

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1442**

Fields marked with \* are required

**Name of Initiator:** Irene Vasquez    **Email:** [ivasquez@unm.edu](mailto:ivasquez@unm.edu)    **Phone Number:** 505 277-0998    **Date:** 09-17-2014

Associated Forms exist? No    Initiator's Title Director, CHMS  
Faculty Contact Irene Vasquez    Administrative Contact Antoinette Rael  
Department Chicana and Chicano Studies    Admin Email arael64@unm.edu  
Branch    Admin Phone 505-277-6414

**Proposed effective term**

Semester Fall    Year 2015

**Course Information**

Select Appropriate Program Undergraduate Degree Program  
Name of New or Existing Program CONVERSION TO DEPT \_Chicana and Chicano Studies Program  
Select Category Department    Degree Type UG  
Select Action New

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[PDF Catalog Departmentalization Sept 16 14.pdf](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)

Chicana and Chicano Studies requests a conversion from program to department status. This change is in line with national developments in relation to the departmentalization of Chicana and Chicano Studies programs at UCLA, UT Austin, and University of Arizona. Arizona State University recently expanded Chicana and Chicano Studies program into an entire school. Chicana and Chicano Studies seeks full institutionalization at UNM, a Hispanic serving research 1 university. Departmentalization is substantiated by annual growth in credit hours, the undergraduate degree program, the minor program and two certificate programs. Moreover, Chicana and Chicano Studies intends to continue to participate in retention efforts coinciding with the institutionalization of high impact programs that retain and graduate students. Please see the attached proposal for detailed responses to form C requirements.

[PDF Final Submission CCS Dept proposal Sept 17.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

[Dean-Chicana Studies Support Letter-Peceny v.2.pdf](#)  
[ProvostLetter-Chicano-Chicana-Studies-Department-Status-signed.pdf](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

## **Proposed Chicana and Chicano Studies Department College of Arts and Sciences**

### **Statement of Academic Purpose**

The Chicana and Chicano Studies department at the University of New Mexico is an interdisciplinary department with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate major, minor, and two certificate programs as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

Students may take any of the Chicana and Chicano Studies courses as electives, or they may enroll in the Chicana and Chicano Studies Minor or certificate programs through the College of Arts and Sciences Advisement Center. Additionally, students in the Bachelor of University Studies or American Studies may design a special focus in Chicana and Chicano Studies for their major.

### **Degrees Offered**

Bachelor of Arts in Chicana and Chicano Studies (B.A.)  
Certificate in New Mexican Cultural Landscapes (CERT)  
Certificate in Transnational Latino Studies (CERT)

### **B.A. in Chicana and Chicano Studies**

#### **Major Study Requirements**

A minimum of 36 credit hours, including the following:

CCS 109	Introduction to Comparative Global and Ethnic Societies
CCS 201	Introduction to Chicana and Chicano Studies
CCS 332	Introduction to Chicana Studies
CCS 365	Chicana-o Cultural Studies
CCS 384 -or- CCS 486	Community-Based Learning in Chicana and Chicano Studies Writers in the Community
CCS 480	New Approaches in Chicana and Chicano Studies
CCS 490	Advanced Seminar in Chicana and Chicano Studies
SPAN	Intermediate Spanish II (or above; or an equivalent course taught in Spanish in another

September 17, 2014

202	department. Must be taken in residence at UNM.)
	Concentrations:
	Twelve credit hours chosen from one area of the three following concentrations. May include up to three credit hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
•	Cultural Studies
	CCS 342, 351, 384, 393, 486, 493; AMST 186, 360, 363; ANTH 238, 337, 340; ENGL 265, 365, 465; HIST 260; SPAN 301, 370, 371, 375, 479
•	Intersectional Politics and Social Movements
	CCS 360, 362, 364, 384, 393, 486, 493; AMST 185; CRP 486; HIST 363; POLS 301, 307, 308, 400; SOC 326, 331, 420, 428/528; PSY 374; WMST 200
•	Transnational Perspectives
	CCS 310, 331, 384, 393, *460, 486, 493; AMST 309; ANTH 340; ECON 239; HIST 300, 463, 464 465; SPAN 101, 301, 307

## Minor in Chicana and Chicano Studies

### Minor Study Requirements

A minimum of 18 credit hours, including the following:

CCS 201	Introduction to Chicana and Chicano Studies
CCS 490	Advanced Seminar in Chicana and Chicano Studies
SPAN 202	Intermediate Spanish (or above; or an equivalent course taught in Spanish in another department. Must be taken in residence at The University of New Mexico.)
	6 credit hours chosen from Course Listing A, distributed across at least two departments or programs. At least 3 of the 6 credit hours must be 300-level or above. May include up to 3 credit hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Director.
	3 credit hours chosen from either Course Listing A or Course Listing B.

### Course Listing A: Chicanas and Chicanos as a Central Focus (1)

CCS 310, 331, 332, 351, 360, 362, 364, 384, 393, \*460, \*480, 493; AMST 363; CRP 486; ENGL 365, 465; HIST 260, 363, 464; SPAN 301(\*), 370, 371, 375, 479.

### Course Listing B: Chicana and Chicano-related Courses (1)

CCS 393, 493, 495; AMST 185, 186, 309, 360 (\*); ANTH 238, 337; CJ 413; ECON 239; FS 484; HIST 300, 463, 465; LING 435; POLS 301, 307, 308, 400; PSY 374; SOC 326, 331, 420, 428/528; WMST 200.

(1) Topics courses with relevant content may count toward the minor with the approval of the Chicana and Chicano Studies Director.

(\*) Must have a Chicana and Chicano focus for course listing A or Chicana and Chicano-related focus for course listing B.

## **Certificate in New Mexican Cultural Landscapes**

The certificate in New Mexican Cultural Landscapes is suited for UNM degree-seeking students who are interested in pursuing a special focus in New Mexican cultural landscapes. The certificate is also available to individuals seeking to enhance their knowledge and understanding of New Mexican populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

### **Certificate Requirements**

A minimum of 15 credit hours for UNM degree-seeking students\*, selected from the following:

CCS 342, 372, 374; ANTH 337; AMST 360; HIST 260, 463; POLS 301; SPAN 371, 375, 479, SOC 326.

\*As per UNM guidelines, students pursuing the certificate in New Mexican Cultural Landscapes must earn a total of 30 credit hours of college credit.

## **Certificate in Transnational Latino Studies (offered online)**

The certificate in Transnational Latino Studies is suited for UNM degree-seeking students who are interested in pursuing a special focus in transnational or transborder latino studies. The certificate is also available to individuals seeking to enhance their knowledge and understanding of Chicano and Latino populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

### **Certificate Requirements**

A minimum of 15 credit hours for UNM degree-seeking students\*, including the following:

Select 3 credit hours from each of the following area:

Introductory Studies: CCS 109, 201

Globalization: CCS 310, \*460

Gender and Expressive Culture: CCS 331, 364, 365

Select 6 credit hours from the following area:

Community Studies: CCS 384, 351 (up to 6 credit hours), 393

\*As per UNM guidelines, students pursuing the certificate in Transnational Latino Studies must earn a total of 30 credit hours of college credit.

September 17, 2014

## **Courses**

- CCS 109 [102]. Introduction to Comparative Global and Ethnic Societies. (3)
- CCS 201. Introduction to Chicana and Chicano Studies. (3)
- CCS 310. Immigration and Assimilation. (3)
- CCS 331. Transnational Feminisms. (3)
- CCS 332. Introduction to Chicana Studies. (3)
- CCS 342. Race, Culture, Gender, Class in New Mexico History. (3)
- CCS 351. Expediciones. (3 to a maximum of 6 Δ)
- CCS 360. Chicano Latino Civil Rights. (3)
- CCS 362. Chicana and Chicano Movement: El Movimiento Chicano. (3)
- CCS 364. Raza Genders and Sexualities. (3)
- CCS 365. Chicana/o Cultural Studies. (3 to a maximum of 6 Δ)
- CCS 372. New Mexico Villages and Cultural Landscapes. (3)
- CCS 374. New Mexico's Literary Landscapes and Beyond. (3)
- CCS 384. Community-Based Learning in Chicana and Chicano Studies. (3 to a maximum of 6 Δ [3])
- CCS 393. Topics in Chicano Hispano Mexicano Studies. (3, no limit Δ)
- CCS \*460. Chicanos and Latinos in a Global Society. (3)
- CCS \*480. New Approaches in Chicana and Chicano Studies. (3)
- CCS 486. Writers in the Community. (3 to a maximum of 6 Δ)
- CCS 490. Advanced Seminar in Chicana and Chicano Studies. (3)
- CCS 493. Special Topics. (3 to a maximum of 6 Δ)
- CCS 495. Undergraduate Problems. (3 to a maximum of 6 Δ)

# **DRAFT Request to Convert Chicana and Chicano Studies from an Interdisciplinary Program to a Department**

**February 2014**

## **I. For all proposals, provide the following basic information.**

A. Identify the proposed changes, including all aspects such as instruction, research, and service.

The mission of the Chicana and Chicano Studies Program at the University of New Mexico is to grow a nationally recognized comprehensive interdisciplinary program whose purpose is to promote a critical understanding of Chicano/Hispano/Mexicano/Mexican American communities through teaching, research, advocacy and community based learning. This proposal seeks to convert the unit's status from an Interdisciplinary program to an academic Department. Departmentalization will provide the critical structure for growth and expansion. Currently, CCS offers an array of curriculum programs that include a Bachelor's degree, a minor and two certificate programs. Within a three-year period, CCS proposes to offer a Masters Degree in Chicana and Chicano Studies. Within a five-year period, the program proposes to offer a PhD program in Chicana and Chicano Studies.

B. Summarize your reasons why the proposed changes are desirable, or necessary. For example, are they responsive to state or national needs, existing or anticipated opportunities, or requirements of regulatory bodies such as accreditation agencies?

Chicana and Chicano Studies is a field of study that was institutionalized almost fifty years ago at college and universities across the U.S. As a discipline, Chicana and Chicano Studies has established rich and dynamic values, norms, research methods, lines of inquiry, literature and texts. Growth and development are the current academic hallmarks of the field. The National Association of Chicana and Chicano Studies is an academic organization that boasts thousands of members across the United States and convenes an annual conference.

In keeping with national trends in the development of Chicana and Chicano Studies, several major flagship campuses in the US Southwest have recently transitioned their Chicana and Chicano Studies programs to Departments, including the University of California, Los Angeles and the University of Arizona. Mexican American Studies at Arizona State University converted from a Department into a larger comprehensive School of Transborder Studies. The Center for Mexican American Studies at the University of Texas, Austin is currently in the process of transitioning from program to Departmental status. These configurations point to the field's maturation, growth and demand. Chicana and Chicano Studies faculty at UNM consider that the same national trends that have contributed toward building comprehensive Chicana and Chicano Studies units in these other institutions are relevant at a flagship research institution such as the University of New Mexico.

The Latino descent population comprises 47% of New Mexico's state population. There are, in addition, local circumstances that underscore the opportunities and possibilities offered by having such a department at UNM, among them, demographic growth and the growing ethnic diversity of the state's population. Hispanics will soon be the majority population in the state of New Mexico. That Hispanic population of the state also is diversifying, due both to immigration and to rural-urban migration of nuevomexicanos descendant of persons who resided here before 1848. Therefore, a critical need exists for exploring, researching, and producing scholarship on the varied experiences, cultural expressions, and social locations of Latino populations and to take advantage of the unique social laboratory afforded by the population of New Mexico.

C. What are the advantages to the University of New Mexico if the proposal is approved and implemented?

A comprehensive department of Chicana and Chicano Studies will provide several benefits to the University of New Mexico. First, a department of Chicana and Chicano Studies will lead to a more visible faculty research profile by linking faculty research to tenure and promotion policies housed in the department. Currently, joint faculty members develop their research profiles specific to a field other than Chicana and Chicano Studies and are not required to publish in the field of Chicana and Chicano Studies. Second, as a high-impact program, Chicana and Chicano Studies will augment currently existing efforts to retain and graduate underrepresented students who make up a majority of the students enrolled in the Chicana and Chicano Studies major. Third, a Chicana and Chicano Studies Department will increase undergraduate enrollments at UNM and in programs and departments that crosslist their courses in CCS. Fourth, an institutionally organized Chicana and Chicano Studies Department will affirm UNM's fulfillment of federal grants that are intended to serve Hispanic Serving Institutions through formally instituted programs and services that serve Hispanic majority campuses. Fifth, a Masters and PhD program in Chicana and Chicano Studies will expand graduate education and funding opportunities for UNM students. Sixth, and not least, after four decades of serving the University of New Mexico as a program, previous and current students, faculty and community stake-holders are proactively supportive of Chicana and Chicano Studies becoming a department in one of the country's largest Hispanic Serving institutions in the Southwest.

1. What advantage does the proposal offer to current or future students, faculty, and staff at UNM?

Students will benefit from being exposed to structured high impact practices that research indicates increases student retention and graduation rates. Faculty whose teaching and research commitments to Chicana and Chicano Studies will be offered the possibility of obtaining tenure and the status of full Professor. Currently, tenure and full professor status do not exist in the interdisciplinary programs in the College of Arts and Sciences. Staff members will be part of a premier program that encourages professional opportunities for all stakeholders. The establishment of a Chicana and Chicano Studies Department will increase student career options and provide academic and civic training for students who adopt the BA degree as their second major. Staff members in the Chicana and Chicano Studies program can seek additional opportunities to be promoted in rank.

D. Does the proposed new or revised unit pose any actual or potential conflicts with the programs or services of existing units at UNM, branches of UNM, or other institutions or organizations within the State of New Mexico? On the other hand, does it offer potential enhancement of, or cooperation with, the programs or services of other units or organizations?

The establishment of a Chicana and Chicano Studies Department will not duplicate any existing programs in the region. UNM will be the only campus in the central region of New Mexico that houses a Chicana and Chicano Studies Department. Our conversations with educators, students, and the general population indicates that the establishment of a Chicana and Chicano Studies Department would attract students enrolled in community colleges and high schools throughout the region whose student populations are interested in pursuing the field of Chicana and Chicano Studies at the university level. Moreover, a Masters program in Chicana and Chicano Studies will be a first of its kind in the state of New Mexico.

The proposal for a Chicana and Chicano Studies Department at UNM centers three critical areas: (Cultural Studies, Intersectional Social and Political Movements and Transnational Perspectives). In addition, CCS offers two unique certificate programs, one in the area of Cultural Landscapes of New Mexico and a second in the area of Transnational Latino Studies. These certificates provide students with the opportunity to focus on the histories and expressive cultures of Nuevomexicano communities or the complex transnational dynamics that have historically and contemporarily shaped Chicano and Latino communities in the U.S.

Western New Mexico University is the only institution in the state that supports a Chicana and Chicano Studies Department. This Department offers a 49 unit major in Chicano and Hemispheric Studies. The geographic distance between Western New Mexico and the University of New Mexico is 183 miles. It is unlikely that students rooted in Albuquerque and the surrounding regions will attend Western New Mexico to receive their B.A. degree in Chicana and Chicano Studies. The establishment of a Department in Chicana and Chicano Studies at UNM would better address the needs of students in Albuquerque and the surrounding locales. Moreover, the curricular focus of the proposed Chicana and Chicano Studies Department is distinct from the Western New Mexico model because of its focus on High Impact practices, critical social theory, community based learning, and undergraduate research. In addition, the UNM model offers two certificate programs, one that can be fully completed in an online format. One specific example of the clear curriculum distinction between these Departmental units is that the UNM model includes a capstone and community based learning requirement, which the Western New Mexico program does not offer.

New Mexico State University offers a Supplementary Chicano Studies major through the Languages and Literature program. Therefore, there is no Departmental structure supporting a Chicana and Chicano Studies program that would compete with the CCS proposed structure. NMSU program does not offer an integrated and systematized interdisciplinary degree in the way that the CCS UNM model herein proposed by systematically drawing on the recent intellectual and theoretical innovations grounded in the discipline of Chicana and Chicano Studies. Rather, the New Mexico State University Chicana and Chicano Studies



concentration is made up of a compilation of courses focused on the Mexican American population and offered through traditional departments such as Sociology, History, English and Spanish. The UNM proposal seeks to follow the current programmatic trends of major flagship campuses in the southwest by establishing a truly interdisciplinary and transdisciplinary Chicana and Chicano Studies Department. In addition, the New Mexico State model does not incorporate the capstone and community based learning opportunities or the high impact framework that distinguishes the UNM Chicana and Chicano Studies curriculum model and that makes it a unique and a truly student-centered academic Department.

E. Provide an overall summary of the anticipated costs or changes in costs, and the human and physical resources, including space and equipment needed during the first three to five years of operation of the proposed new or revised unit.

Chicana and Chicano Studies has planned a three-year consolidation phase for the establishment of the Department and Masters program. In the first year of the process, CCS will not require additional financial resources beyond a partial lateral transfer of the Director's position. The Director will request a conversion of a current Lecturer III, Patricia Rosas Lopategui, to a tenure-track position. The Director's line will be moved to .75 in the Chicana and Chicano Studies program. This will grow the FTE from its current amount of 2.75 to 3.75 FTE. Because faculty who are interested in partial line transfer or formal teaching and service commitments are already Affiliated Faculty teaching crosslisted courses, the impact of the transfer or formal commitment will be minimal in the early phase of Departmental consolidation. In addition, in the first year, currently existing faculty will work with Department Chairs and College Deans to propose transfer partial lines or formulize teaching, research and service commitments to CCS.

In the second year of consolidation, CCS expects to increase the FTE from 3.75 FTE to 5 FTE. Once the Department is established, the current Director's line will be moved fully into Chicana and Chicano Studies. It is expected that two additional faculty holding Affiliated Faculty positions will request a partial line transfer to or formalized teaching and service commitments in Chicana and Chicano Studies. In the second year of the consolidation, the departmental founding faculty will submit a curriculum proposal to establish a Masters program in Chicana and Chicano Studies.

In the third year of consolidation phase, CCS expects to admit its first cohort of students into the Masters program. The founding faculty of the program will be involved in the graduate teaching, recruitment and advising of students admitted to the Master program.

Over an eight-year period, as enrollments grow in the undergraduate and graduate programs in Chicana and Chicano Studies program, CCS aspires to increase its faculty to 8FTE and explore the creation of a Doctoral program in Chicana and Chicano Studies. Therefore, CCS anticipates funding for 3 additional FTE over a period of eight years, growing its core faculty to 8FTE.

A preliminary space needs analysis demonstrates that Chicana and Chicano Studies requires an additional 3,400 sq. ft. to support the academic mission of a department. Currently CCS has access to 839.4 sq. ft., which is not adequate to support its current operations as an academic program.

#### **CCS - Lower Level Usable Space (839.4 sq. ft.)**

- Basement Utility & Storage (Rm. B1 & B1A) (237.6 sq. ft.)
- Office (Office Admin) (Rm. #B2) (191.1 sq. ft.)
- Faculty Office (Rm. #B3) (129.9 sq. ft.)
- Restroom/Storage Closet (Rm. #B4) (36.7 sq. ft.)
- Director's Office (Rm. #B5) (189.9 sq. ft.)
- Hallway office (Rm. #B6) (54.2 sq. ft.)

#### **CCS Preliminary Projected Space and Equipment Needs (3393.4)**

- Faculty Office (1)(new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (2)(new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (3) new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (4) (new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (5)(new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (6)(new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- Faculty Office (7)(new space) (129.9 sq. ft.)
  - One desk, two chairs, wall shelving units, computer
- GA/TA Office (1)(new space) (129.9 sq. ft.)
  - Two desks, two chairs, wall shelving units, computer
- GA/TA Office (2)(new space) (129.9 sq. ft.)
  - Two desks, two chairs, wall shelving units, computer
- Student Work Area/Computer Lab (new space) (240 sq. ft.)
  - Five work tables, 10-15 Chairs, wall shelving units, computer set up
- Conference Room/ (540 sq. ft.)
  - 25 utility tables, 30-35 chairs, TV & VCR/DVD player/Computer & Projector, video screen, shelving unit, white board
- Seminar (new space) (540 sq. ft.)
  - 6 tables, 20 to 25 chairs, TV & VCR/DVD player/Computer & Projector, video screen, white board
- Exhibit/Performance space (540 sq. ft.)
- Break Room/Kitchen (new space) (194.3 sq. ft.)
  - Stove, Refrigerator, Large Table & chairs, Fixed kitchen cabinets, Sink, utility table, bulletin board
- Outdoor mixed-use space (1,250 sq. ft.)

**II. In the case of proposals for new units on or off-campus, or major revisions of existing units, provide the following detailed information.**

A. Describe the existing organizational structure related to your proposal, and the anticipated structure when the revision or new unit has evolved to anticipated form. Include a description of:

1. Administrative structure, including the line of responsibility within the organization and the path(s) through which the unit will report.

A Chair will serve as the primary administrator of the Chicana and Chicano Studies Department. The Chair will retain management, fiscal, curriculum and programming oversight of the program and report to the Dean of the College of Arts and Sciences. A Vice Chair will assist the Chair and be responsible for the programming and student services needs of the program.

2. Faculty positions, including rank and responsibilities.

The decision-making body for the Chicana and Chicano Studies Department will be the faculty of the unit. Departmental By-Laws will govern decision-making processes in the Department (See By-Laws). The current list of regular, permanent faculty include:

LM García y Griego, Associate professor  
Levi Romero, Lecturer III  
Patricia Rosas Lopategui, Lecturer III  
Michael Trujillo, Associate Professor  
Irene Vasquez, Associate Professor

3. Staff positions, including grades and responsibilities.

Chicana and Chicano Studies currently employs one Administrative Assistant III. CCS also utilizes the assistance of one work-study student. The current employee is:

Antoinette Rael, Administrative Assistant III

B. Describe the instructional programs the unit will offer, if any.

1. What degree programs will the unit offer, or support, at the undergraduate or graduate levels?

The Chicana and Chicano Studies program at the University of New Mexico is an interdisciplinary program with a foundation in Chicano and Latino studies. The mission of the program is to promote critical understanding of Chicano Hispano Mexicano communities

through teaching, research, and community partnerships. This program accomplishes its mission by offering an undergraduate major, minor, and two certificate programs as well as sponsoring and participating in community initiatives and public lectures. The curricula and community engagement efforts focus on (1) Chicana and Chicano cultural studies, (2) politics and social justice, and (3) the transnational US-Mexico experience. Our curricula areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism and Queer theory. The three areas are addressed through a curricula taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the U.S. Southwest, and Mexico.

As part of the proposal for Departmentalization, Chicana and Chicano Studies proposes to establish a new Masters and PhD degree program, which will be the first of their kind in the state of New Mexico. A preliminary proposal for the Masters program in Chicana and Chicano Studies is included below.

**Chicana and Chicano Studies Major**

Courses required for the preparation of the major support the academic development of students in several ways. First, the courses are intended to introduce students to the field of Chicana and Chicano Studies. Second, the courses support student understanding of the intersectional histories and experiences of communities of color in the United States and how these have been shaped by local and global dynamics. Third, our curriculum promotes an understanding and awareness of southwest studies, in particular, New Mexico’s cultural traditions and history. Fourth, the courses reinforce and support the development of Spanish-English dual language skills. Fifth, students completing the lower-division coursework of the major will participate in 3 to 4 High Impact practices.

<b>Preparation of Major – 9 units</b>	<b>Course Title</b>
CCS 102	Introduction to Comparative Global and Ethnic Societies
CCS 201	Introduction to Chicana and Chicano Studies
SPAN	Spanish 202 Intermediate Spanish, or above, or an equivalent course

**Core Knowledge in the Major**

The courses in the required upper-division curriculum immerse students in the breadth of knowledge that makes up the field of Chicana and Chicano Studies. The courses are designed to reinforce student knowledge of the growing complexity of the field of Chicana and Chicano Studies, examine how gender intersects with race/ethnicity, social status, and sexuality in shaping the experience of Chicana and Chicano populations in the United States, and guide student understanding of the theories, methods and approaches applied in existing body of literatures. Students will be required to complete a capstone assignment and present in an academic and community based forums. Students completing the upper-division coursework of the major will have participated in 3 to 4 High Impact practices.

<b>Core Knowledge - 15 hours</b>	<b>Course Title</b>
CCS 332	Introduction to Chicana Studies
CCS 365 (offer as Eng 365)	Chicana/o Cultural Studies
CCS 384 or CCS 486	Community Based Learning or Writers in the Community
CCS 480	Approaches in Chicana/o Studies
CCS 490	Capstone

### **Areas of concentrations**

Students select one area of concentration and complete the equivalent of a semester of study in the area of specialization.

<b>Concentration 1 - Cultural Studies 12 hours</b>	<b>Course Title</b>
CCS 342	Race Culture Gender Class in NM History
CCS 351	Expediciones
CCS 393	Topics Courses
AMST 186	(All Sections) Intro to SW Studies
AMST 360	003 SW Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Material Culture in the Southwest
AMST 363	Chicano Latino Film
ANTH 238	Cultures of the Southwest
ANTH 337	Anthropology of New Mexico
ANTH 340	Culture and Power in the Americas
ENGL 265	Intro to Chicana/o Literature
ENGL 365	Chicana/o Cultural Studies
ENGL 465	Chicano-a Literature
HIST 260	History of New Mexico
SPAN 301	001 Lit Chicana Y Latina
SPAN 301	010 Iconic Women-Iconos
SPAN 301	006 Corridos and Counter Culture
SPAN 301	102 Vatos/Home girls in Lit and Film
SPAN 301	180 Hispanic Culture and Language
SPAN 370	Survey of Chicano Literature
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore

<b>Concentration 2 – Intersectional Politics and Social Movements – 12 hours</b>	<b>Course Title</b>
CCS 360	Chicano/Latino Civil Rights
CCS 362	Chicana/o Movement
CCS 364	Raza Genders and Sexuality
CCS 393	Topics Courses
AMST 185	Intro Race Class Ethnicity
CRP 486	Planning Issues in Chicano Communities
HIST 363	Early History of Mexican-Americans
POLS 308	Hispanics in US Politics
POLS 301	Government of New Mexico
POLS 307	The Politics of Ethnic Groups
POLS 400	Gender and Race: US Political Leadership
PSY 374	Cross Cultural Psychology
SOC 326	Sociology of NM
SOC 331	Social Movements
SOC 420	Race and Cultural Relations
SOC 428/528	Sociology of Mexican Americans
WMST 200	Intro to Women Studies

<b>Concentration 3 – Transnational Perspectives – 12 hours</b>	<b>Course Title</b>
CCS 310	Immigration and Assimilation
CCS *460	Latinos in a Global Society
CCS 331 (offered as WMS 331)	Transnational Feminisms
CCS 393	Topics Courses
AMST 309	Globalization and Social Movements
ANTH 340	Culture and Power in the Americas
ECO 239	Economics of Race and Gender
HIST 300	007 Post Revolutionary Mexico
HIST 464	U.S.-Mexico Borderlands
HIST 465	History of Mexican Immigration
SPAN 301	002 Indigenas en Mexico Colonial
SPAN 301	003 Indigenas en Mexico Colonial
SPAN 307	008 Family Migration Narrative
SPAN 101	101 Migracion y la Familia Transnacional
HIST 463	Hispanic Frontiers

**Certificate in New Mexican Cultural landscapes**

CCS supports a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico.

<b>New Mexico Cultural Landscapes - 12 hours</b>	<b>Course Title</b>
CCS 342	Race Culture Gender Class History NM History
CCS 372	New Mexico Villages and Cultural Landscapes
CCS 374	New Mexico’s Literary Landscape
ANTH 337	Anthropology of New Mexico
AMST 360	003 South West Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Mat Culture SW
HIST 260	History of New Mexico
HIST 463	Hispanic Frontiers
POLS 301	Government of New Mexico
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore
SOC 326	Sociology of NM

**Certificate in New Mexican Cultural landscapes**

CCS supports a 15-hour online certificate program in Transnational Latino Studies. The certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of the U.S.-Mexican borderlands, geographies, societies and expressive cultures.

<b>Online certificate in Transnational Studies- 15 hours</b>	<b>Course Title</b>
<b>Introductory Courses - Select one course from the following:</b>	
CCS 201	Introduction to Chicana and Chicano Studies
CCS 102	Introduction to Comparative and Global Ethnic Societies

<b>Globalization– Select one course from the following:</b>  CCS 310 CCS *460	Immigration and Assimilation Latinos in a Global Society
<b>Gender and Expressive Culture– Select one course from the following:</b> CCS 331 (Offered as WMST 331) CCS 365 (Offered as ENG 365)	Transnational Feminisms Chicana/o Cultural Studies
<b>Community Studies– 6 units</b>  CCS 384 (up to 3 units) CCS 351 (up to 6 units) CCS 495 (up to 3 units)	Community Based Learning Expediciones Undergraduate Problems

2. What courses at the lower division, upper division, and graduate levels will the unit offer in support of either its own or other degree programs?

a. Identify both existing and new courses. Briefly explain the need for the new courses.

Existing Courses

- CCS 102. Introduction to Comparative Global and Ethnic Societies.
- CCS 201. Introduction to Chicana and Chicano Studies
- CCS 310. Immigration and Assimilation.
- CCS 331. Transnational Feminisms.
- CCS 332. Introduction to Chicana Studies.
- CCS 342. Race, Culture, Gender, Class in New Mexico History.
- CCS 351. Expediciones.
- CCS 360. Chicano Latino Civil Rights.
- CCS 362. Chicana and Chicano Movement: El Movimiento Chicano.
- CCS 364. Raza Genders and Sexualities.
- CCS 365. Chicana/o Cultural Studies.
- CCS 372. New Mexico Villages and Cultural Landscapes.
- CCS 374. New Mexico's Literary Landscapes and Beyond.
- CCS 384. Community-Based Learning in Chicana and Chicano Studies
- CCS 393. Topics in Chicano Hispano Mexicano Studies.
- CCS \*460. Chicanos and Latinos in a Global Society.
- CCS \*480. New Approaches in Chicana and Chicano Studies
- CCS 490. Advanced Seminar in Chicana and Chicano Studies
- CCS 495. Undergraduate Problems.



## **Masters degree in Chicana and Chicano Studies**

### **Overview**

The purpose of a Masters program in Chicana and Chicano Studies is to provide students with advanced specialized training in the interdisciplinary field of Chicana and Chicano Studies. Students in the program will participate in structured curricular, research and scholarly opportunities, engage in teaching and mentoring opportunities with undergraduate students, and upon completion of the coursework submit a thesis or comprehensive exam.

### **Rationale**

Given the changing dynamics of the economy and education in the 21<sup>st</sup> century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Currently, 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 a PhD program with faculty that offer coursework in the area of Mexican American Studies. These programs provide graduate students with some teaching, research and scholarship opportunities in the area of Mexican American Studies. A Masters program in Chicana and Chicano Studies at UNM will draw on and consolidate the existing intellectual, scholarly and research resources at UNM to create a dynamic, coherent and cross-disciplinary community of intellectuals focused on the field of Chicana and Chicano Studies.

A Masters program in Chicana and Chicano Studies will 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 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. The establishment of a Masters program in Chicana and Chicano Studies will enhance UNM's reputation as a tier-one campus providing broad and diverse graduate-level opportunities.

### **Purpose**

A Masters program in Chicana and Chicano Studies will benefit graduate students at UNM in several ways. First and foremost, the graduate program will enrich curricular offerings for other students enrolled in MA and PhD programs that currently do not offer a specialization in the area of Chicana and Chicano Studies. Two, the Masters 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. Three, the Masters program will provide graduate students with academic professionalization activities that may enhance their job and career prospects, as well as doctoral level opportunities.

### **Components of a Chicana and Chicano Studies Masters and PhD Program**

Dissertation

Masters Thesis/Presentation of thesis or Comprehensive Exams

Faculty-student mentoring

## **Resources**

Part-time Administrative support (.20)

Graduate Coordinator (.25)

Office space – faculty, staff and student space

Travel funds – yearly support for 6-10 students to attend a conference in their field

## **Master Degree and Doctoral Degree Programs with Faculty Expertise in Chicana and Chicano Studies**

A survey of existing faculty demonstrates a core of faculty personnel who are qualified to offer graduate-level courses in Chicana and Chicano Studies.

### **College of Arts and Sciences**

American Studies (M.A./Ph.D.) - Gabriel Melendez, Michael Trujillo, Irene Vasquez

Communication (M.A.)/Ph.D. - Miguel Gandert

Comparative Literature and Cultural Studies (M.A.)

Community Regional Planning (M.A.) – Jose Rivera, Moises Gonzales, Levi Romero

English (M.A.)/Ph.D. - Jesse Alemán, Melina Vizcaino-Alemán

History (M.A./Ph.D.) – Manuel Garcia y Griego, Barbara Reyes

Political Science (M.A./Ph.D.) – Christine Sierra, Gabriel Sanchez

Religious Studies – Michael Candelaria

Sociology (M.A./Ph.D.) - Phillip Gonzales

Spanish (M.A./Ph.D.) Anna Nogar

### **College of Education**

Language, Literacy and Sociocultural Studies (M.A./Ph.D.) - Ruth Trinidad-Galván

### **College of Fine Arts**

Art History (M.A./Ph.D.) - Holly Barnet-Sanchez

Theatre and Dance (M.A.) – Dorothy Baca

## **Required Courses in a Masters Program in Chicana and Chicano Studies**

CCS 460\* Chicanos and Latinos in a Global Society

CCS 480\* New Approaches in Chicana and Chicano Studies

CCS 490 Capstone in Chicana and Chicano Studies

## **Possible Course Listings in a Masters Program in Chicana and Chicano Studies**

AMST 558 / 358. Topics in Latino/a Studies. (3)

AMST 563 / 363. Chicano/Latino Film. (3)

AMST 560 / 360. Topics in Southwest Studies. (3 to a maximum of 6 Δ)

CJ 519. Culture, Borderlands and Change. (3)

HIST 364 / 564. Contemporary Chicana/o History. (3)

HIST 464 / 644. U.S.–Mexico Borderlands. (3)

HIST 563 / 363. Early History of Mexican-Americans. (3)

HIST 645 / 465. History of Mexican Immigration. (3)  
LLSS 566. Issues in Hispanic Education. (3)  
ENGL 465 / 565. Chicana/o Literature. (3 to a maximum of 6 Δ)  
SOC 428. Sociology of Mexican Americans. (3)  
SPAN 547. Seminar in Southwest Spanish. (3)  
SPAN 578. Topics in Southwest Hispanic Literature. (3, no limit Δ)  
SPAN 579. Topics in Southwest Culture & Folklore. (3, no limit Δ)

b. If any of these courses overlap or are intended to replace existing course offerings in the university, explain how potential duplication and conflict with the units offering those courses would be resolved.

N/A

c. What other courses, such as training or continuing education, might be offered by the unit.

N/A

C. Describe the unit's proposed research programs.

1. What research programs will be conducted by the unit alone or in cooperation with other units?

a. In case(s) of cooperative programs, what other units will be involved, what will be their role, and what will be the relationship between these units and yours?

The UNM Land Grant Studies Program (LGSP), founded in 2008 through a state legislative appropriation, is directed by LM García y Griego, who also holds a joint appointment in CCS. LGSP is both a research and community service program. Its research is primarily focused on the history, politics, and geography of community and private land grants in New Mexico and the Southwest. It offers an annual graduate fellowship which has supported graduate students writing a graduate thesis on topics related to New Mexico's territorial and early statehood history, land tenure, relations between nuevomexicanos and Native Pueblos and tribes, and women's roles in community leadership and property ownership. It will issue its first research monograph, *Al pie de la sierra, II*, by Javier Sánchez, in 2014.

2. What degree programs will these research programs support, and in what manner will they be supported?

The UNM Land Grant Studies program has provided fellowship and other support to graduate students in the history of the West, American Studies, and Geography. It also provides part-time employment and research experience for undergraduates in archival research, GIS mapping, field work attending land grant community meetings, and presentations before the Legislature's Interim Committee on Land Grants and the New

Mexico Land Grant Council.

3. What non-state funding sources are anticipated for the research programs?

N/A

4. What funding from the University or State of New Mexico will be required?

CCS currently maintains \$44,000 in GA/TAships funds that is used to support the instructional program and the professionalization of graduate students employed by CCS. Once a Masters program is developed and implemented, Chicana and Chicano Studies will seek additional Graduate Assistantships for Masters level students. New GAships will be used to recruit graduate students, provide professionalization for graduate students and support faculty-student research projects.

D.. Describe the unit's service activities.

1. What services will the unit provide to other units in or associated with the University?

In the past two years, Chicana and Chicano Studies has offered Freshman Learning Communities in conjunction with the English and Communications and Journalism Departments. CCS intends to participate in the FLC communities every year. Because this is dependent upon a competitive process, CCS plans to submit a proposal when they become available to programs and departments.

Community based learning courses taught through the Chicana and Chicano Studies programs place students at a variety of non-profits, community based organizations and non-governmental organizations. These include: Community Based Learning, Writers in the Community, Spoken Word and Slam Poetry, and Borderlands Poetics. At UNM, the development of the Community Based Learning courses resulted from faculty, student and community interest in community based engagement and research. The academic purpose of the Chicana and Chicano Studies (CCS) program is "to promote a critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, and advocacy." Through a strategic planning process, CCS faculty identified community based learning courses as an academic planning priority. Moreover, many students enrolled in the Chicana and Chicano Studies program had previously engaged in community organizing, service learning and volunteering through specific program initiatives or individualized opportunities. Many of these experiences were not structurally tied to a curricular program rooted in Chicana and Chicano Studies epistemologies and approaches. Community members also played a role in supporting structured community based learning opportunities for students in the program. The outcome of these dialogues was the creation of several community based learning courses, which strengthen student research, critical thinking, problem-solving and communication skills. The program expects that strengthening these skills will best prepare students for post-baccalaureate programs,

professional opportunities and career pathways.

In the community based learning courses in Chicana and Chicano Studies, students complete 4 to 6 hours of weekly service at a community-based site or non-profit organization in Albuquerque, New Mexico. The students meet weekly with an instructor and completed a common set of readings and written assignments. Guided readings and reflective discussion activities were designed to integrate student learning within the academic field of Chicana and Chicano Studies as well as other fields of study that emphasize experiential learning. In addition, student participants provided short progress reports on their community based learning project. At the end of the semester, each student gave a final presentation that summarized the findings of their community based learning project. Students enrolled in these classes regularly present their projects at the Impact conference, the National Association of Chicana and Chicano Studies conference and other public venues.

a. Are these services currently offered by any other unit in the university associated with it, or contracted by it? If so, do you plan to supplement what exists or to replace it? How would potential conflicts with the other units be resolved?

FLCs are open to programs and departments across campus. Every unit has the option of submitting an application. Therefore, the process is inherently competitive. CCS has been selected to participate every year it has submitted a proposal.

CCS provides unique and deliberative community based learning courses that do not replicate these kinds of experiences elsewhere on campus.

2. What services will the unit provide to organizations outside the university?

The UNM Land Grant Studies Program provides extensive community outreach and service, and involves its student employees and volunteers in a wide range of such activities. These include: participating in and supporting the quarterly meetings of the New Mexico Land Grant Consejo, a state-wide organization of community land grants; supporting the New Mexico Land Grant Council, which meets monthly at UNM in space provided by the Southwest Hispanic Research Institute, training and technical assistance workshops on financial reporting, the Open Meetings and Records requirements that land grants must meet as political subdivisions of the state, mapping, field work and GPS-organized activities to locate boundaries and to help in the settling of boundary disputes between land grants and the U.S. Forest Service; and extensive technical assistance to individual land grants. Examples of the latter are the elections controversy of 2013-2014 of San Miguel del Bado, in which the LGSP is assisting with the genealogical research of heirs and helping set up a website for the election to be held in August, 2014, and the genealogical research and board re-organization plan for the Los Trigos Land Grant.

a. Are there units, either public or private, already offering these services? If so, justify the need for you to provide them via the proposed unit.

There is a need to support the work of community-based organizations in New Mexico. This need is not currently met through the already existing structured partnerships between academic units and community-based organizations.

E. Discuss your plans for the unit for the next three to five years.

Chicana and Chicano Studies plans to undertake an Academic Program Review in the next four years. In preparation for the APR, CCS will undertake a systematic Student Learning Outcomes Assessment of the core-required courses throughout the next four years. CCS also aims to roll out a Masters Program in the next three years. In order to build a comprehensive undergraduate and Masters level graduate programs, CCS will seek outside funding sources to build student and faculty research opportunities.

1. What needs, opportunities, or demands will the unit satisfy that are not currently being adequately met?

The Departmentalization of Chicana and Chicano Studies will provide UNM with a major institutional focus on a major population grouping in the state of New Mexico. Currently, Chicana and Chicano Studies academic programs in the key U.S. Southwestern states have moved their program towards Departmentalization status. Chicana and Chicano Studies at UNM is currently the only academic program that centers its curriculum on the study of Mexican and Mexican American populations in the U.S. and in transnational settings.

2. How will the unit's functions and size change during this period? For example, will they remain static, grow, or diminish?

Chicana and Chicano Studies has experienced substantive enrollment growth over the past three years. With the implementation of a Department and a Masters program, CCS envisions serving more students through several degree programs.

**Chicana and Chicano Studies  
Enrollment Trends, 2010- 2013**

The tables below show an upward enrollment trend of undergraduate students from Fall 2011 to Fall 2014.

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 3 Year Average</b>	<b>Spring 3 Year Average</b>
<b>Chicana/o Studies</b>	96	131	152	169	314	239	188	180

**Chicana and Chicano Studies  
Credit Hours, 2010-2013**

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 3 Year Average</b>	<b>Spring 3 Year Average</b>
<b>Chicana/o Studies</b>	288	393	456	507	942	717	564	539

Based on enrollment trends over the past years, the Director projects similar enrollment growths over the next three years. Chicana and Chicano Studies recently introduced a core course, in conjunction with Africana Studies, Sustainability Studies, and Women Studies in the area of Social and Behavioral Sciences to take effect in fall 2014. In addition, UNM now has a Diversity requirement that will take effect in fall 2015. CCS courses listed under the UNM Diversity requirement will also draw new and additional student enrollments to the prospective Department.

**Chicana and Chicano Studies  
Projection Trends, 2017- 2017**

	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 3 Year Average</b>	<b>Spring 3 Year Average</b>
<b>Chicana/o Studies</b>	314	286	376	343	413	377	367	335

**Chicana and Chicano Studies  
Credit Hours, 2014-2017**

	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Fall 3 Year Average</b>	<b>Spring 3 Year Average</b>
<b>Chicana/o Studies</b>	942	858	1,128	1029	1239	1131	1101	1005

3. How will faculty, staff, and administrators be acquired to support this unit?

As the university budget permits, Chicana and Chicano Studies will utilize currently existing processes to request additional faculty lines and staff support. The Chair will complete hiring plans on an annual basis. CCS anticipates acquiring 1 FTE annually either through lateral line transfers or new faculty lines.

F. Provide detailed budget information for the first three to five years of operation of the proposed unit. For operating costs, include at least personnel, space upkeep or rental, utilities, contracted services, and equipment maintenance and replacement. For one-time costs, include at least space, furniture, utilities connections, and equipment.

	2014-15	2015-2016	2016-2017	2017-2018	2018-2019
Operating Expenses	\$11,400	\$11,970	\$12,568	\$13,196	\$13,855
Faculty Salaries	\$242,000	\$314,000	\$388,000	\$466,000	\$546,000
Staff Salary	\$29,150	\$30,607	\$32,137	\$48,205	\$50,615
GA/TA/TPT Salaries	\$45,298	\$45,298	\$59,298	\$76,262	\$80,075
Total I&G Budget	\$327,848	\$401,875	\$492,003	\$603,663	\$690,545

Operating expenses growth by 5% each year

Staff Salary growth by 5% each

Faculty salary – 1 FTE each year starting 2015

Growth of GA/TA line by 14,000 each year with a 5% growth





*Office of the Dean*

To: Greg Heileman, Associate Provost for Curriculum  
From: Mark Peceny, Dean, College of Arts and Sciences  
Re: Department Status for Chicana and Chicano Studies  
Date: 9/11/14  
Cc: Irene Vasquez, Director Chicana and Chicano Studies

I write in strong support of the movement of the Chicana and Chicano Studies program to department status. The University of New Mexico has an undergraduate student population unlike that of any other flagship university in the nation. We are the only flagship university with a majority-minority undergraduate student population. We have more Pell-eligible students as a proportion of our student body than any other flagship university. We have a substantial number of non-traditional and first-generation college students. Because the student populations of other universities are increasingly going to resemble the students we serve today at UNM, we have a special responsibility to become national leaders in discovering how to deliver a flagship-quality university education for the emerging American majority.

To do that, we need to hire outstanding faculty who are doing path-breaking research that speaks to the needs of communities we serve. As the most distinguished Hispanic-serving research university in the nation, in a state where Hispanics now constitute a plurality of the state's population, we have a special opportunity to strengthen our national reputation for excellence in the study of Hispanic communities in the United States. We already have extraordinary faculty in this field of study across multiple departments and colleges at UNM. Raising Chicana and Chicano Studies to department status will reinforce this existing strength and significantly raise our profile as national leaders in this discipline.

Bringing Chicana Studies to department status is also likely to improve student success among Hispanic students at UNM. The program has more than tripled student credit hour production over the past three years in part by creating a unique Freshman Learning Community that combines a large lecture section of Introduction to Chicana and Chicano Studies with smaller sections of English Composition. We are confident that this initiative will both increase the number of majors for the undergraduate degree program and engage students who might otherwise not return to UNM for their sophomore year. Chicana Studies has also submitted a proposal to the Department of Education to create a bridge to Chicana Studies and other similar programs at UNM from community and tribal colleges throughout the state. If funded, this would provide another excellent initiative to

draw new students to UNM and improve student success for those who come to UNM and major in Chicana Studies. As the number of new high school graduates plateaus across the state, strengthening pipelines to two years institutions to draw more transfer students can be an important part of any strategy to increase enrollment at UNM.

This effort is so central to the strategic plans of the College of Arts and Sciences that we will set aside resources to increase the size of the tenure track faculty to at least six FTE over the next five years. We intend to do this in two ways. First, some tenured faculty members are considering splitting their faculty appointments formally between their home departments and Chicana Studies. We plan to compensate departments who are willing to welcome this arrangement by allowing them to hire a tenure track Assistant Professor in this area of research. This path would provide the new department with established senior faculty immediately and seed other departments with junior faculty who will be a resource for the new department even if their full appointment will be in a different department. Second, once Chicana Studies achieves department status, we will hire at least two tenure track faculty members in the new department over the next five years who have their full appointment in Chicana Studies. The precise mix of faculty from these two categories depends on how many tenured faculty members wish to split their appointments, which we do not yet know. We intend to follow these strategies rather than hire Assistant Professors with joint appointments in an effort to limit the difficulties untenured faculty often experience in meeting the conflicting demands of multiple units as they attempt to earn tenure. These strategies should also minimize limitations that the new department might impose on existing departments. Hiring faculty in Chicana Studies and cognate faculty in other departments is also certain to diversify the faculty in ways that reflect the students we serve.

Over the past two years, the College has added a lecturer and a tenure track faculty member to Chicana Studies. The tenure track scholar has a joint appointment with Community and Regional Planning in the School of Architecture and Planning. We have already set aside one tenure track hire in Chicana Studies for the FY 17 hiring plan and have a number of proposed hires in other departments for FY 17 that could provide opportunities for tenured faculty in those departments to split their appointments with Chicana Studies. We have done this in a hiring plan designed to reduce the size of the tenure track faculty in the College by 15 positions over two years to cut our budget deficit. I can think of no better indication of the importance the college attaches to this endeavor than that we are willing to make these investments in the face of cutbacks in other areas.

Of course, when Chicana Studies becomes a department we will have to upgrade its present staff position to the status of Department Administrator. As the Masters program is approved in Santa Fe, we will also add GA lines. Given the length of time proposals for new graduate degrees take to work through the system, it is difficult to predict precisely when those resources will be needed.

The proposal submitted by Chicana Studies calls for a \$400,000 increase in the unit's I&G budget over the next five years. Because a significant portion of that amount would involve shifting existing resources from the budget of another department to Chicana Studies, in the case of the tenured faculty who would split their appointments, this commitment would not mean the investment of \$400,000 in new resources. It would, however, clearly involve in excess of \$200,000 in new investments over the next five years. The fact that the College has already increased its I&G investments in the program by approximately \$100,000 over the past three years should provide some indication of our commitment to moving this program to department status. Arts and Sciences will not ask for any new allocations from the Provost's office to support the movement of Chicana Studies to department. All the needed resources will be reallocated from other initiatives in the College.

The first steps in the movement to department status can be accommodated within the existing facility. Over the longer term, it will be difficult to accommodate the proposed expansion of Chicana Studies in the existing building. One possible site for the new department could be the third floor of the Humanities Building, once math faculty move to a completed Science and Math Learning Center Phase II.



THE UNIVERSITY *of*  
NEW MEXICO

Office of the Vice Provost for Academic Affairs  
MSC05 3400  
1 University of New Mexico  
Albuquerque, NM 87131-0001  
505.277.2611

Date: September 16, 2014

To: Irene Vasquez, Director, Chicana and Chicano Studies

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Convert Chicana and Chicano Studies from an Interdisciplinary Program to a Department

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs  
Mark Peceny, Dean, College of Arts & Sciences

---

Thank you for submitting the preliminary review outline for the proposed conversion of Chicana and Chicano Studies from an Interdisciplinary Program to a department. In my judgment, the proposal has been sufficiently well developed to warrant submission to the Faculty Senate curriculum workflow process. Please feel free to proceed. The Office of Academic Affairs is fully supportive of the proposal, which has clear potential benefits for UNM.