



DEPARTMENT OF  
CHICANA &  
CHICANO STUDIES

# Program Description and Demographic Background

- **Interdisciplinary Dept focused Mexican-origin and Hispanic populations; strengths:**
  - Community service & advocacy
  - Gender, & sexuality studies
  - History and heritage of New Mexico, Southwest, and Mexico
  - Race & ethnicity; immigration & citizenship
- **Growing Hispanic population, including college-enrolled students**
  - 63% Mexican origin, growing by 1M per year
  - 48% of New Mexico's population
  - Average annual new Hispanic baccalaureates; U.S.: approx. 200,000; NM: approx. 3,000

# OUR STORY

## Reaching out to community

To date, over 100 Albuquerque Public School (APS) students have enrolled in the Introduction to Chicana/o Studies and the Introduction to Ethnic Studies courses taught by certified public school teachers and assisted by CCS faculty and graduate students. CCS envisions the high school educational initiative as one avenue for facilitating college access and success to public high school students. CCS seeks to increase the number of New Mexican students attending UNM.

“Taking a Chicana/Chicano Studies and Ethnic Studies as a dual enrollment college credit course at my high school assisted my transferring to UNM by helping me advance more in my desired career and also suggest this class to peers who were still at Atrisco Heritage Academy or peers now in college.”

- student from Atrisco Heritage Academy



Brizelda Ramirez, APS Teacher, Froilan Orozco, UNM graduate student, and Irene Vásquez, Chair, CCS, with students from Atrisco Heritage Academy.

If you are interested in making a donation to support educational initiatives in the Chicano and Chicano Studies Department at UNM, please visit our website @chicanos.unm.edu and find this image.



## Serving New Mexico for over 47 years

Since its establishment, CCS has increased the numbers of students served, regularly offering courses to over 500 UNM students per semester and enrolling over 100 APS students in dual enrollment courses. In addition, CCS will graduate the first online BA degree recipient, Tiffany Bracamontes, in the country.



Bracamontes shares, “I am very excited and honored to be the first Chicano/a Studies online program graduate. Finding out about the Program was like a dream come true. Enrolling in an online degree was my only option for completing a BA degree as a parent working full-time at Santa Fe Community College. The UNM Chicana and Chicano Studies program was just what I was looking for as a non-traditional student hoping to pursue my life-long interests. I have gained a tremendous wealth of knowledge and experience through my CCS online program and I am more passionate than ever to work in my community and to teach others.”



CCS Faculty and Staff, 2017-2018

# OUR STUDENTS

Read about how our students help make New Mexico a better stronger state.



## Diving Deep into “Our History”

By Gil Gurulé

“I’m Gil Gurulé, born and raised in Burque except for a six year enlistment in active duty Air force, 2001- 2007. I have been to Afghanistan, Iraq, and Columbia during my years in Air Force Special Operations Command. I grew up in the barrio of Los Padillas, went to Río Grande High (01), hold a double bachelor’s degree from UNM in Chicano Studies and Spanish, have been a New Mexico Air National Guard member since 2009, and I am a father of three.

CCS gave me the place, the freedom, the resources, and the goal to dive deep into ‘our’ history, ‘our’ story, told by ‘us’. I’ve enriched my life through a strengthened and informed sense of identity because of CCS. CCS is a great program for Hispanos or anyone who wants to have deeper understanding of this part of the world and the people who have been calling it home for centuries”

Gil Gurulé, BA Chicana and Chicano Studies  
Geospatial Analyst  
New Mexico Air National Guard

Our graduates serve their communities by offering creative, analytical, and intercultural skills to diverse work environments.



## Championing Chicana/o Studies

By Olivia Romo

“As a Nuevo Mexicana, Chicana/o Studies has provided a space for women like myself to find cultural and intellectual affirmation at our local University. As one of the first New Mexicans to graduate with a Bachelor’s degree in Chicana/o studies, I fully stand in support of a graduate program that will provide opportunities for students to employ critical research, personal investment, and scholarly breakthroughs for New Mexicans and Chicana/o communities. As a Hispanic serving institution, UNM should champion Raza studies for the sole purpose of educating and empowering Hispana/os of New Mexico. CCS offers the support, inspiration, and encouragement to students to succeed in higher education while promoting Chicana/o thought, community, and pathways toward careers that create change! Que viva la academia Chicana/o!”

Olivia Romo, BA Chicana and Chicano Studies  
Communications and Outreach Coordinator  
New Mexico Acequia Association

**TABLE 1: ENROLLMENTS IN CHICANO STUDIES, FALL 2011-2018**

	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17	F17	F18
# of CCS students	96	131	169	190	314	239	394	344	523	357	595	486	674	558
# of credit hours	288	393	507	570	942	717	1182	1032	1569	1071	1785	1458	2022	1674
Annual growth	30%	34%	76%	45%	85%	26%	25%	50%	33%	3.7%	13.7%	36%	13%	15%
Annual credit hours	340.5		538		829		1107		1320		1621		1848	
Change in Credit Hours	+32%		+58%		+54%		+34%		+19%		+23%		14%	

**TABLE 2: ENROLLMENTS AT UNM, FALL AND SPRING 2011-2016**

UNM	29056	27278	29100	27197	28644	26749	27889	25817	27353	25299	27060	25015	26278
UNM	1.11	.45	.07	.31	.72	<b>-.19</b>	<b>-1.54</b>	<b>-2.59</b>	<b>-.027</b>	<b>-1.63</b>	<b>-.57</b>	<b>-1.38</b>	<b>-3.85</b>

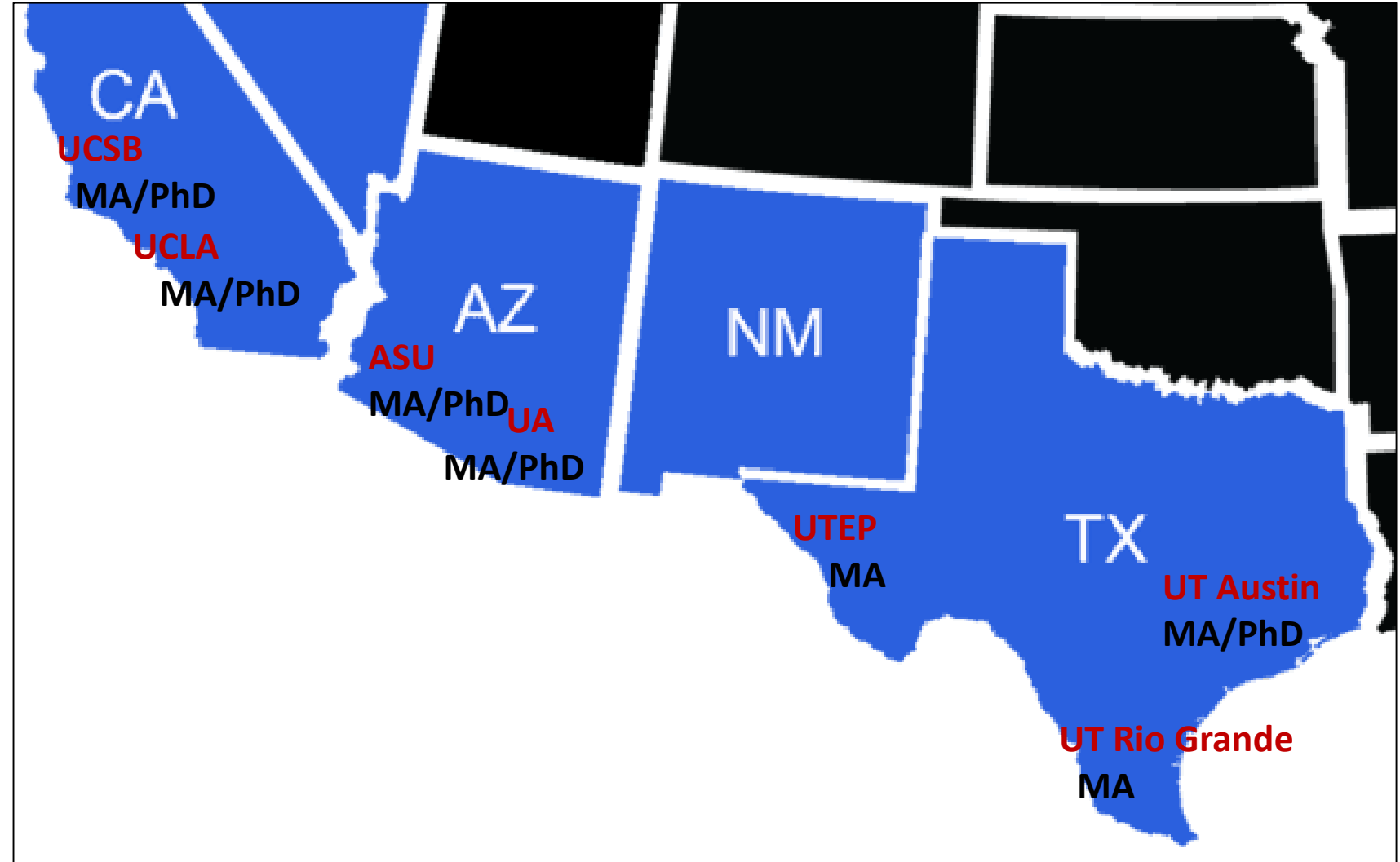


# Proposed Graduate Programs

- Graduate Certificate offered in fall 2018
- Master's Certificate reviewed by HED in fall 2018
- Master's degree reviewed by HED in fall 2018
- PhD degree reviewed by HED in fall 2018

# NEED & NICHE

- No CCS graduate programs in New Mexico
- Flagship universities in Arizona, Texas, CA, have MA/PhD programs
- UNM will be the first of a dozen **Carnegie Very High Research Hispanic Serving Institutions** to have these 3 graduate programs



**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
<b>Concurrent</b>	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
<b>Undergraduate</b>	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
<b>Graduate</b>	HC	971	168	105	81	5	1,811	108	657	111	4,017
	%	24.17	4.18	2.61	2.02	.12	45.08	2.69	16.36	2.76	100.00

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



# The Case for Graduate Programs in CCS

- Faculty capacity exists (41 Affiliated faculty)
- Transferable or “soft” skills lifelong success
- Jobs/employment opportunities
- New funding (Online Master’s Certificate and MA)
- Cross-state collaboration

# Professional and Career Placement Opportunities

## U.S. Dept. of Labor Statistics for New Mexico

Human Resources Managers	84,190	Education Administrators	81,900
Social and Community Service Managers	61,750	Education Administrators, Postsecondary	74,550
Human Resource Specialists	54,920	Social Scientists, and Related Workers	73,060
Probation Officers and Corrections Officers	41,790	Community Health Workers	31,770
Legal Support Workers	41,370	Social Sciences Teachers, Postsecondary	50,140
Criminal Justice and Law Enforcement	56,670	Education Teachers, Postsecondary	65,670
Graduate Teaching Assistants	19,270	Vocational Education Teachers, Postsec	57,250
Adult Basic and Secondary Education	32,220	Self-Enrichment Education	29,560
Archivists	45,680	Curators	50,020
Education, Training and Library Workers	38,800	Art Directors	59,300
Technical Writers	71,350	Healthcare Support Workers	35,060
Firefighters	34,110	Public relations Specialists	55,580

# Budgetary Implications

	2015-2016 YEAR 1	2016-2017 YEAR 2	2017-2018 YEAR 3	2018-2019 YEAR 4	2019-2020 YEAR 5	2020-2021 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

# Benefits of CCS Graduate Programs

**BUILD AREA OF GROWTH**

**EXPAND ENROLLMENTS**

**DEVELOP INTERDISCIPLINARY INQUIRIES**

**MAXIMIZE FACULTY & CURRICULUM RESOURCES**

**EXPAND USE OF THE RESEARCH INSTITUTES AND LIBRARIES**

**STRENGTHEN STUDENT-CENTERED PATHWAYS**

**INCREASE GRADUATE DEGREE COMPLETION**

## Approval Process for MA and PhD Degrees

1. Graduate Unit Faculty prepare preliminary proposal for [new degree](#) and seek approval from:
  - Department/Program
  - College/School Graduate Committee
  - College/School Dean
2. Office of the Provost approves the Preliminary Review memo
3. Office of the Registrar sends notification of intent to create a new graduate degree to NM Higher Education
  - Department (HED) & NM Council of Graduate Deans (NMCGD).
4. Proposal and [Form D](#) are prepared and routed through UNM for approval by:
  - Registrar's Office
  - Dean of Library Services
  - Faculty Senate Graduate & Professional Committee
  - Dean of Graduate Studies
  - Faculty Senate Curricula Committee
  - Office of the Provost
  - Faculty Senate
  - Board of Regents
- 5. The proposal is sent to the NMCGD by the Dean of Graduate Studies**
6. Proposal is approved by the NMCGD and is forwarded to the HED
7. HED conducts its review of the proposal
8. HED forwards the proposal to the State Board of Finance (SBOF) for final approval;
9. A Major Code & CIP code is assigned to the new degree and distributed to the Office of Graduate Studies and the Graduate Unit