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FISCAL IMPACT REPORT

ORIGINAL DATE 1/31/2006

SPONSOR Altamirano LAST UPDATED _____ HB _____

SHORT TITLE UNM Chicano Studies Tenure Track Positions SB 501

ANALYST McOlash

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$250.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

University of New Mexico Web Site (UNM)

Responses Received From

New Mexico Higher Education Department (NMHED)

SUMMARY

Synopsis of Bill

Senate Bill 501 appropriates \$250,000 from the General Fund to the Board of Regents of the University of New Mexico for expenditure in FY 2007 for Instruction and General Funding purposes to expand the Chicano/Hispanic/Mexicano Studies Program to provide for tenure track assistant professorships, lectures, graduate assistants, community outreach and curriculum development.

FISCAL IMPLICATIONS

The appropriation of contained in this bill is a recurring expense to the General Fund. .

Any unexpended or unencumbered balance remaining at the end of FY 2007 shall revert to the General Fund.

SIGNIFICANT ISSUES

Senate Bill 501 relates to UNM's priority five: Program Funding for Native American Studies and Chicano et. al. studies. The NMHED analysis indicates this request was not included in UNM's recommendation to the New Mexico Higher Education Department.

OVERVIEW

The Chicano Studies Program at UNM emerged in the 1970s during a heightened period of student political and cultural activism. Controversies concerning the Viet Nam War and the Land Grant movement polarized and energized the community. The traditional curriculum at UNM was challenged and new interest in women's and ethnic studies was met with new courses and programs.

Although strong departments of Anthropology and Spanish have always been part of the foundational vision of a University for New Mexico, the commitment to Regional Studies built by leaders like President Zimmerman and Spanish Professor Joaquín Ortega before World War II waned quickly in the post war period. An important link to the future was forged by Professor Sabine Ulibarrí with the foundation of the nation's first "Heritage Spanish" program as we now call it.

REGIONAL STUDIES

Chicano Studies built on the past, articulated with the national Chicano movement, and helped restore and build UNM's commitment to the region. The emergence of the Center for Regional Studies in the 1980s has insured the vitality of this process, funding special research and archival projects, film, joint appointments, graduate fellowships, and program initiatives including the establishment of the Heritage Spanish program and instructorships in Chicano Studies. Faculty with academic backgrounds in Chicano Studies now occupy positions of leadership across campus, including five chairs in Arts & Sciences, one in Education, and prominent colleagues in Law and Medicine.

THE UNDERGRADUATE MINOR

The Chicano Studies undergraduate program has always been small, perhaps because students may pursue regional studies in a number of departments. In 1996, these offerings coalesced into a Minor, with the addition of introduction, topics, and seminar courses. After a period of initial growth, the program reached a stasis, with minors numbering up to 40 students, and overall enrollments up to 185. These numbers are small when compared to the growth in the Heritage Spanish program (450-500) and minuscule in the sea of Hispanic undergraduates at UNM (5000-6000). When Chicano Studies became a part of University College, a renewed commitment to undergraduate education and retention emerged. Director Eduardo Hernández Chávez directed much of his energy to the establishment of a Spanish language charter school, La Academia de Lengua y Cultura. The introduction of Chicano Studies curriculum in high schools was also a high priority.

Enrique Lamadrid began as interim chair in the fall of 2003, after a year of controversy concerning the directorship and the rejection of a candidate. The national search that followed confirmed his leadership by the fall of 2004.

NEW DIRECTIONS: A NAME CHANGE

Action on the inclusion initiative led to a name change of the program in November 2004, since the term “Chicano” does not fully address the diversity within the Hispanic communities of New Mexico. It is interesting to note that sister programs across the Southwest reached the same conclusions and made necessary title changes as early as the early 1980s at the University of Texas Austin, the University of Arizona, and others. Don Américo Paredes, the Dean of Chicano Studies himself, instituted the change in Texas to “Mexican American Studies” in a move towards inclusion and diversity.

After lengthy discussion over almost two years, the Steering Committee recommended a name change of “Southwest Hispanic Studies.” The following language was then submitted to the Curriculum Committee:

“The terminology of “Chicano Studies” has ever-decreasing relevance to Hispanic students in New Mexico, who overwhelmingly identify themselves and their families with the ethnonyms “Hispanic” and “Mexicano,” at the top of a list which also includes “Mexican-American,” “Latino,” and near the bottom, “Chicano.” To target a broader range of a diverse population, only the name of the minor will change to “SW Hispanic Studies.” Course contents and degree requirements will remain the same.”

After a dynamic community forum and debate with national repercussions, the name became Chicano / Hispano / Mexicano Studies (CHMS).

ADMINISTRATIVE IMPLICATIONS

It is not clear how the appropriated funds will be spent. The list of possible expenditure line items is extensive including faculty and staff salaries, community outreach, and curriculum development

POSSIBLE QUESTIONS

Should the NMHED require a program budget and an annual evaluation?

BMC/mt