

University of New Mexico, Albuquerque
Academic Program Review
Department of Chicana & Chicano studies
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Introduction

The Department of Chicana and Chicano Studies at the University of New Mexico currently offers a major and minor in Chican@¹ studies and two certificate programs (New Mexico Cultural Landscapes & Transnational Latino studies). Chicano studies at the University of New Mexico began in 1970, as an inter-departmental program with a few courses. It developed a minor in 1985. In 2013, the major program of studies and the two certificate programs were established. These academic programs, and 3.5 FTE (constituted by five faculty with three split appointments of .25, .50, .75, all at the associate rank; and two full time equivalents one at the assistant and the other at the lecturer level), of its core faculty, were departmentalized in 2015, into the Department of Chicana & Chicano Studies. A search this year, we understand, yielded for the department two new ladder-rank faculty, at the assistant professor rank, and will begin in the new academic year of 2016-17. The department will lose its lecturer FTE after this year, resulting in a 4.5 FTE of ladder rank faculty starting in 2016-17, weighted in the junior ranks. A Master's program is planned for 2018 and a doctoral program soon thereafter. Significant participation of the department is also planned in a new online undergraduate degree program, which received seed funding from the University, and for which the department will receive a dedicated Visiting lecturer position at the launch of the program.

Despite this 46 year history at UNM, this is the first academic program review undergone by Chican@ studies. The early institutional history is spottily documented and so this review is grounded principally in the last five years, during which time there has been a revitalization of these programs, significant curricular and enrollment growth, and institutional support for Chican@ studies, with an expectation of continued growth to achieve the nominal plans for a comprehensive department of undergraduate and graduate programs, and a programmatic profile much closer to that in peer and comparable institutions.

The report is organized into a set of general findings and then a list of specific findings with commentary on strengths and weaknesses in the 9 areas specified by the Academic Program Review (APR) manual.

Overall Program Strengths

The Chican@ Studies department hosts a high quality, student-centered, undergraduate program with short range plans to create graduate programs. Its faculty members are outstanding scholars with exceptional records of teaching, research, and service. The students are highly motivated and well-prepared for future study or work in a wide variety of situations.

¹ While there are variations on the names of the field across institutions, the University of New Mexico also varies this name by specifying Chicana & Chicano studies, as well as Chicana/o studies. For consistency sake we refer to the field and area in the same manner but will alternately write it with the integrated gendered symbol “@” representing both the “a” and the “o”.

The Chican@ Studies department and its undergraduate programs are relatively small, consisting of 3.5 tenure-track faculty members of the department, and eight part-time instructors, three Teaching Assistants, and three Research Assistants. The research and publication records of the faculty are outstanding. The teaching of faculty, as expressed in student reviews, is similarly excellent. The engaged pedagogical and curricular models are innovative and at the leading edges of Chican@ Studies.

The scope and sequence of courses required for the major and minor in Chicano/Chicana Studies are clearly stated in the self-study report. Major components of the syllabi are organized with careful detail to primary and secondary sources, pedagogical exercises, and assessments especially for on-line courses. The curricular contributions of Chican@ Studies are significant because a majority of their courses meet the U.S. and Global Diversity and Inclusion requirement that the Provost's Office has created for all undergraduate programs of study. In addition, a substantial number of courses are cross-listed with two major departments in the College of Education and Arts and Sciences. The Department offers two courses in the core curriculum, in the general education areas of the Humanities and the Social Behavioral Sciences. The program has cultivated a positive working relationship with American Studies, Native American Studies, Spanish, History, and Fine Arts. The Chican@ Studies program has engaged in multiple forms of extracurricular activities that meet their overall goals and objectives. The program supports collaborative academic and outreach initiatives through the College for Social Transformation, the Chicana & Chicano Studies Student Organization, and the Southwest Hispanic Research Institute (SHRI). All of these activities meet at least one of the Chican@ Studies Program's Student Learning Outcomes (SLO's).

While the Chican@ Studies faculty is small as compared to peer institutions across the country, each faculty member demonstrates an extremely high commitment to the program, community, students, University, and their own academic careers. All described the rewarding nature of their work within the University and the contribution that they are making to capture a comprehensive picture of what's wrong and what might be done. All faculty members are fully engaged in culturally responsive pedagogy, a premise built on close interactions among ethnic identity, cultural background and student achievement, which is a core element of the Chican@ Studies program. Tenured faculty members teach all core courses; there is a deep pool of adjunct instructors (contract faculty) to expand the number, variety, and scope of the curriculum as well.

The students show a high level of commitment and engagement with the department and are excited, energized, and academically challenged by Chican@ Studies. They report that they are generally very satisfied with their program of studies while indicating areas that they would like to see strengthened. Students interviewed respect and spoke very highly of the Chican@ Studies faculty and program staff and the support that they provide. Hiring graduates of the program for short-term projects and staff positions has been seen as positive. Graduate students affiliated with Chican@ Studies and SHRI offered supportive comments about the Chican@ Studies program.²

Incorporating Chican@ Studies in student affairs is very important and necessary because as students continue to experiment, grow, and learn, they must have the capacity to carry with them what is foundationally essential: a positive self-concept, confidence, and agency. The student

² Chican@ studies, as a field, is a very learner-centered, student-centered field, holding a high regard for effective pedagogy and community-based, service-learning approaches to instruction. Cf. Chicano Coordinating Council on Higher Education. 1969. *El Plan de Santa Barbara: Chicano Master Plan for Higher Education*. Santa Barbara, CA: La Causa Publications.

services center El Centro de La Raza and Chican@ Studies faculty have similar, yet distinct charges to support the success of Chicano students at UNM. It is critical that both programs collaborate together in ways that offer opportunities for the campus community and local community to maintain ties and develop mutual support. There is a unique disciplinary role that Chican@ studies plays in student advisement, support, and affairs, that is based in a student/learner-centered education.

The Chican@ Studies Program is committed to recruiting students from other institutions as transfer students and as incoming freshmen. Many students transfer from the branch campuses of UNM and other institutions across the nation. The Chair and other faculty in Chican@ Studies provide academic advising and counseling for students who are interested in or have committed to pursuing a minor or major in Chican@ Studies.

A staff unit coordinator in Chican@ Studies is expected to work with the Chair on recruitment and to maintain a consistent presence at recruitment fairs, high schools, and school districts. The policies for Chican@ Studies admission are clearly outlined in the report. In addition to the advising that is available to Chican@ Studies students described above, El Centro de La Raza provides student support services, which includes technical support for scholarships such as how to apply for scholarships and informing students about opportunities for funding of educational pursuits including research, attending conferences, and tuition, and a site for student organization meetings. The efficacy of these initiatives is in their graduation rates and retention numbers. The Chican@ Studies Chair plans to hire a program coordinator who will coordinate advisement and recruitment at high schools in the state of New Mexico, as well as for supervising outreach and advising to the online degree students and for retention of students at UNM.

The program facilities consist of two spaces at the UNM campus. A shared cooperative space at the CCS/SHRI building includes the Chair and staff offices, a kitchen, seminar room and main office. The recently acquired office spaces in the Humanities building will provide a major hub for interface with students, staff and faculty in the central part of the campus. The Humanities space includes faculty offices, staff offices, a common gathering area, and a meeting area that can be made private for use for seminars or faculty meetings.

The Chican@ Studies program is attracting attention from Chicano Studies scholars across North America because of the geographic location of the University, its rich and unique archival resources and collections in Chican@ studies, and its incipient affirming growth and success.

Since the hiring of the current Chair, professor Irene Vásquez, the Chican@ Studies program has operated successfully with limited structural resources due to the commitment of the program's faculty and staff. The expectations of their students, Chicano communities are being adequately met, but this is largely due to Chican@ Studies faculty and staff working together to create culturally unique spaces on the UNM campus, and strong relationships with off-campus communities and constituencies, including alumni. Overall, students in the Chican@ Studies program are receiving a solid education. With the development of Chican@ studies graduate programs, graduates will have the option to continue their studies at UNM, instead of attending universities in Arizona, Texas, or California (UCLA and UC Davis). For many of the students interviewed, incorporating Chican@ Studies into both student support services and academic pedagogy was crucial to their survival, and many expressed an interest in continuing at UNM in Chican@ studies.

Many students on the UNM campus see the Chican@ Studies program as a culturally unique and safe space on campus where student-centered programming is allowed for the building of a "new" narrative into institutions of higher education. Faculty and staff would also like to be able to support better their existing community partnerships and expand them to provide more opportunity for students and community relations.

**Department of Chicana/o studies Program Review
Strengths & Weaknesses**

Overall Findings: Exceeds (EM), Met (M), Not Met (NM), Met with Concerns (MC)

CRITERION 1: PROGRAM GOALS	
Overall Finding	M
1.a Published goals/educational objectives for each program (undergraduate and graduate)	M
1.b Consistent with mission (UNM's and unit's) and the needs of constituents	M
1.c Students are aware of program goals	M

Findings on strengths:

1.a Published goals

The Chicana and Chicano Studies Department's goals emphasize critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, service, and advocacy. As a program residing in the flagship institution of the state that has the largest percentage of Hispanos in the country, this mission is integral to furthering the understanding of New Mexico's present and the nation's future.

1.b Consistent with UNM mission

The Chicana and Chicano Studies Department's goals and objectives are consistent with UNM's mission and needs: "to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service." Furthermore, given the demographic profile of the state, and UNM's designation as a Hispanic Serving Institution, the Department's particular focus makes a special contribution to the University mission.

Chican@ Studies is poised to serve as a beacon that will attract new constituencies to UNM, particularly critical in light of declining university enrollment. Among its many strengths, the Department has strategically incorporated high impact practices into a curriculum attentive to current trends in the field of Chican@ studies, implemented online delivery of courses, and cultivated working relationships with an impressive network of community based organizations and K-12 educational institutions. Community partners praised the excellent performance of students enrolled in the field work experience classes. Administrators who work closely with the Department commend the vision and leadership provided by the Chair and Associate Chair to construct and communicate Program Goals, and establish effective working relationships within the University and with community partners leading to successfully implementing the first phase of a thoughtful, creative and viable plan to build Department capacity. The plan for Department growth and expansion includes a graduate program that is accounted for in the overall strategic plan and based on Institutional commitment to increase the number of Chican@ Studies faculty from 3.5 to 8 within the next five years. Once established, the online Chican@ Studies Major, a pioneering effort of national significance, is anticipated to generate further interest in the Department and a revenue stream to help sustain program growth. Chican@ Studies also has a visionary plan to create a pipeline of students to UNM by offering Chican@ Studies Introductory courses in Albuquerque High Schools, one more viable plan to maximize growth potential. Though in the early stages of evaluation, the trends over the last

five years are exceedingly positive: a triple digit enrollment growth rate and significant revenue generated from newly created online courses. The 2016 APR Self Study establishes a baseline for future assessment.

1.c Student awareness

According to the APR, several strategies are used to communicate program goals to various audiences: posting program goals on the website; including them in the course syllabi; and including them in the various feedback activities, like the major/minor survey, the exit survey, and focus groups. The recently formed (2014) Chicana and Chicano Studies Student Organization (CCSSO) also helps to communicate program goals as members work with faculty to organize department events, collaborate with other student groups, and recruit students into the Major. During the Chican@ Studies site visit meetings, members of CCSSO and graduate students who enroll in Department courses and participate in the Transnational Working Collective confirmed that they have a clear grasp of the program goals. Furthermore, they hold faculty in high esteem for their teaching expertise and passionate dedication to student success. Students praised the Chair and faculty for creating an intellectually stimulating and emotionally supportive place where students see themselves as partners in the work leading to the recent attainment of Departmental status. The synergy between Chicano Studies faculty and undergraduate and graduate students was evident as they eloquently articulated their enthusiasm for pursuing original research and engaging in community service and advocacy; both activities resonate with the Program Goals and the University mission. The students eagerly anticipate the plans to create a Masters and PhD program and lament that these options are not currently available. The strong support of students and their close working relationship with Chican@ Studies faculty are strengths of the Department in pursuing explicit and commonly shared program and university goals.

Findings on shortcomings:

No shortcomings.

2. TEACHING AND LEARNING: CURRICULUM	
Overall Findings	
2.a For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	M
2.b Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	MC
2.c Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	EC
2.d Program delivery modes are of sufficient quality and address student needs	EC

Findings of strength

The Chican@ Studies faculty have created a student centered learning community that occurs through completion of logically sequenced and cohesive curricular components as well as through an array of extracurricular activities and high impact practices. The Department Chair has been proactive and taken initiative to insure that freshmen students learn about Chican@ Studies and the curriculum. For example, the Chair has regularly participated in Freshmen Orientation to promote student interest in the area of study and the extracurricular activities, and Chican@ Studies participates in the First Year Learning experience. A Department sponsored student organization was also created, the Chicana & Chicano Studies Student Organization (CCSSO). The efforts have borne results. The current Chair of the CCSSO, attracted to the Program when she participated in Freshmen Orientation about four years ago, attested to how central the Department has been to a meaningful educational experience. She articulated how the curriculum, in conjunction with the leadership experiences afforded her through CCSSO activities, have advanced her knowledge of self, ethnic identity, community challenges, and social justice. Other undergraduate students echoed her sentiments about the transformative impact the program had on their intellectual development and personal growth.

2.a. Adequate Coverage

Curricular components more than adequately cover and are consistent with the Chican@ Studies Program and UNM learning goals. Two particularly noteworthy elements of the curricular coverage are the attention to subject matter content that addresses language development in Spanish and the emphasis on critical pedagogical practices designated as “high impact.” Furthermore, the curricular components incorporate new modes of learning, including the application of technology in collaborative learning contexts, for example, the production of a digital story in one of the two courses designated as a “Practice” course (Certificate in New Mexican Cultural Landscapes).

A well-recognized high impact practice is providing students with opportunities to work closely with a faculty member in a course with low faculty to student ratios. The Chican@ Studies courses that provide experiential learning in a community setting are prime examples of this high impact. Chican@ Studies has a close working relationship with Southwest Hispanic Research Institute (SHRI) that greatly facilitates faculty mentorship, service learning, internships, fieldwork, applied research, and “practice” courses. In conjunction with one of the core Chican@ Studies courses, “Community Based Learning,” SHRI/Chican@ Studies Field School Work students and faculty may garner from SHRI and other sources funding for their participatory research and/or to cover programming expenses. Support from SHRI facilitates student research, community research, and student internships.

2.b. Contributions to Other Units Are Adequately Coordinated

The Chicana and Chicano Studies curriculum has increasingly become institutionalized through the establishment of the major and the development of core curricular and concentration areas. This transition relied on the collaboration with other academic units and their faculty. At one time, the Chicano Studies Dept. faculty relied heavily on Affiliated Faculty and on Associated Faculty and Lecturers to carry out an impressive teaching and learning curriculum. Now, the core faculty and a large number of adjuncts relative to the faculty housed in CCS offer the majority of the course work. Over the past three years, CCS now has a curriculum that is solidly grounded in its own field of study but is richly complemented by courses offered through crosslisting with other units. This collaboration with other units seems to have been successful to this point. Relying on Affiliated Faculty with teaching and committee responsibilities in their home Department has allowed Chicano Studies to attain phenomenal growth in a short period of five years—from a program to a Department, from a Minor to a Major, including two certificate programs, one in New Mexican Landscapes and the other in Transnational Latino Studies (online, face to face, and one that is offered completely online). The growth attests to creativity and resourcefulness; however, it raises concern about the workload of each Chicano Studies faculty and each Affiliated Faculty and the meaning of additional work for retention and promotion in the home department.

The enthusiasm and commitment of faculty to advance the Program represent dedication and foresight as well as an inordinate workload that is beyond the scope of what is expected in most other departments with adequate resources. Sustaining an inordinate workload is unlikely and unwise. The development and growth represent labor intensive planning, coordination, implementation, and assessment and re-evaluation. As with all new and continuing programs, closing the loop on assessment and recalibrating the curricular components in light of findings is critical and yet one more task.

2.c. Extracurricular Programs and activities Are Sufficient

The extracurricular programs and activities are an integral component essential to the Program goals and consistent with educational objectives. Officially, the Chicano Studies Department currently offers only an undergraduate major, but it is a hub of intellectual, community engagement, and research activity that draws the ardent participation of graduate students as well and that of undergraduates. This constitutes a strategic strength of the Department that has potential to insure growth. Through extracurricular activities, the Department is creating a foundation for a dynamic graduate program attentive to emergent areas of research and critical to UNM's mission. Each curricular component, the Major, the Minor, and the two certificate programs, “New Mexican Cultural Landscapes” and “Transnational Latino Studies,” promotes research and supports community partnerships; creating, sustaining, and growing a network of what used to be called an “invisible college” of Chican@ studies.

“Transnational Perspectives” is one of the three options for concentration offered to undergraduate majors and also a research theme that has led to a striking extracurricular group composed of graduate students from other Departments who work with Chican@ Studies faculty, the Transnational Research Collective (TRC). Graduate students in TRC interface with Chican@ Studies faculty who share readings and discussions and meet in space shared by Chican@ Studies and SHRI. Latino and Latina students emphasize the high impact of participating in TRC. Students and Chican@ Studies faculty have carved out what they call a “home space,” an intellectual space that valorizes their research interest and a learning community that allows them to become familiar with each other's research. During our meeting with

the TRC, one student described the TRC as a “family” whose members share values research and advocacy for social justice. TRC collaborates with SHRI who recently published “Transnational Cultural Production and Expression,” the first of a five volume series that will address transnational issues. The Director of SHRI authored the Preface and the Chican@ Studies Chair authored the Introduction to the graduate student papers, a reflection of the collective working relationships among SHRI, Chican@ Studies, and graduate students. Graduate students in the TRC also teach in Chican@ Studies and serve as important models and inspiration for Latino and Latina undergraduate students who may entertain the thought of pursuing graduate education. One of the themes emerging from our conversations with students centered on how Chican@ Studies has become a catalyst for drawing together a community of learners at the graduate and undergraduate level. The TRC graduate students have initiated a blog to promote cultural expression and develop a political awareness relevant to the U.S.-Mexico border; for example, publicizing the disappearance of the 43 indigenous student teachers in Ayotzinapa and linking it to cultural expression during Dia de los Muertos cultural events in the local community high schools.

2.d. Program delivery modes are of sufficient quality and address student needs.

As evidenced in the APR self-study report and feedback from students, program delivery modes are of sufficient quality and address students' needs. Chican@ Studies curriculum in each component provides a well-balanced array of delivery modes appropriate for different student learning experiences. Lecture courses (8) are designated as appropriate for teaching students about a body of knowledge. Practice courses (2) facilitate the application of knowledge under close faculty supervision. Seminars (7) also provide the appropriate conditions for close faculty supervision of students pursuing individual projects and original research.

Several courses (8) are offered in traditional face to face delivery modes as well as online. Students have the option to choose between traditional modes and online delivery modes. Undergraduates expressed the importance of having options rather than being restricted to only online delivery modes for any one course. The students who had completed online courses in Chican@ Studies noted that the courses were well structured, informative, and inclusive of peer discussion. The choice to take an online course was based on the expected reasons: time constraints given work commitments and travel time and convenience. The reservations about online courses were also expected: the fact that online discussion is seldom as ‘scintillating’ as face to face exchanges. Students appreciate the practicality and convenience of online delivery modes but recommended that Chican@ Studies should not replace a lecture course with online delivery and not continue to allow them the option to choose. They also noted that establishing a community of learners is less effective in a class offered online. In sum, the option of online delivery of courses has resulted in increased enrollment and is a strength of the program.

Findings of weakness

2b. Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit

As confirmed during discussions with Administrators, transparency is lacking regarding the meaning and value of the work of Affiliated Faculty who cross list courses. The evolution of interdisciplinary work holds promise for exciting new avenues for research and opportunities for grants that honor interdisciplinarity; however, a need for more explicit guidelines for disciplinary ‘boundary crossers’ is also warranted. Affiliated Faculty take on more service work. Cross listing courses adds to faculty workload. It increases student enrollment, thus adding to teaching responsibilities and generating greater advisement of students seeking

opportunities for extra curricular activities, career options and support for advanced study plans.

A careful audit may suggest institutional realignment and new ways to coordinate with other units where Affiliated Faculty are based. During the on-site visit, we noted institutional barriers across colleges that cloud the ways faculty will be credited for affiliation with Chican@ Studies, whether it be credit for tenure or for promotion. Related questions emerged about the process Affiliated Faculty may follow to teach in Chican@ Studies. How is it negotiated and valued? Who is responsible for negotiating? The Chair? Or, does the onus of negotiation fall on the faculty member? The short term goals for Department status have been met through careful collaboration between the Chair and other units, but attaining the next set of program goals must attend to the undue strain that often accompanies growth. Sustaining the momentum necessary for creating a Masters and PhD Program causes concern given the Chican@ Studies reliance on Affiliated faculty and the need for more explicit guidelines for exchanging resources across Departments and Colleges.

3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	
Overall Finding	
3.a Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	M
3.b Regular use of appropriate evaluation tools for assessing teaching effectiveness	M
3.c Results of evaluations systematically utilized as input for the continuous improvement of programs	M

Findings of strength

Since the BA in Chican@ Studies was achieved in Fall 2013, the assessment plan has not been fully launched; however, a complete assessment plan for each curricular component has been created. The assessment plans are replete with the identification of a student learning objection (SLO) to be measured, a designated activity for students to complete, rubrics for evaluation, a timeline and dissemination of findings plan. Based on results from a pilot assessment conducted in 2013 and 2014, Chican@ Studies integrated the LEAP (Liberal Education & America’s Promise) critical thinking rubric criteria into the curricular assessment tools.

Chican@ Studies took seriously preliminary assessment results that garnered comparative data from student performance in the Chican@ Studies Introductory course and those in the Capstone course. Even though the assessment results were based on a small sample, Chican@ Studies concluded that while students in the Capstone demonstrated advanced analytical skills, they needed further support for substantiating an argument. Based on this finding, the faculty agreed to include new approaches and sequential learning experiences that spanned two semesters. Chican@ Studies has demonstrated a clear plan for assessment and an understanding of how to “close the loop” by using assessment data to improve teaching and learning, implying continued (and systematic) use of evaluations for improvement.

Findings of weakness

No findings of weakness.

4. STUDENTS	
Overall Findings	M
4.a Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	MC
4.b Student performance and progress are adequately monitored	M
4.c All students receive adequate and appropriate advisement and referral to student support services	MC
4.d Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	M
4.e The success of graduates is tracked and assessed	M

Findings of strength

4.a Policies for accepting new and transfer students (including transfer credits) are in place and are enforced

The Chican@ Studies Program is committed to recruiting students from other institutions as transfer students and incoming freshmen. Chican@ Studies students transfer from the branch campuses of UNM and other institutions across the nation. Academic advisement and recruitment for Chican@ Studies is carried out by several faculty and staff, but in large part has fallen to the department Chair, who spends great energy and time in these activities, including maintaining a consistent presence at recruitment fairs, high schools, and school districts. The policies for Chican@ Studies admission is clearly outlined in the report.

4.b Student performance and progress are adequately monitored

In addition to receiving services from the UC advisement center and course/credit monitoring services, Chican@ Studies students work closely with Chican@ Studies faculty and staff for graduation advisement.

4.c All students receive adequate and appropriate advisement and referral to student support services

Chican@ Studies majors and minors are provided with extensive services and support in meeting their academic goals. A staff member in the College of Arts and Sciences advising center advises the minors and majors. In addition, a core group of individuals including Chican@ Studies staff and faculty, work together in providing advisement services. Students are referred to student support services.

4.d Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness

In the advisement that is available to Chican@ Studies students described above, Chican@ Studies provides student support services which include guidance on obtaining financial support through scholarships and future career and educational objectives. The efficacy of these initiatives is in their graduation rates and retention numbers. A plan is currently being created by the Chican@ Studies Chair in charge of advisement and recruitment.

4.e The success of graduates is tracked and assessed

Since the minor was approved in 1985, and the major only in 2013, the department is

developing a process by which it can track, assess, and document the success of graduates. The self-study report provided details on five Chican@ Studies alumni that was collected in 2015. All of them are employed or pursuing graduate studies in fields directly related to Chican@ Studies. Given the budgetary limitations of the program, UNM could support efforts by Chican@ Studies to track and assess Chican@ Studies graduates with funding to create a data base. This would afford both quantitative and qualitative data for the program to draw on for future curricular decisions and programming projects.

Findings of weakness

4.a Policies for accepting new and transfer students (including transfer credits) are in place and are enforced

The review committee learned that on both the freshman and transfer application to UNM, the major in Chicana and Chicano Studies was missing as a degree option, apparently the result of institutional drag in updating forms.

4c All students receive adequate and appropriate advisement and referral to student support services.

While activities of recruitment, admission, support, retention, and completion are all being met at the moment, there was a recognition that much of this activity was being discharged by the Chair. In a program that is growing, the limits to what the chair can do can be reached quickly. Greater distribution of these activities will need to take place to sustain them through the next APR.

5. FACULTY		
Overall Finding		
5.a	Sufficient number and competencies to cover all program and curricular areas	MC
5.b	Appropriate qualifications	M
5.c	Adequate levels of research and creative activities	M
5.d	Adequate levels of student-faculty interaction, student advising and counseling	EM
5.e	Adequate levels of university/professional service activities	M
5.f	Adequate levels of professional development	M

Findings of strength

5.a Sufficient number and competencies to cover all program and curricular areas

Chican@ Studies course instruction is currently provided by full-time, joint, part-time, adjunct, and affiliated faculty. The department’s 3.5 FTE is constituted by five faculty with three split appointments of .25, .50, .75, all at the associate rank; and two full time equivalents one at the assistant and the other at the lecturer level. A search this year, we understand, yielded for the department two new ladder-rank faculty, at the assistant professor rank, and will begin in the new academic year of 2016-17. The department will lose its lecturer FTE after this year, resulting in a 4.5 FTE of ladder rank faculty starting in 2016-17, weighted in the junior ranks.

Significant participation of the department is planned in a new online undergraduate degree program, which received seed funding from the University, and for which the department will receive a dedicated Visiting lecturer position at the launch of the program.

A Master’s program is planned for 2018 and a doctoral program soon thereafter. The department “anticipates” increasing the departmental FTE to 6 or 8 in four years(2020), and 13 FTE in eight years (2024) (Self-study, p. 46), that would appear to cover the additional course development, graduate programs, and increasing workload generated by a growing Department of Chican@ studies with great coordination, pacing, and Department-Decanal collaboration.

The curriculum is small, but growing. Scheduling of courses is sometimes difficult. If one full-time faculty member takes a sabbatical, then there is a need to find coverage for two to three courses per semester. Joint appointed faculty are important in providing courses in Chican@ Studies, but their instructional scheduling involves two departments, and so their coverage sometimes tenuous. Yet, as we have seen in other institutions, “if you build it, the students will come.”

5.b Appropriate qualifications

All of the tenure-track faculty which includes assistant and associate level professors are well-qualified. A review of their CVs will demonstrate a strong foundation in the humanities, social sciences, and Chicano Studies. All faculty are published in peer-reviewed journals along with book publications. They serve on international national, state and local committees. At the university level, their contributions are outstanding.

5.c Adequate levels of research and creative activities

All of the tenure-track faculty are engaged in field-based and conceptual research projects. In addition faculty engage in scholarship that include film production and the fine arts.

5.d Adequate levels of student-faculty interaction, student advising and counseling

The faculty in Chican@ Studies is small compared to other units across UNM, and other Chican@ studies units at comparable and peer institutions, but the faculty similarly make important contributions to students who are majoring and minoring in Chican@ Studies. They also value students who are not pursuing a major or minor, but who are taking courses in Chican@ Studies. The interaction between faculty and students is phenomenal. In addition, faculty serve on MA/MS and Ph.D. committees (comprehensive examination and dissertation). Their participation in this capacity is excellent.

5.e Adequate levels of university/professional service activities

The entire Chican@ Studies faculty is engaged in projects, committees, and other activities across UNM. They serve on university wide committees such as the Higher Education Accreditation Committee, Provost's Committee on Diversity, the Promotion and Tenure committee, search committees, and other faculty-based committees. Given the unique nature of Chican@ Studies, faculty are routinely asked to serve as consultants (usually pro bono) across New Mexico and the nation. The Chican@ Studies faculty is recognized for their expertise in leadership, education, and media arts so it is not surprising that they are called upon to provide professional development and other services for the local communities.

5.f Adequate levels of professional development

All of the faculty find ways to gain professional development to enhance their pedagogical skills, content, and scholarship. In addition, faculty participates in workshops sponsored by UNM. Again, given the tremendous workload of the Chican@ Studies faculty, it is amazing that they find ways to participate in professional development. Mentorship of junior faculty.

Findings of weakness

5.a Sufficient number and competencies to cover all program and curricular areas

As Chican@ studies becomes more institutionalized, and grows, the informal relationships between faculty and between departments often must accommodate or adjust to those changes. We noted that some of the faculty relationship and participation was being reassessed. The establishment of the Affiliated faculty group was a recognition of this need in the pre-major, pre-department period. As the Chican@ studies department grows, there is a challenge to retaining the cooperation, service, participation, and teaching of faculty in other departments, without institutional policy facilitation that recognizes these activities in workload, merit reviews, and promotion. Formalization of these informal relationships may be needed to assure this wider faculty participation at the next APR period.

Also, the current rank distribution of the departmental faculty raises a yellow flag regarding number and seniority needed for coverage and leadership going forward. It is a common occurrence that faculty of color and women are often sidetracked by university service (like program building) from the scholarship needed for merit and promotion advancements, and doing double duty, they may also get burned out. The pacing of new hires (promotions and retentions) should be considered here, and as the department hires new faculty it (and the Dean) should not only consider program coverage and scope, but also rank and seniority within the department for balance and institutional health. This would provide greater confidence in continued progress at the next APR.

6. RESOURCES AND PLANNING	
Overall Finding	
6.a Unit engages in resource planning and allocation, possibly with use of external advisory board	M
6.b The unit has sufficient resources and institutional support to carry out its mission	MC
6.c Staff composition and deployment is adequate	MC
6.d Unit solicits and receives appropriate levels of external support	MC

Findings of strength

6.a Unit engages in resource planning and allocation, possibly with an external advisory board

Chican@ Studies does have an external advisory board, the Chicana and Chicano Studies Community Advisory Committee. Chican@ Studies does have a well-organized plan in place for resource allocation and planning. Funding is provided by the Dean of the College of Arts and Sciences.

6.b The unit has sufficient resources and institutional support to carry out its mission

The Chican@ Studies Department apparently receives standard budgeted funding for its current activities, at their current levels of effort, especially to provide academic services to students. With the exception of one full-time Assistant Professor, all other faculty are joint/split appointments meaning that their salaries are shared in two departments. While each faculty member is compensated for a full salary, it becomes a bit more difficult to count full time equivalents rather than persons, in making the judgement of “sufficient” resources for the department. With regards the new online academic program, there is a budgeted revenue stream sharing agreement in the making, but no one at this moment has the ability to determine “sufficiency” except for hopeful planning purposes. Certainly there is a demonstration of institutional support of providing more faculty and other resources as the Department is growing. However, it is difficult for us to project progress, much less institutional support, regarding sufficiency into the future for some of these activities

6.c Staff composition and deployment is adequate

Chican@ Studies staff consists of one full-time unit coordinator. In addition, to the range administrative, fiscal and programmatic activities, the unit coordinator assists the Chair with recruitment and advising. Student employees also provide services along with one teaching assistant.

6.d Unit solicits and receives appropriate levels of external support

The relationship between Chican@ Studies and Zimmerman Library Southwest Research Center is excellent. Faculty build in opportunities for students to access the workshops and resources offered through the center.

Findings of weakness

6.b The unit has sufficient resources and institutional support to carry out its mission.

6.c Staff composition and deployment is adequate.

6.d Unit solicits and receives appropriate levels of external support.

Chican@ studies is growing rapidly in degree and certificate academic programs, institution-

alization, growth planning, new graduate degree programs, enrollments, and conversion to majors and minors. All of this takes *increasing* resources as Chican@ studies *grows* into a comprehensive department. We have no crystal ball to divine the future, but given the university's immediate history of Chican@ studies, we cannot but be hopeful that the resources will be available as the department realizes its growth, and its new academic degree programs, and that were we to do the next APR, we would find that these faculty, staff, and financial resources were being met yet again.

Other than grantsmanship activities, we reviewed no plans for any development campaigns (in concert with the University) for endowed chairs, capital development, or for other major program activities (e.g., an endowed lecture series in Chican@ studies), through development efforts.

7. FACILITIES	
Overall Finding	
7.a Facilities are adequate to support student learning, along with scholarly and research activities	M
7.b Office space for faculty, staff and graduate students is appropriate	MC
7.c Adequate library services, compute infrastructure and information infrastructure	M
7.d Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded	M

Findings of strength

7.a. *Facilities are adequate to support student learning, along with scholarly and research activities*

7.b. *Office space for faculty, staff and graduate students is appropriate*

The Department of Chican@ studies has resided in the 1829 Sigma Chi building shared with the Southwest Hispanic Research Institute and the NM Land Grants Program for several years. In 2015 the Department was assigned, by the Dean of Arts and Humanities, 9 offices in the Humanities building, being used for faculty, other instructional staff, graduate students, and a small seminar room, and kitchen lounge. Given the small department faculty, this seems currently adequate for these purposes of providing faculty the resources to carry out their work.

There is a good collaborative relationship between the department and the SHRI. This collaboration ensures that CCS has access to additional meeting space and seminar spaces for larger gatherings than there room for in the Humanities Bldg. This relationship supports a closer contact and interaction with Chican@ studies research and laboratory resources and the core department faculty is more widely integrated into the campus Chican@ studies research activity. This is a unique facilities strength few other institutions have, and where we've seen it, it has been the foundation for greater promise.

7.c. *Adequate library services, compute infrastructure and information infrastructure*

7.d. *Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded*

Chican@ studies has the advantage of extremely valuable institutional archives and holdings in the Zimmerman Library (especially the Southwest Research Center), and College of Fine Arts library, and the mapping laboratory of the Land Grant Mapping project led by Professor García y Griego. These resources have been used by students and faculty for various class and research projects.

Findings of weakness

7.b. *Office space for faculty, staff and graduate students is appropriate*

While currently adequate, it is not clear there is enough growth potential in the available space as its faculty grows over the next four to eight years, with new graduate programs on the horizon, and the subsequent need for greater graduate student space.

8. PROGRAM COMPARISONS	
Overall Finding	
8.a. Institutional support and leadership sufficient to assure quality and continuity of the program	MC
8.b. Institutional services, financial support, and staff adequate to meet program needs	MC
8.c. Sufficient to attract and retain a well-qualified faculty and provide for their professional development	MC
8.d. Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	MC
8.e. Sufficient to provide an environment to attain student outcomes	M

Findings of strength

Great program and institution building strides have taken place in the short period of time of the last 5 years. The establishment of programs and the departmentalization could not have been done without institutional support, despite some instances of institutional resistance and political struggles. The epistemological diversification represented by these achievements contribute to UNM moving in the ranks of Research One institutions, with the additions of more faculty and the establishment of graduate programs. As a Hispanic Serving Institution, it also improves its rankings beyond student enrollment to a greater and more relevant student education. This year’s Chican@ studies faculty search is important in providing additional faculty to the department and its growth. The Dean’s commitment to promote graduate programs in Chicana/o studies is recognized and important, as was his allocation of space to the fledgling department.

Findings of weakness

There is a concern about institutional self-concept as an Hispanic Serving Institution, that includes more than diversifying enrollments, but also in diversifying curriculum, epistemology, and the staff. For example, there are some Hispanic Serving Institutions adopting institutional goals, and mission statements, of becoming “bilingual” institutions of higher education. Given New Mexico’s bilingualism history, the question might be raised why isn’t the University of New Mexico reaching for that star again? With Chican@ studies teaching courses bilingually, embracing this explicitly at the institutional level could be a fast strategy towards that end.

There is a concern over synchronizing the pace of program building and the rate of institutional change taking place. In some respects Chican@ studies is “trying to catch up” to the field and to the level of program building at other peer and comparable institutions (which currently have an average of a baker’s dozen dedicated department faculty, and many also have masters and doctoral programs, etc). It is not clear that the institution views itself moving at a slower pace, tied to resource allocation limitations (which generally reflect priorities). The concerns for where the program may be at the next review includes whether this will “burn out” the current departmental leadership (without adequate recognition and support, e.g., promotion), expending it’s energy not in implementation and program building but in overcoming additional institutional resistance. We are not suggesting that Chican@ studies slow down its pace in helping the University “catch up” to its peer institutions, but rather that the University be more direct in planning to do the “catching up.” In other words, while the program goals are in line with the University’s mission statement, it is not always clear that the University sees Chicana/o

studies as part of its mission statement, or where it fits in its institutional priorities. The recent approval of the major, and the recent departmentalization, surely indicate that it currently appreciates the program building taking place, but the long, if not bumpy history of the program at UNM does not reassure that this isn't a short term institutional commitment dependent on the current institutional leadership. An explicit inclusion of the Chican@ studies graduate programs into the formal institutional planning process which was lacking, or at least not visible, for example, would go a long way to assure that at the next APR UNM would have made substantial progress in comparison to its institutional peers.

Another concern was the rank and tenure placement of faculty in general. We noted during the site visit that both department leaders have been at the associate level beyond the normative times. The Chair was hired as an associate professor, even though she had been ranked as full professor with tenure at her previous institution. While we did not engage in an institutional level of analyses regarding appropriate rank and compensation amongst faculty of color and women faculty at the institution, we believe that University leadership should be very sensitive to these indications of possible discrepancies. These are significant issues affecting the attraction, and retention of well-qualified faculty.

9. FUTURE DIRECTION		
Overall Finding		
9.a	Unit engages in strategic planning	M
9.b	Unit make use of appropriate data, including peer comparisons, in strategic planning	M
9.c	Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly	M

Findings on strengths

The department of Chican@ studies, as reflected in the self-study engages in strategic planning, making use of appropriate data, being very self-aware of its strengths and weaknesses.

Findings on weaknesses

It is easier to assess the department’s overall planning process, than the Institution’s. while we appreciate the Academic Program Review process, manual, and guidance provided by the University, and note its recent improvements and changes, we note that the Institution still does not collect information in a way that maximizes the program planning for Chicana/o studies. There is room, we believe, for improvement of the type of institutional data collected by the University in various areas that would serve this purpose. One data point in particular is the collection of student data on majors, minors, and certificates, that are not systematically reported or accurately accounted for the degree declarations made by students (especially if they are double majors, etc) in Chican@ studies.

Epilogue

As we were completing this review, we decided to share a few thoughts regarding the process of the Academic Program Review itself, because we think it presents some unique features that should be taken into account. When we reviewed the APR Manual, there were certain institutional assumptions about the process within the explicitly stated goals for, and utility of, such reviews for the department and the institution. In many respects, there is an assumption of steady state operation and activity; that is, a full-blown comprehensive department, faculty and programs, in operation for 7 or more years, for which the APR is designed to assess its quality, effectiveness, and efficient operation on the several criteria since the last time reviewed and with respect to its immediate future. In the case of Chican@ studies, which was started at UNM in 1970, one might initially believe that these assumptions are applicable in their APR. However, as we've noted several times in the report, these assumptions do not serve us well in this review.

While Chicano studies started as an inter-departmental program with several courses in 1970, it did not develop into a minor until 1983, and a major until 2013, and as a department in 2015. The department is the unit of review (within the context of the University), and it is still in a dynamic growth and development mode, not yet having established its steady state number of full-time, ladder-rank faculty, nor added its planned graduate programs (even while engaging in graduate education, which is not explicitly reflected in APR criteria because it is not yet an explicit degree program). The "concern" criteria was "any activity or effort with a possible shortcoming" that might not survive until the next APR. A Review for a department in this stage of development might better include other criteria for such assessments (e.g., whether we assess the plans for increases in faculty or establishment of the graduate programs as adequate; where these goals rank or conceptually fit within the field of Chican@ studies, and with peer and comparable institutions).

This APR is the first one ever done for CCS at the University of New Mexico. In the absence of a deeper institutional record and documentation, it becomes the baseline for future reviews. In many respects this review should assist significantly in the institutionalization of Chican@ studies by formalizing a record for the unit. The self-study as a forum for collective reflection, and planning was a very important process for Chican@ studies, given the lack of an institutional record on the programs. This alone might be one of the most important results of this Review. Given the rocky history of Chican@ studies at UNM there are competing visions in and of the past. Today, given the self-study process, it seems there is consensus, coherence. What is needed now is cohesion and collaborative institutional shepherding to meet a level of comparable development to peer/comparison institutions (if this is where UNM wants to go, which was not explicitly clear within the APR process, since there is no comparable "self-study" portion for institutional leadership as there is at institutions where the APR is carried out primarily by the Academic Senate rather than the administration). The University is playing institutional catch up, with institutional investment in the department, and the expected continuing growth. The APR of a swiftly moving (departmental) target for academic review and assessment must depend equally on what the institution wants to do as it does on the department itself. And that was difficult to grasp through the structure of this review.

In all, the improvements made on the Academic Program Review process by the University over the last two years are applauded as they seem to be reaping benefits. We share these last thoughts in the spirit of continued improvement of the process as well.

APPENDIX F ACADEMIC PROGRAM REVIEW TEAM WORKSHEET

This worksheet should be used to document any department/program shortcomings relative to the UNM Criteria for Program Review. For each criterion, please note whether shortcomings exist in the criterion. If a shortcoming is identified, please note it as Met With Concerns (MC), Marginally Met (MM), or Not Met (NM), (refer to manual –page 8 - for descriptions). For any shortcomings, please summarize the basis for your conclusion in the appropriate box. If the program meets and exceeds (EM), any criterion, it is so noted, as is Exceeds with concerns (EC). If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.

Visit Dates: March 3-4 2016

**Department/
Program:**

Chicana and Chicano Studies

Evaluator(s):

Dr. Reynaldo F. Macías
Dr. Mary S. Pardo
Dr. Gregory Cajete

Criterion	Assessment (MC/MM/NM)
1. PROGRAM GOALS	
1.a Published goals/educational objectives for each program (undergraduate and graduate)	M
1.b Consistent with mission (UNM's and unit's) and the needs of constituents	M
1.c Students are aware of program goals	M
2. TEACHING AND LEARNING: CURRICULUM	
2.a For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	M
2.b Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	MC
2.c Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	EC
2.d Program delivery modes are of sufficient quality and address student needs	EC
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	
3.a Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	M
3.b Regular use of appropriate evaluation tools for assessing teaching effectiveness	M
3.c Results of evaluations systematically utilized as input for the continuous improvement of programs	M
4. STUDENTS	
4.a Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	MC
4.b Student performance and progress are adequately monitored	M
4.c All students receive adequate and appropriate advisement and referral to student support services	MC
4.d Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	M
4.e The success of graduates is tracked and assessed	M

5. FACULTY	
5.a Sufficient number and competencies to cover all program and curricular areas	MC
5.b Appropriate qualifications	M
5.c Adequate levels of research and creative activities	M
5.d Adequate levels of student-faculty interaction, student advising and counseling	EM
5.e Adequate levels of university/professional service activities	M
5.f Adequate levels of professional development	M
6. RESOURCES AND PLANNING	
6.a Unit engages in resource planning and allocation, possibly with use of external advisory board	M
6.b The unit has sufficient resources and institutional support to carry out its mission	MC
6.c Staff composition and deployment is adequate	MC
6.d Unit solicits and receives appropriate levels of external support	MC
7. FACILITIES	
7.a Facilities are adequate to support student learning, along with scholarly and research activities	M
7.b Office space for faculty, staff and graduate students is appropriate	MC
7.c Adequate library services, compute infrastructure and information infrastructure	M
7.d Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded	M
8. PROGRAM COMPARISONS	
8.a Institutional support and leadership sufficient to assure quality and continuity of the program	MC
8.b Institutional services, financial support, and staff adequate to meet program needs	MC
8.c Sufficient to attract and retain a well-qualified faculty and provide for their professional development	MC
8.d Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	MC
8.e Sufficient to provide an environment to attain student outcomes	M
9. FUTURE DIRECTION	
9.a Unit engages in strategic planning	M
9.b Unit make use of appropriate data, including peer comparisons, in strategic planning	M
9.c Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly	M