tools and resources.

Chicana Hispano Latino Studies: http://libguides.unm.edu/chicana_studies
Spanish Colonial and Mexican Era Documents: Researching at the Center for Southwest Research
http://libguides.unm.edu/c.php?g=375302
Chicana/o Studies (Archival Collections) Coming soon
Iberian studies: http://libguides.unm.edu/Iberian_Studies

Collections

UNM's online catalog has millions of records for print and electronic books, journals, magazines, newspapers, government documents, DVDs, sound recordings, music scores, and other locally owned resources. WorldCat, which combines the catalogs of over 13,000 libraries worldwide, provides direct links to the Interlibrary Loan for resources from other notable libraries

Book collections are strong for Mexican and New Mexican Pre-Columbian, Spanish Colonial and modern periods. The following subject fields in the catalog yield substantial results for supporting proposed CHMS courses: United States – Ethnic Relations; Race Relations; Cultural Pluralism – United States; Gender Identity; Mexican Americans; Hispanic Americans; Mexican American- Authors, Hispanic American – Authors; United States -- Emigration and immigration; Feminism and . The Latino/Latin American collections curator will work with CHMS to fill in any holes identified in these collections.

Specialized databases further enhance the availability of materials for CHMS proposed courses. These include, but are not limited to the following: America: History and Life; American West; Arte Público Hispanic Historical Collection; Chicano Database; Ethnic NewsWatch & Ethnic NewsWatch History; Hispanic American Newspapers, 1808-1980; Hispanic American Periodicals Index – HAPI; Hispanic Newsstand, US; Latino American Experience; New Mexico Newspapers Project; El Hispano and Chicano News Net.

Archival Collections at the UL's Center for Southwest Research support CHMS proposed research goals and include significant holdings documenting the Spanish, Mexican, Hispano and Chicano history and cultures of the Southwest. Our strengths include resources for Spanish Colonial studies, land grant studies, and the contemporary archives of community activists, labor leaders, writers, publishers, performers, artists, teachers, and scholars. Examples of these archival collections include: Alfonso Chavez Montoya Papers; Alfonso Sanchez Papers; Alianza Federal de Pueblos Libres Collection; Carlos Espinosa Cansino Papers; Cecilio García Camarillo Papers; Chicano Student Movement at Western N.M. University Oral History Project; Córdova v. Vaughn Municipal School District Papers; Demetria Martínez Papers; Eduardo Hernández-Chávez and Ysaura Bernal-Enríquez Papers; Francisco E. Martinez Papers; Frank I. Sanchez Papers; Gloria Montoya Chávez Papers; Irene I. Blea Papers; Joel Nossoff Chicano Movement Collection 1968-1970; La Cooperación del Pueblo de Tierra Amarilla Collection 1969-1994; La Compañia de Teatro de Alburquerque; League of United Latin American Citizens (LULAC); New Mexico Records 1952-2001; Peter Nabokov Papers; Reies López Tijerina Papers; Sociedad Protección Mutua de Trabajadores Unidos Records; South Martineztown Urban Renewal Project Oral History Interviews; Tonantzin Land Institute Records; UNM Faculty Involved in Chicano Movement Oral History Project; Rudolfo Anaya Papers; Denise Chavez Papers; Angel Flores Papers; Leo Romero Papers and Sabine R. Ulibarrri Papers. The Center for Southwest Research also has strengths in the history, arts, and cultures of Mexico, in both archives and special collection library resources which support comparative North American and Latin American studies. Access and digital tools for these resources include the Rocky Mountain Online Archives (rmoa.unm.edu); New Mexico's Digital Collections (econtent.unm.edu); and Chronicling America: Historic American Newspapers (chroniclingamerica.loc.gov/), all of which are consortial resources managed or participated in by the Center for Southwest Research.