



Office of the Provost

MSC 3445
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003-8001
575-646-2594, fax: 575-646-6334
provost@nmsu.edu

September 22, 2022

RE: BEST

Dr. Dulcinea Lara, Dr. Manal Hamzeh, and Colleagues,

This letter is in strong support of reorganizing and relocating Borderlands and Ethnic Studies (BEST) from Interdisciplinary Studies in Arts and Sciences (A&S) to the College of Health, Education, and Social Transformation (HEST). Both Dean Enrico Pontelli in A&S and Dean Yoshi Iwasaki of HEST (along with key faculty) recommend this change.

This move will not only make our New Mexico State University curriculum unique and meaningful, it will answer the call per the *Martinez/Yazzie* legislative mandate toward teacher/student education, career preparation, transformative perspectives, and actions for social justice and equity for all. The BEST program uniquely includes Chicano, Native American, African American, and Ethnic Studies. The planned Majors, Minors, and interdisciplinary Degree offerings will draw students, attract grant funding, fundamentally change our regional communities, and have national and international impact as our well-prepared students disperse and share their abilities and perspectives in education, medicine, and policy-making.

Studies by Redding (2019), Downey (2016) and Benitez (2017), the Division of Institutional Research at San Francisco State University, and others report that students perform at higher levels when educators look similar to them and are linguistically similar to the learners. Role models and cultural relevancy are powerful tools. BEST inclusively represents this model.

We wish to thank all of those on many levels who are helping bring this vision to life. The forethought and synergy that the amazing faculty and administrative planners put into this cultural endeavor represents substantial change. The students and the community will benefit greatly in terms of health, education, cultural awareness, pride, and social and economic mobility.

Therefore, I strongly support the institutional changes proposed in the formation of the Department of BEST in HEST. This will result in accurately reframing stories, recognizing the positive historical contributions of all, promoting wellness, education, and will propel social mobility that will generationally change lives on and off campus in a sustainable way.

Regards,

A handwritten signature in cursive script that reads "Dorothy Campbell".

Dorothy Campbell,
Interim Provost and Chief Academic Officer



College of Health, Education and Social Transformation

MSC 3AC
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-5858
hest.nmsu.edu

September 21, 2022

Dear Dr. Dulcinea Lara,

I am enthusiastically writing my support letter to confirm that the College of Health, Education, and Social Transformation (HEST) will warmly welcome the Borderlands and Ethnic Studies (BEST) program to join our college, which is the newest and second largest college of NMSU. As the Inaugural Dean of the College of HEST, I am not only very excited and fully committed to supporting successful, thriving operations of the BEST program, but I also envision that this partnership will yield a wide range of transformative impacts on our peoples and communities we serve. Accordingly, this interdisciplinary, community-engaged partnership will advance NMSU's genuine fierce commitment to social justice, equity, inclusion, and diversity, including social economic mobility of our NMSU students, alumni, and families in our communities and tribes.

In line with the mission of the BEST program, the College of HEST embeds our social justice commitment into everything we do in our teaching, research, and service. In particular, we are fully committed to addressing the *health, educational, and socio-economic disparities* that the Borderlands region in New Mexico is facing, to *break the cycles of poverty* through *building a culturally meaningful opportunity ecosystem* across K-12, higher education, workforce, and community at large, especially to serve and support historically underserved communities and tribes.

Another area of alignment between the BEST program and the College of HEST is our mission around *social transformation* across health, education, and social services through impactful community-university partnerships in interdisciplinary and cross-sectoral ways. Social transformation is a *holistic interdisciplinary solution-oriented framework* that involves the co-creation and application of *research-informed evidence-based best practices and policymaking* for addressing essential societal problems. Accordingly, its focus is on *problem-solving and impact-making* through co-building and applying *socially transformative solutions*. In particular, the essence of social transformation is about *system transformation* at different levels across the entire eco-system/landscape of education, workforce and community development, and cross-cultural enrichment

Personally, I am very impressed with the outstanding transformative work and contributions of the BEST program over time, which exemplifies NMSU's commitment to social justice, student success, and community engagement, among others. Through working with our NMSU and HEST stakeholders, we look forward to supporting the vision and mission of the BEST program through continuing to build authentic, genuine partnerships and mobilize our shared talents and resources.

Sincerely,

Yoshitaka Iwasaki, PhD, Dean
College of Health, Education, and Social Transformation (HEST)



College of Arts and Sciences

Office of the Dean
MSC 3335
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-3500

Enrico Pontelli, Ph.D.
epontell@nmsu.edu

September 22, 2022

To Whom It May Concern:

This memo is meant to provide some context in support of the request to rename the Department of Interdisciplinary Studies (IDS) to the Department of Borderlands and Ethnic Studies (BEST).

IDS was established as a department 10 years ago, with the goal of serving as the academic home of the Gender & Sexuality Studies (GSS) and the BIS and BAS degrees. In Spring 2021, the following events occurred: (1) The retirement of the Department Head and of a senior faculty – who were both serving as the primary personnel in the management of the BIS and BAS programs; (2) A severe budget cut swept through the institution. The college was forced to take drastic steps to address a budget reduction of over \$1M. As part of the budget reduction, the College was forced to vacate and effectively suspend the IDS department. The department head line (vacant from the retirement) was eliminated and the available resources left in the IDS department (another vacant faculty line, one administrative assistant position, the departmental operating budget) were sacrificed towards meeting the requested budget cut. The majority of the remaining personnel was moved to other units (one line temporarily moved to the Dean's office as a faculty fellow, two lines moved to the Creative Media Institute to continue the operation of the GSS program). Thus, effective Summer 2021, the IDS department became a non-operational academic shell and deprived of any academic activities and resources. The College opted to not formally eliminate IDS, in the hope of being able to revive it with a new identity in the future.

The exciting development of the BEST program and the urgency of identifying a suitable academic home for the growth of BEST, suggested the opportunity of reorganizing the IDS shell into the new academic home for BEST. The first steps in this process include

1. The reassignment of the core BEST faculty, which includes Dr. Badoni (from Anthropology), Dr. Lara (from Criminal Justice), Dr. Garay (from English), and Dr. Hamzeh (Dean's faculty fellow) to IDS. This process is almost completed and was made possible by the support from the Provost Office, which contributed resources to enable the three departments involved (English, Criminal Justice, Anthropology) to maintain their programs.
2. The transfer of relevant degree programs, specifically the BEST graduate certificate (currently housed in the Department of Criminal Justice) and the Native American Studies minors (currently housed in the Department of Anthropology) into the IDS Department.
3. The appointment of Dr. Lara as the Department Head of IDS.

The evolution of IDS as the home of programs focused on border and ethnic studies reflects a new identity for this academic unit, providing to it a new role; I view these steps as an exciting evolution which will promote a proper sense of belonging for faculty, students and staff associated to BEST. The College is supportive of the request to rename the Department, in order to properly reflect this new identity.

The faculty in BEST have also expressed the desire of seeing the department relocated to the HEST college. Arts & Sciences supports this request, with the hope of continuing inter-college collaborations.

Sincerely,

A handwritten signature in blue ink, appearing to read 'EP', with a stylized flourish extending to the right.

Enrico Pontelli, Ph.D.

Dean, College of Arts & Sciences

Regents Professor of Computer Science



Department of Geography

(Breland Hall, Room 107)

MSC MAP

New Mexico State University

P.O. Box 30001

Las Cruces, NM 88003-8001

Tel: 575-646-3509

Fax: 575-646-7430

28 October 2021

To: Provost Carol Parker

From: Christopher Brown
Beyond Borders Faculty Fellow

A handwritten signature in blue ink, appearing to be 'CB'.

Re: Advancing Borderlands and Ethnic Studies at NMSU

During my visits with border scholars at NMSU in my Beyond Borders work, I have had some very productive conversations with the faculty in the Borderlands and Ethnic Studies (BEST) program. In these discussions, we have brainstormed about how best to elevate the good work that BEST faculty have done in crafting a program that will help NMSU train the teachers the State needs to meet the mandate from the [Yazzie/Martinez v. The State of New Mexico court ruling](#) to advance culturally relevant education in the State of New Mexico.

One of the ideas BEST faculty are keen to explore is to elevate the program to a formal academic department, and this option could fit very well within the new College of Health, Education, and Social Transformation (HEST). BEST faculty have been doing the work to develop ideas for culturally relevant education for many years, and transforming the BEST program into a department within HEST would recognize the excellent work that they have been doing in, and with community. This change would also help advance their scholarship and research and provide them the standing they need to secure external funds to support their work. BEST faculty have already had much success in securing external funds, but they are hearing from some potential funders that they need to be a formal department to compete for some of these funding opportunities.

I close this short memo with a strong endorsement of efforts by BEST faculty to transform into a formal department within HEST. I also offer any assistance I can provide in making this happen and connecting the proposed new department to HEST border scholars to help NMSU meet its mission to advance culturally relevant education in the State of New Mexico.



CLABS

Center for Latin American
and Border Studies

MSC 3445
PO BOX 30001
Las Cruces, NM 88003

Nason House
1070 University Ave.
Las Cruces, NM 88003

28 October 2021

To: Provost Carol Parker

From: David G. Ortiz
Center for Latin American and Border Studies Inaugural Faculty Fellow

Re: Borderlands and Ethnic Studies Department at NMSU

As the Provost's Inaugural Faculty Fellow for the Center for Latin American and Border Studies (CLABS), I write to offer my endorsement and support for the faculty in the Borderlands and Ethnic Studies (BEST), Native American Studies, Chicano Studies, and Africana Studies programs to become a department and move to the College of Health, Education, and Social Transformation (HEST).

It is my firm belief that moving of these programs into a newly formed department housed in the College of HEST would help strengthen the social transformation mission and goals of the College, as well as help fulfill the state needs for advancing ethnic studies and culturally relevant education in the State of New Mexico. Such a department would provide complementary yet unique perspectives to the research being currently carried out by existing departments at the College (such as Sociology and Social Work) that would enhance the analysis of social inequalities, social justice, community formation, cultural awareness, and social change, among other important issues.

Furthermore, besides these strong connections based on epistemological perspectives and research foci; material connections already exist within the BEST program and the College of HEST since several faculty members currently affiliated with BEST have appointments in departments in said College. Finally, this change would also help advance the goals of LEADS 2025 and the College of HEST by furthering interdisciplinary scholarship and research for social transformation while providing the newly created BEST department with the institutional backing they need to continue their important work.

In short, I strongly support the efforts by these programs to transform into a department within the College of HEST, and offer any help I can provide in this process. As the Faculty Fellow for Latin American and Border Studies, I believe that this is a win-win strategy that benefits all parties involved resulting in a more robust University.



October 5, 2021

To Whom it May Concern:

I am writing to support the institutionalization of a Department of Borderlands & Ethnic Studies at New Mexico State University. I write as someone who has a long-standing interest in Ethnic Studies; I also write as an Expert Witness in the Martinez/Yazzie court case. In that capacity, I had an opportunity to examine curricula used in K-12 schools in New Mexico, and teachers' understandings of the racial and ethnic diversity of their students.

Working with several graduate students in at New Mexico State University and the University of New Mexico, I analyzed 26 of the most common textbooks used in New Mexico classrooms. I found that even though New Mexico is a "majority minority" state, the textbooks are still white-dominant. I noted much lip service given to "culturally responsive pedagogy," but based on a survey of over 1000 teachers, I found that teachers still tended to interpret their students of color from deficit perspectives. While I noted interest in Ethnic Studies among some teachers, discussion of it was still marginal to documents structuring curriculum and school improvement.

However, my review, for the National Education Association, of the research on the impact of Ethnic Studies on students found overwhelming convergence in findings of its positive impact on student academic learning, student sense of self and sense of empowerment, and White students' attitudes about people racially different from themselves. Certainly, classroom teachers in New Mexico would benefit from Ethnic Studies coursework. In addition, university students in New Mexico would also benefit from Ethnic Studies, since the research is clear about its positive impact on both students of color and White students.

Being able to offer a strong program in Ethnic Studies requires institutional support. The creation of a Department of Borderlands and Ethnic Studies would enable faculty who have expertise in this area to create cohesive and well-designed curricula. I am excited to know that such a department is under consideration, and I strongly support its institutionalization.

Sincerely,

A handwritten signature in black ink that reads "Christina Shuts". The signature is written in a cursive style with a large initial "C".

Professor Emerita

Letter of Support for Borderlands & Ethnic Studies

Carrizal-Dukes, Elvira <ecarrizaldukes@utep.edu>

Tue 10/12/2021 4:43 PM

To: Borderlands & Ethnic Studies-NMSU

Cc: Carol Parker; Teresa Scholz; Luis Cifuentes; Enrico Pontelli; Henrietta Pichon; Phame Camarena

October 11, 2021

Dear colleagues,

I am humbly writing in support for the creation of an Ethnic Studies program at NMSU within the new College of Health, Education, and Social Transformation, an important collaboration for working directly with colleagues in Education departments, Health and Social Sciences departments, and Sociology.

I'm impressed with the Borderlands & Ethnic Studies program at NMSU. The Ethnic Studies program proposal is deserving of the resources needed to get off the ground.

We need Ethnic Studies specifically in southern New Mexico. Personally, I grew up in Chaparral, New Mexico and graduated from Gadsden High School. I left New Mexico to attend college across the country in Minneapolis, Minnesota. It was at the University of Minnesota—Twin Cities where I learned about my own cultural Chicana history. When I was an undergrad in 1996, the U of MN's Chicano Studies Department was already celebrating 30 years of existence. Presently, I teach at UTEP where we have a Chicano Studies program—not a department, such as the one I attended in the Midwest in the late 90s.

Because we are Hispanic Serving Institutions it is especially important that we provide academic programs that provide a historical understanding of the local communities we are located in.

This letter is to express community support, as well as from a fellow colleague at UTEP. You all are doing excellent work.

Respectfully,

Elvira Carrizal-Dukes

Dr. Carrizal-Dukes (she/her/ella)

[Chicana/o Studies](#) Assistant Professor of Instruction and Undergraduate Academic Adviser

The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968

Office: Graham Hall 208
Office: 915-747-5985



Groundworks New Mexico
(formerly New Mexico Association of Grantmakers)
2900 Louisiana NE, Suite A3
Albuquerque, NM 87110

October 16, 2021

New Mexico State University
PO Box 30001
Las Cruces New Mexico 88003

Re: Ethnic Studies Department at NMSU

Dear NMSU Leadership,

I enthusiastically write this letter of support for an Ethnic Studies Department at New Mexico State University.

I am the Executive Director at Groundworks New Mexico, a statewide nonprofit organization that serves both philanthropy and nonprofit organizations across the state. I am also an attorney licensed in two states and was the former director for New Mexico programs at the WK Kellogg Foundation which has provided NMSU with several grants. As a former law professor and leader within the New Mexico social sector I fully understand the impact ethnic studies in New Mexico.

Here are a few reasons why developing an Ethnic Studies department is so important to our state:

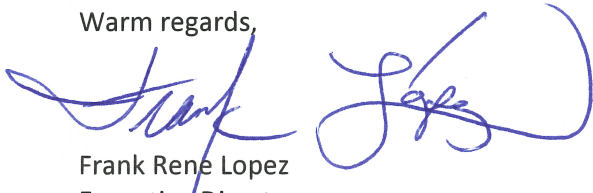
1. **Economic Advantage.** Our state leadership is just now recognizing that our greatest asset is our people. My experience in economic development and working with a number of universities affirms an economic advantage to developing such a department. New Mexico has the second largest Native American population in the country (as a percentage of our population). We also have a large immigrant and Latino population. In years to come New Mexico will eventually realize that embracing our history and multi-lingual and multi-cultural experience will provide an economic advantage. If we want to build our workforce to be competitive, we must build our people. An Ethnic Studies department is part of the solution.
2. **Make NMSU Competitive.** My alma mater, the University of California Berkeley, is known for cutting edge programs, including a PhD in Ethnic Studies. People from all over the world seek out programs such as the one that NMSU is contemplating. An Ethnic Studies department at NMSU would make NMSU competitive in this region. My daughter and nieces attended NMSU; but they also considered universities in the region. The University of New Mexico has professional schools, such as medical and law schools and several Masters programs. With regards to the Ethnic Studies department, NMSU has an excellent opportunity at hand. We know that the country is currently experiencing a consciousness raising moment with the many well publicized events, such as the murder of George Floyd. In my work, more and more

organizations are asking for Diversity, Equity and Inclusion workshops and trainings. At the heart of this demand, I know that ethnic studies brings the kind of education that the country needs.

3. **Increase NMSU Revenue.** A robust ethnic studies curriculum is the cutting-edge type of programming that makes a university unique and attractive. A while back I was part of a group that analyzed the possibility of bringing a law school to UT El Paso. The group researched all aspects – including demand, cost and revenue potential. I am certain that once this department is established, NMSU will experience an increase in revenue.
4. **Land Grant University opportunity.** As a Land Grant University, developing an Ethnic Studies department makes sense. It is timely, critical, economically smart and the right thing to do.

I fully support an Ethnic Studies department at New Mexico State University. If I can provide any other additional information, please do not hesitate to contact me. I can be reached at Frank@GroundworksNM.org or at 575-680-0112.

Warm regards,



Frank Rene Lopez
Executive Director
Groundworks New Mexico

Jane A. Asche, Ed.D.
4627 Rock Canyon Loop
Las Cruces, NM 88011

October 11, 2021

To: New Mexico State University Administrators

This letter expresses my strong support for finding a permanent and funded home for the Borderland and Ethnic Studies Program (BEST) at NMSU. I am a retired educator who has spent 40 years working to address educational equity in our public school systems. In my career, I have had the cherished opportunity to teach Navajo and Hopi students in Flagstaff, AZ, many African American students shortly after the schools were integrated in Athens, Georgia, and culturally diverse college students at Virginia Polytechnic Institute and State University (one of the two Land Grant Institutions in Virginia). As a retired volunteer I have worked deep within the borderland Hispanic/Mexican-American networks in southern New Mexico the past 22 years on education related community initiatives, including serving as one of the founding members of a culturally responsive dual language charter school. The most important thing my years of experience have taught me, which is supported by a significant body of research literature, is that all students can learn at high levels if they develop a strong positive self-image of themselves as worthwhile, capable human beings.

I also learned that my indigenous and minority students were filled with the emotions of childhood trauma because well-intentioned teachers and other adults reinforced for them a cultural history and identity of failure and lack of worthiness. Their white Anglo student peers often reinforced this image as well, because they had no appreciation for the strengths and accomplishments of the respective cultures of these students. I have listened long and hard to their stories which are filled with pain. It is no wonder that our minority-majority state with over 63% of the population identifying as either Hispanic/Latinx, Native American and other minorities (according to latest US Census figures) is ranked as 51 in education performance out of the 50 states and the District of Columbia. Teachers are not prepared to teach an accurate, truthful cultural history of these minorities groups which opens up for all students an understanding of the worth and contributions of the various racial and cultural groups in our state, national and global history.

There has never been a greater need for cultural healing across our country. Our people are teetering on the brink of unraveling our democratic practices and any real hope for a future of high quality life for everyone. The curriculum that is offered by BEST provides the understanding of cultural history and perspectives that prepare all students to engage in this work of healing locally, nationally and globally. NMSU educates the students (many of whom cannot afford to go elsewhere to get a post-secondary education) who will fuel our economy, educate our children and become tomorrow's leaders. They need the BEST Curriculum right here in Southern NM and the program needs to be well funded and housed in a department of its own to ensure ongoing stability for a long time to come. I hope that the university leadership will prioritize University funds and work with the state legislature to ensure a long term future for BEST.

Sincerely,



Jane A. Asche, Ed.D.
Janeasche4@gmail.com
Mobile 575-649-8154

From: Jorge A. Rodriguez, MCJ.

October 13, 2021

Re: Letter of Support

Dear NMSU Administrators,

My name is Jorge Rodriguez, and I am writing this letter of support to create a new department of Ethnic Studies at New Mexico State University (NMSU). I graduated from NMSU in 2016 with a Masters of Criminal Justice. I am a first-generation college student, a former farmworker, and a College Assistance Migrant Program scholarship recipient. Currently, I am in my third year at the University of New Mexico School of Law.

Although NMSU is a Hispanic Serving Institute, as a first-generation college student and farmworker, I found myself in an institution that did not cater to my reality. However, I found support and a sense of acceptance when I would take certain elective courses. For example, it was not until my third year of undergrad that I took Immigration and Justice. Because of that course, I was provided the literature to understand my families' experience as immigrants and Braceros (migrant farmworkers). After exhausting similar elective courses – I decided to apply to the Masters of Criminal Justice Program.

Through the assistance of Dr. Lara, Dr. Posadas, Dr. Flores Carmona, and Dr. Hamzeh, I incorporated a multitude of literature in my graduate program to explore and analyze social issues. By incorporating Ethnic Studies, I approached social problems through a holistic lens. For example, my thesis focused on the social, historical, and legal ways borderland residents encounter interior Border Patrol Checkpoints and how those encounters may influence identity. The ability to view social issues through an understanding of power, social structures, and institutions has been paramount as a current law student.

I am currently working with an immigration attorney. I regularly interact with diverse community members who have a variety of social and legal issues. My ability to be aware of cultural differences and understand client problems holistically allows for client rapport and trust. Most importantly, one can bring a sense of humanization and empower a client by separating a legal issue within the context of historical and social barriers. An attorney's goal is to help their client. That can take various forms – law school provides a legal remedy; however, an Ethnic Studies education provides the necessary critical thinking skills to go beyond the individual and address the root causes of problems.

Should you have any questions, please contact me at rodrigjo@law.unm.edu.

Respectfully,

Jorge Rodriguez, MCJ.
(he/him/el)



National Education Association - New Mexico

Great Public Schools Begin With Us!

Mary Parr-Sánchez
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Provost Carol Parker, parker55@nmsu.edu

VP for Equity Inclusion Diversity, Teresa Maria Linda Scholz, tscholz@nmsu.edu

VP of Research and Graduate Dean, Luis Cifuentes, lacifuen@nmsu.edu

Arts & Sciences Dean Enrico Pontelli, epontell@nmsu.edu

Health, Education, and Social Transformation Dean Henrietta Pichon, pichon@nmsu.edu

Honors College Dean Phame Camarena, phame@nmsu.edu

Re: NEA-NM in Support of a Borderlands & Ethnic Studies Department at NMSU

To NMSU administrators,

My name is Mary Parr-Sanchez, and I am the president of the National Education Association in New Mexico. Prior to being elected president of this statewide union of teachers and school staff, I taught middle school history, civics, and geography in Las Cruces for twenty-five years. As a long-time educator and an advocate for educators across New Mexico, I see every day the tremendous need for curriculum and materials that are reflective of our diverse student populations and improve our understanding of a complicated shared history. From 2003-2005, I was lucky enough to participate in a special program at NMSU called *Preparing Leaders Together—Leadership in Border Rural Areas (PLT- LIBRA)*. This program was created in a partnership between NMSU and LCPS, with the aim of preparing educational administrators for leadership in a state with students from diverse backgrounds, many of whom are not from the dominant culture and/or speak languages other than English at home. This program, coupled with my own experiences in New Mexico's classrooms and communities, drove home for me the great need to cultivate in our educators a deep understanding of ethnic studies and historical human relations.

The 2018 ruling in *Martinez/Yazzie v. State of New Mexico* presents one of the strongest arguments for departmentalizing Borderlands & Ethnic Studies at NMSU. This ruling stated, in no uncertain terms, that the state is violating students' constitutional rights to a sufficient education that is culturally and linguistically responsive and meets the needs, in particular, of Native American, English Language Learner (ELL), and low-income students and students with disabilities. The May 18th, 2021 unanimous vote by the LCPS School Board to approve its Equity Policy that includes Ethnic Studies curricula is another community indicator that this new department is needed and necessary. Even more recently, NMPED's statewide efforts, in partnership with New Mexico educators, to revise social studies standards to highlight the cultural and linguistic diversity of New Mexico demonstrate our state's long-term commitment to the core teachings of a Borderlands & Ethnic Studies department that would include Ethnic Studies, Native American Studies, Chicana/o Studies and Gender and Sexuality Studies. Furthermore, initiatives by the federal government to advance racial justice and implement equitable policies that address poverty, discrimination, and the historical oppression of various groups show broad-based support across the nation. Through environmental history and environmental justice studies, this department would also meet the increasingly urgent need to examine human relationships to our natural environment. To ignore the growing demand at a state, national, and even international level for the work led by this proposed department would be to deny NMSU students the opportunity to meet the future head on.

Adequately funding a Borderlands & Ethnic Studies department at NMSU must be a budget priority if the university wishes to achieve its NMSU LEADS 2025 vision of "[e]mbracing our differences as an asset and actively seeking to include wide-ranging perspectives" and "excel[ling] in student success and social mobility for our diverse student populations." The creation of this department would also demonstrate the university's commitment to deepening its partnership with our public schools and shaping the next generation of highly-qualified educators dedicated to equity and inclusion. This proposed department already has the passion and expertise of scholars and students and the support of the community backing it, now it needs the infrastructure to sustain and grow its work.

Thank you,

Mary Parr-Sanchez

2007 Botolph Road • Santa Fe 87505 • 505.982.1916 • f: 505.982.6719 • nea-nm.org
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PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

KURT A. STEINHAUS
SECRETARY OF EDUCATION (DESIGNATE)

MICHELLE LUJAN GRISHAM
GOVERNOR

October 19, 2021

Sent Via Email

RE: Borderlands & Ethnic Studies Departmentalization at New Mexico State University

Dear NMSU Leadership:

The New Mexico Public Education Department's (NMPED) Language and Culture Division (LCD) is pleased to confirm our support for the departmentalization of the Borderlands & Ethnic Studies (BEST) Program at New Mexico State University (NMSU). The institutionalization of Borderlands & Ethnic Studies—which currently includes Ethnic Studies, Native American Studies, Chicana/o Studies, and Gender & Sexuality Studies faculty— as its own department is necessary for working toward a healing shift in education and uplifting all New Mexicans.

The LCD fully supports the BEST Program and we encourage its expansion to include additional focus on Africana Studies and other academic fields that are inclusive of the peoples of New Mexico and the US. Educators in our districts and charter schools, along with many external partners, have a deep interest in understanding how to best serve our students and families, and a robust BEST Program is a much-needed resource. New Mexico's student population reflects our country's future, and we are poised to be a beacon for how to be culturally and linguistically responsive to our communities and model how to ensure that our students graduate healthy, are secure in their identity, and prepared for college and career.

NMSU has an unprecedented opportunity to be a leader in higher education by granting the BEST program department status. By joining the College of Health, Education, and Social Transformation, the new Ethnic Studies Department will have a major advantage and can work more closely with pre-service educators, administrators, and those closely involved in the field of education.

We look forward to the outcome of NMSU's efforts.

Sincerely,

DocuSigned by:

50A2AA1C27924A6...

Mayra Valtierrez
Director of Language and Culture
Hispanic Education Liaison

MV/ev

cc: Vickie Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Provost Carol Parker
VP for Equity Inclusion Diversity, Teresa Maria Linda Scholz
VP of Research and Graduate Dean, Luis Cifuentes
Arts & Sciences Dean Enrico Pontelli
Health, Education, and Social Transformation Dean Henrietta Pichon
Honors College Dean Phame Camarena

Dear NMSU Administrators and Leaders,

I write to urge you to create a new academic department that would house Borderland and Ethnic Studies (BEST) and related ethnic studies programs (Chicano Studies and Native American Studies) while also supporting the development of an Africana Studies program. Furthermore, locating this new department in the College of Health, Education and Social Transformation would not only signal New Mexico State University's (NMSU) forward-thinking organizational development and structure but, it would also empower these disciplines to readily inform each other's work.

All of my adult life, I have been a proponent and/or practitioner of ethnic studies. I was influenced by the several ethnic studies courses I took as an undergraduate student at NMSU namely, two African American History courses, Mexican-Americans in the United States (history) and Sociology of the Chicano Community. These courses gave me the knowledge and confidence to become a Peace Corps volunteer (Belize, 93-95), a community organizer, a high school social studies teacher (Alma d'arte Charter High School, 2004 to present) and a college instructor in the College of Education's School of Teacher Preparation, Administration and Leadership since August 2006.

Recently, I have become involved in a Kellogg funded social studies curriculum writing group organized by BEST. This has coincided with my work on the teacher group that was invited by the New Mexico Public Education Department to rewrite the social studies standards for the state. In those work sessions over the summer of 2021, it was made clear to us that we root our review and revision of the all content area standards in a culturally and linguistically responsive framework. Further, a group was assigned to create a new content area titled *Ethnic, Cultural and Identity Studies*.

While I am thankful for the PED's forward-looking vision, as a teacher, I know that there is a tremendous lack of ethnic studies resources. As a college instructor in NMSU's teacher preparation program, I know that my students are woefully underprepared to provide the culturally and linguistically responsive education the Yazzie Martinez case mandates for the New Mexico students they will be charged to educate.

The choices I made as an undergraduate student formed the foundation for a career spent fighting for diversity, equity and inclusion (DEI). However, if NMSU is committed to DEI, the university's plan cannot be to hope that some of its students take ethnic studies courses. They must become part of the required coursework for undergraduate students. The first step is to create a department that can provide high-quality content and instruction in ethnic studies that will challenge NMSU students to make diversity, equity and inclusion an integral part of their lives, whether they become educators, engineers, farmers or musicians.

For me, the decision you make regarding the proposed formation of this new department is a matter of survival for the communities NMSU serves especially, those furthest from opportunity and closest to pain and historical trauma. Again, I urge you to take the important and necessary

step of creating a new academic department that can reach out to the marginalized communities NMSU deeply wishes to serve.

Sincerely,
Ramón Padilla

Leadership Institute
at the Santa Fe Indian School

October 22, 2021

Provost Carol Parker
VP for Equity Inclusion Diversity
Luis Cifuentas
VP of Research and Graduate Dean
Dean Enrico Ponticelli
Arts and Sciences
Dean Heniretta Pichon
Health, Education, and Social Transformation
Dean Phame Camarena
Honors College

Dear Distinguished Leaders:

As the Co-Chair of the Tribal Education Alliance representing the 23 sovereign nations of New Mexico organized to respond to the historic and landmark decision in *Martinez/Yazzie vs. State of New Mexico*, we have advocated for the implementation of the recommendations contained in the official document known as the Tribal Remedy Framework.

This document endorsed by all of the 23 sovereign nations is the result of an extensive engagement and dialogue over the course of nearly 12 months led by the respective Presidents, Governors and Tribal Councils within their respective jurisdictions meticulously deciphering the 600 plus pages delineating the findings in the landmark decision to align their recommendations as articulated collectively by Tribal leaders, K-12 educators, Native American faculty and their colleagues representing all of our higher education institutions inclusive of the tribal colleges and universities, parents and students. They articulated a new vision, redefining education to meet our needs never before comprehensively developed since 1890 when the first education policy was unveiled and not since we were forced to integrate into the public schools with the enactment of the Johnson O'Malley Act in 1934. This was a time when we did not even have the right to vote to participate in the governance of schools. The underpinnings of that Boarding School era for the most part continues today as education has been defined primarily for a monolingual and mono-cultural society not intended for us.

The Court underscored the need to create new systems and structures because the current state of education is the direct result of "a long history of systemic and institutional racism." The Findings of Fact and Conclusions of Law underscored the

need to create new systems and structures guided by the development of policy recommendations to develop new programs, pedagogy, amend where necessary existing statutes, creation of new statutes to build the budget to effectuate the recommendations called for in *Martinez/Yazzie*.

With this in mind, the Tribal Remedy Framework has included establishing permanent funding and expanding the base budgets of Native American Studies, Chicano Studies, Borderland and Ethnic Studies, Africana Studies at the University of New Mexico, New Mexico State University, New Mexico Highlands University, Dine College, Navajo Tech University as an absolute necessity to respond to the finding plaguing our public education system in New Mexico. The three pillars delineated in the Tribal Remedy Framework focuses on investment for tribally based education programs, changes in the SEG funding formula K-12 to respond to the four categories of students; low income, bilingual, ESL, TESOL, Native American and Special needs children. We cannot address these findings in K-12 without investment in higher education programs to respond to the glaring teacher shortages, lack of Native American administrators, the lack of linguistic and culturally relevant curriculum among the many other findings. The Public Education Department admits that it does not have the capacity to respond to the most fundamental linguistic and cultural needs of the nearly 80% of our public students in a minority majority state. Higher education has a duty to respond.

We fully support the idea to develop a new department that includes and maintains the unique identities, integrities, and disciplines of Native American Studies, Borderlands and Ethnic Studies, Chicano Studies, and emerging African Studies at New Mexico State. This is an essential and compelling need to transform education as called for in *Martinez/Yazzie* in this watershed moment. Without the institutionalization of these programs, higher education institutions will perpetuate the glaring lack of capacity K-12 in our educational system. The current teacher shortage of over a 1,000 is but one example that manifests into the monumental multifaceted challenging scenario reflected in low education achievement, highest nationally in poverty, hunger, health disparities, cycles of violence and the ultimate tragedy, the highest suicide rates of Native American youth.

It is profoundly important for us to elevate the status of these programs to address the marginalization of people of color in higher education. Higher education in New Mexico needs to make structural changes in ways it serves Native Americans, Chicanos, and African Americans and other groups adding to the diversity we are not in a position to meet in a minority majority state. The indictment of systems and structures creating our current dilemma is a wake of call for us to collectively respond to shift this paradigm of failures as reflected in the official reports by Public Education Department documents, the reports prepared by experts brought in by the executive and the reports of the Legislative Finance Committee.

In this moment of the acknowledgement of collective failure by policymakers, higher education leadership must seize the opportunities created by this landmark

decision. This time calls for creating a responsive vision and development of strategies to institute and maximize the use of existing resources and compel the legislature for new appropriations to make substantive changes programmatically and investments in the infrastructure. The Findings and Conclusions of Law clearly articulate the need for increased and targeted investments to address the long history of injustices and inequities creating the magnitude of our challenges in education today that brought on *Martinez/Yazzie*.

The Tribal leaders appreciate the forward thinking of leadership to take the initiatives to create innovative ways to improve long-standing social and cultural disparities in our educational systems. Through our interactions with educational advocates across state as a result of *Martinez/Yazzie* , we learned New Mexico State University has an existing scholarly human infrastructure in the ethnic programs as a foundation to restructure resources to make meaningful changes. We have as a result included these programs in the Tribal Remedy Framework to support these efforts. It is our hope that this reflects our utmost desire to support the faculty the University is blessed to have to work hand in hand to define what future generations will inherit from us by the decisions we make today in our mutual efforts to transform education in New Mexico.

Respectfully,

Regis Pecos
Co-Founder, Co-Director
Leadership Institute

at Santa Fe Indian School, 1501 Cerrillos Road, Santa Fe , New Mexico 87505



October 18, 2021

To NMSU Leadership,

BOARD OF EDUCATION

Carol Cooper

Pamela Cort

Maria A. Flores

Ray Jaramillo

Teresa Tenorio

Ralph Ramos
Superintendent

OUR MISSION

The Las Cruces
Public
Schools provides an
equitable student-
centered learning
environment that
cultivates civic
engagement,
promotes excellence,
and celebrates
diversity.


It is with great pleasure that I write this letter of support for the creation of a new Borderlands and Ethnic Studies Department at New Mexico State University. This proposed multidisciplinary department aligns with current efforts at Las Cruces Public Schools (LCPS) to provide our educators with teaching pedagogy that is culturally relevant and that will enhance our teachers' professional growth. Instituting this proposed department within the newly formed College of Health, Education, and Social Transformation will enhance the program of study for educators in Southwest Borderland Region.

Las Cruces Public Schools currently serves over 24,000 students and this proposal is an innovative model for how local school districts and higher education entities can build a strong partnership to reimagine our educational system. This proposed multidisciplinary program addresses the areas of deficiency in our education system that was brought to light in the recent Martinez/Yazzie vs. State of New Mexico landmark education case. The program would also address areas in proposed state legislation that calls for students in New Mexico to receive an education that is culturally relevant and that fosters the needs of our diverse student populations.

Lastly, the proposed goals of the BEST program align with LCPS's Board of Education's 2017 Ethnic Studies resolution, and the recommendations made by the 2017-2018 LCPS Ethnic Studies Taskforce. We have been supporting interested LCPS teachers to participate in the BEST program since its inception and are excited about the lesson plans the group of teachers are developing to be shared with other educators in our region. NMSU BEST faculty have been instrumental in the Equity efforts within LCPS such as their support of the recently adopted School Board Policy, JBC, Equity and Excellence for All Students.

In summary, LCPS fully supports the creation of the "Borderland and Ethnic Studies" multidisciplinary department and commits to continue strengthening our partnership with NMSU in support of the education of our LCPS students. We look forward to our continued partnership and receiving updates as this program proposal develops.


Respectfully,

DocuSigned by:

BB4857C940654EF...

Mr. Ralph Ramos
Las Cruces Public Schools, Superintendent



TO: New Mexico State University Leaders

FROM: Tiffany S. Lee, Ph.D. 
Professor and Chair, Native American Studies
University of New Mexico

DATE: October 11, 2021

On this Indigenous Peoples Day, I am writing on behalf of Native American Studies (NAS) at the University of New Mexico (UNM) to express our full support of the establishment of a department for the Borderlands and Ethnic Studies (BEST) program at NMSU. As one of a handful of NAS Bachelor of Arts degree programs in the state of New Mexico, this departmentalization at NMSU will directly support students aiming to achieve a BA in the important fields of Borderlands and Ethnic Studies. With department status, BEST will be able to work towards strengthening academic teaching, research and leaders in the fields of BEST, which is inclusive of Native American Studies.

Ethnic Studies departments at the University of New Mexico have had tremendous success. Our departments have been among the few at UNM who have shown growth in student enrollment over the last five years. This is because our students find the interdisciplinary, community-based curriculum and rigor of the program meaningful and applicable to their educational and career goals. BEST as a department will provide the foundation to prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of New Mexico and Native Nations.

Our degree in NAS provides an important foundation of knowledge for students on Native issues and history in New Mexico, the U.S. and globally. This is extremely important given the vibrant population of Native people in our state. They begin developing advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. Similarly, Borderland and Ethnic Studies are extremely important now given the current social and political climate, such as the 2018 ruling in Martinez/Yazzie, the May 18 unanimous vote by the Las Cruces Public School Board to approve its Equity Policy that includes Ethnic Studies curriculum, statewide efforts with the NMPED to revise social studies standards, and at the national level—initiatives by the federal administration to activate racial justice and implement equitable policies that address poverty, discrimination, and the historical oppression of various groups in our country. BEST as a department is necessary to continue working toward a healing shift in education and to advance all communities and therefore uplift all New Mexicans.

We in NAS at UNM fully support the departmentalization of BEST at NMSU. If you have any questions, please contact me at tslee@unm.edu or at 505-277-3927. Thank you.



Borderlands & Ethnic Studies

Presentation for Regents Student Success Committee
New Mexico State University

January 10, 2022

By Dr. Dulcinea Lara, Director of BEST

The foundation of Ethnic Studies is holistic student success!

Personal
Academic
Professional
Civic/Community



Borderlands AND Ethnic Studies



BE BOLD. Shape the Future.

Offers a 15-credit graduate certificate

Enrollment growth since Spring 2019

Students from various disciplines:

Criminal Justice

Education

Social Work

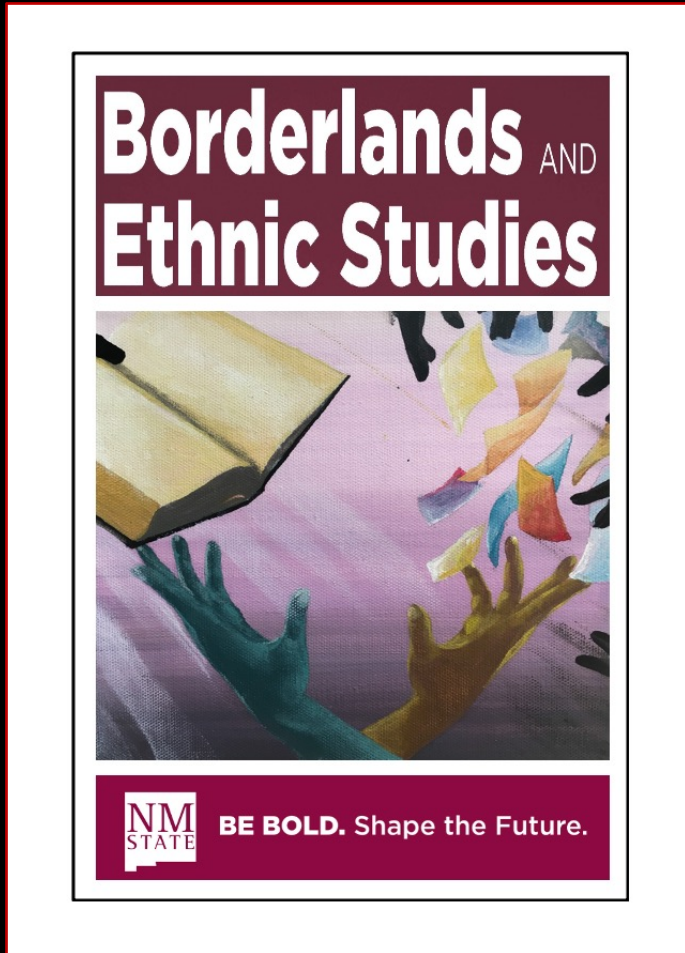
Public Health

Public Administration

Rhetoric

Sociology

BEST reaches students in all departments
and colleges— fosters increased enrollment



Student demand and Future growth

Departmentalization of BEST

Collaborate with: Native American Studies, Chicano Studies, Africana Studies

Offering

Undergraduate Major
Undergraduate Minor
MA

Borderlands Research Center

Sustained Community Engagement

SOCIAL MOBILITY

The screenshot shows the website for the journal 'Ethnic Studies Review'. At the top, there is a navigation bar with the journal title and links for 'CONTENT', 'PURCHASE', 'ALERTS', 'SUBMIT', 'INFO FOR', and 'ABOUT'. Below this, the current issue is identified as 'Volume 43, Issue 3' for 'Fall 2020'. The featured article is 'Why Ethnic Studies: Student Success for the Twenty-First Century' by Amy Sueyoshi and Sutee Sujitparapitaya, published on October 20, 2020. The article's DOI is provided as <https://doi.org/10.1525/esr.2020.43.3.86>. The article abstract discusses a study by the Division of Institutional Research at San Francisco State University, highlighting high graduation rates for students in the College of Ethnic Studies, particularly for those who took additional courses in related fields like Africana Studies and Asian American Studies.

San Francisco State University

Majors and minors in ES graduated in 6 years at a rate of 92%
Students who took one or more ES courses, graduated at 72%

New Mexico State University

6-year graduation rate (disaggregated by race) - 48.6%

Men – 42%

Women – 50%

#News #Diversity #Teaching And Learning

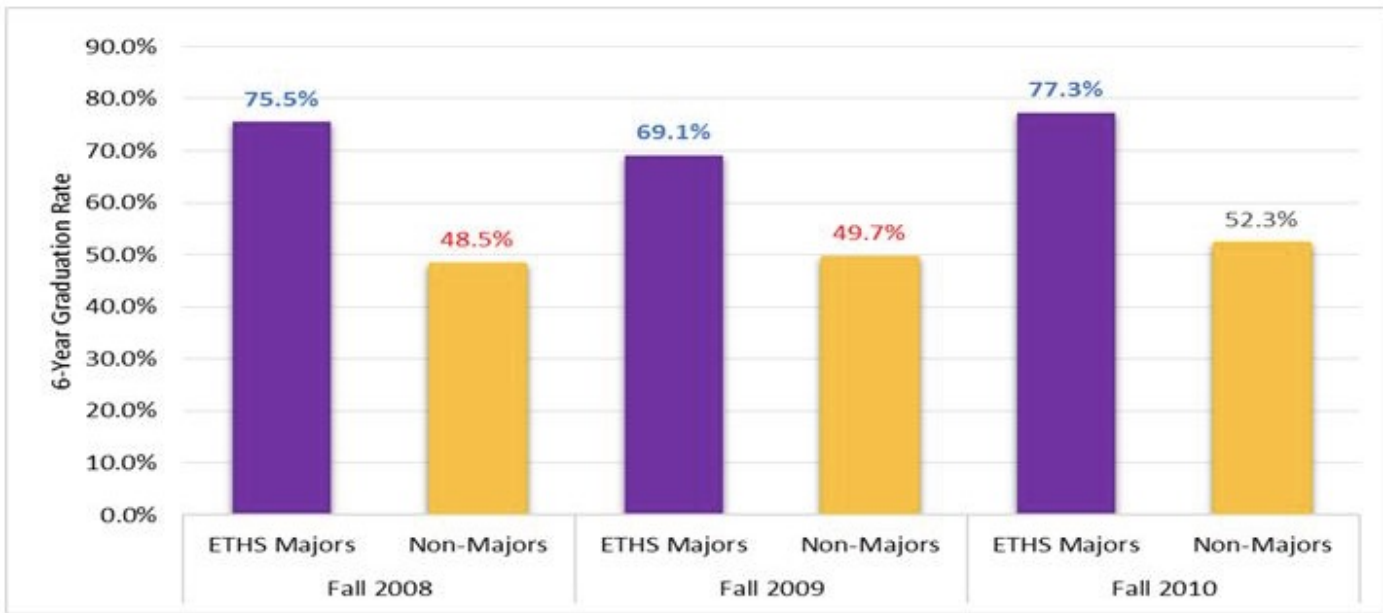
The Benefits of Ethnic Studies Courses

San Francisco State University students graduate at higher rates when they pass ethnic studies courses, but not everyone agrees on what this means.

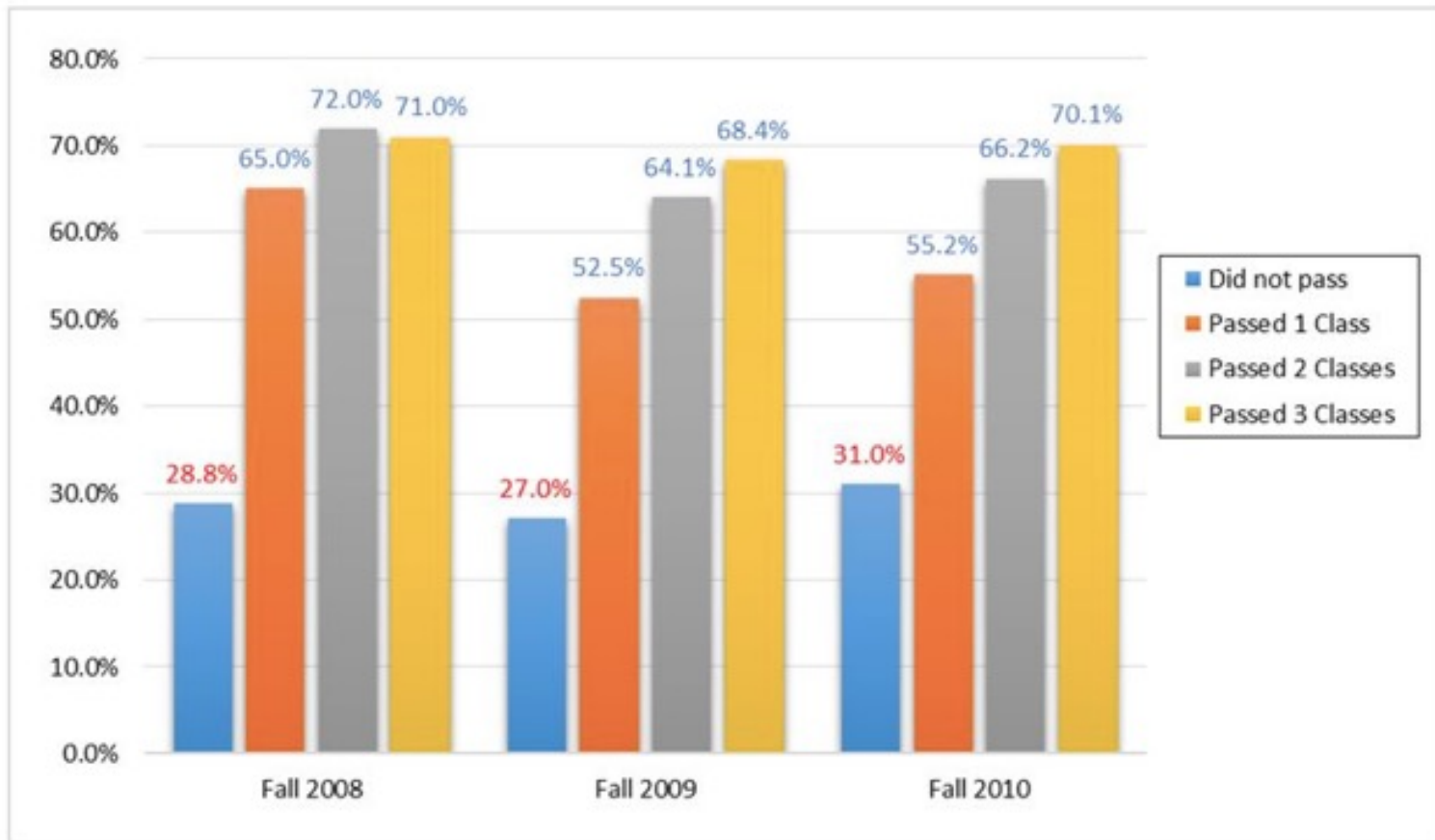
By [Ashley A. Smith](#) // July 9, 2018

17 COMMENTS 





6-year graduation rates: Ethnic Studies Majors vs. Non-Ethnic Studies Majors



6-year Graduation Rates by Ethnic Studies Classes for Non-Ethnic Studies Majors
 Students who enrolled, but did not pass any Ethnic Studies classes graduated more than 20 percent lower than students who passed

Current Need

Local

Statewide

Legal

Policy

National

Resolution Supporting Ethnic Studies in the Las Cruces Public Schools

WHEREAS, school leaders today are embracing ethnic-studies courses to expand and diversify classroom content that more appropriately reflects the diversity of our communities; and

WHEREAS, Stanford University researchers found positive effects on attendance rates, graduation rates, and overall increases in grade-point for students enrolled in an ethnic-studies curriculum for struggling, at-risk students in San Francisco high schools from 2010-2014; and

WHEREAS, Camille Z. Charles, a professor of sociology, African American Studies and Education at the University of Pennsylvania, concludes that there are distinct advantages to all students taking ethnic studies, regardless of whether they are academically at-risk; and

WHEREAS, Professor Charles further asserts that “the way we teach our history and culture...the way that we exclude and minimize certain groups and their experiences, while privileging others, feeds prejudice and negative stereotypes; and

WHEREAS, members of the Providence Student Union, a youth action group dedicated to addressing a lack of representation of the district’s primarily Latino, Black, Southeast Asian, and American Indian population in the school system’s curricula, completed an analysis of American history textbooks used in Providence and found that out of 1, 192 pages, only 55 pages were dedicated to people of color, less than 5 percent of the history curriculum; and

WHEREAS, the National Education Association meta-analysis concluded that considerable research evidence shows that well-taught ethnic studies curricula have positive academic and social outcomes for students of color and White students; and

Statewide

2018 “Yazzie/Martinez” NM Supreme Court ruling
Culturally and Linguistically Relevant education legally mandated
BEST faculty working with NM school districts
Legislation advancing to mandate ES in NM



Lt. Governor Howie Morales

Nov. 2021 Op Ed: Social studies standards tell the whole story

“Including ethnic, cultural and identity studies means students will learn that people who look like them helped make this country what it is today.”

Our educators need to be prepared for this shift, BEST meets the demand.



National Need/Opportunity



- California ES requirement
- National education reform
- National CJ reform
- Professional DEI training
- Cultural and linguistic complexity
- Local and global competency

UNM Chicana/o Studies saw 30% enrollment increase in 2017
Most other majors down in enrollment



Connecting students with culture to create academic success

Chicano & Chicana Studies sees 30% growth in enrollment

By Aaron Hilf © October 06, 2017

Related News



UNM 'walks the walk' when it comes to serving the needs of student Veterans

UTEP Chicano Studies grows online program 2017-18

UTEP's New Online Chicano Studies Program Growing

March 11, 2018 | :



by Sammy G. Allen

An online multidisciplinary and interdisciplinary program that offers intuitive understanding of the dynamics of the U.S.-Mexico border and the Latino presence in the U.S. is gaining momentum at The University of Texas at El Paso.

Dr. Dennis Bixler-Márquez, director of Chicano Studies at UTEP, said a new Chicano Studies degree there allows students to learn about U.S.-Mexico economics, culture, history and arts.

"There are large



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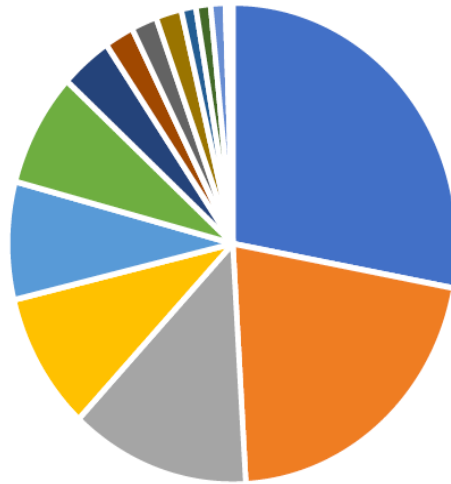
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PROMOTE JUSTICE.
CHANGE LIVES.

UNIVERSITY OF THE
DISTRICT OF COLUMBIA
DAVID A. CLAYTON SCHOOL OF LAW

#2 Public Interest Job
Placement
preLaw 2018

#8 Clinical Training
U.S. News & World

Supporters



- | | | | |
|-----------------|--------------------|------------------------|---------------------|
| ■ NMSU students | ■ Non-NMSU faculty | ■ NMSU faculty | ■ Community |
| ■ Educators | ■ NMSU alumni | ■ NMSU staff | ■ Parents |
| ■ K-12 Admins | ■ Students, other | ■ School Board members | ■ Elected officials |
| ■ Professionals | ■ Grand parent | ■ NMPED | |

- | | |
|-----|----------------------|
| 106 | Students |
| 80 | Non-NMSU faculty |
| 49 | NMSU faculty |
| 35 | Community members |
| 30 | Educators |
| 29 | NMSU alumni |
| 14 | NMSU staff |
| 8 | Parents |
| 7 | K-12 administrators |
| 7 | Students, Other |
| 4 | School Board members |
| 4 | Elected Officials |
| 4 | Professionals |
| 1 | Grand parent |
| 1 | NMPED staff |

Evidence-based research on the benefits and positive impact of Ethnic Studies for ALL students

Dr. Christine Sleeter, Expert Witness in *Yazzie/Martinez*; Hosted at NMSU by President Flores in November 2021

METHODS: Working with several graduate students in at NMSU and UNM, analyzed 26 of the most common textbooks used in New Mexico classrooms and conducted survey of over 1,000 teachers.

FINDINGS: [E]ven though New Mexico is a “majority minority” state, the textbooks are still white-dominant. I noted much lip service given to “culturally responsive pedagogy,” but based on a survey of over 1000 teachers, I found that teachers still tended to interpret their students of color from deficit perspectives. While I noted interest in Ethnic Studies among some teachers, discussion of it was still marginal to documents structuring curriculum and school improvement.

IMPACT: The research on the impact of Ethnic Studies on students found overwhelming convergence in findings of its positive impact on student academic learning, student sense of self and sense of empowerment, and White students’ attitudes about people racially different from themselves.



BE BOLD. Shape the Future.

Statewide support for institutionalizing a Department of Borderlands & Ethnic Studies at NMSU

Ralph Ramos, LCPS Superintendent

[T]he proposed goals of the BEST program align with LCPS's Board of Education's 2017 Ethnic Studies resolution, and the recommendations made by the 2017-2018 LCPS Ethnic Studies Taskforce... LCPS fully supports the creation of the "Borderland and Ethnic Studies" multidisciplinary department and commits to continue strengthening our partnership with NMSU in support of the education of our LCPS students.

Ramón Padilla, NMSU Professor

As a college instructor in NMSU's teacher preparation program, I know that my students are woefully underprepared to provide the culturally and linguistically responsive education the Yazzie Martinez case mandates for the New Mexico students they will be charged to educate.

Mayra Valtierrez, Director of Language and Culture, NM Public Education Dept

The New Mexico Public Education Department's (NMPED) Language and Culture Division (LCD) is pleased to confirm our support for the departmentalization of the Borderlands & Ethnic Studies (BEST) Program at New Mexico State University...

New Mexico's student population reflects our country's future, and we are poised to be a beacon for how to be culturally and linguistically responsive to our communities and model how to ensure that our students graduate healthy, are secure in their identity, and prepared for college and career.

NMSU has an unprecedented opportunity to be a leader in higher education by granting the BEST program department status.



BE BOLD. Shape the Future.

Regis Pecos, Co-Chair of the Tribal Education Alliance

We have advocated for establishing permanent funding and expanding the base budgets of Native American Studies, Chicano Studies, Borderland and Ethnic Studies, Africana Studies at the University of New Mexico, New Mexico State University, New Mexico Highlands University, Dine College, Navajo Tech University as an absolute necessity to respond to the finding plaguing our public education system in New Mexico....

We fully support the idea to develop a new department that includes and maintains the unique identities, integrities, and disciplines of Native American Studies, Borderlands and Ethnic Studies, Chicano Studies, and emerging African Studies at New Mexico State.

Mary Parr-Sanchez, President of the National Education Association in NM

Adequately funding a Borderlands & Ethnic Studies department at NMSU must be a budget priority if the university wishes to achieve its NMSU LEADS 2025 vision of “[e]mbracing our differences as an asset and actively seeking to include wide-ranging perspectives” and “excel[ling] in student success and social mobility for our diverse student populations.”

The creation of this department would also demonstrate the university’s commitment to deepening its partnership with our public schools and shaping the next generation of highly-qualified educators dedicated to equity and inclusion.



BE BOLD. Shape the Future.

Jorge Rodriguez, NMSU Alum, BA and MA

I am a first-generation college student, a former farmworker, and a College Assistance Migrant Program scholarship recipient. Currently, I am in my third year at the University of New Mexico School of Law. ...

an Ethnic Studies education provides the necessary critical thinking skills to go beyond the individual and address the root causes of problems.

Other Letters of Support from:

- **Dr. Tiffany Lee**, UNM Professor & Chair of Native American Studies
- **Dr. Elvira Carrizal-Dukes**, UTEP Faculty, Chicana/o Studies
- **Dr. Jan Asche**, Retired Educator with 40 years of advocacy work to address educational equity in our public school systems
- **Dr. Eileen K. Van Wie**, President of Southern NM League of Women Voters

Frank Rene Lopez, Executive Director, Groundworks New Mexico

Reasons why developing an Ethnic Studies department is so important to our state:

- (1) Economic advantage,
- (2) Make NMSU Competitive,
- (3) Increase NMSU Revenue, and
- (4) Land Grant University opportunity



BE BOLD. Shape the Future.

Efficacy

BEST courses are

- Locally and globally relevant
- Cutting edge and contemporary
- Responsive to increasing societal complexity
- Designed for community engagement
- In tune with NM student/community sustained and changing values
- Effective at enrolling and retaining students from all backgrounds
- Foundational for all fields of study

Ethnic Studies programs

- Attract faculty who resonate with ES
- Retain faculty who affiliate with ES
- Serve as liaisons for local communities
- Attract grant funding related to Land Grant, HSI and MSI designations
- Foster applied research opportunities
- Are agile in responding to community needs
- Strengthen NMSU's Borderlands and NM Tribal/Sovereign Nation ties

Opportunities

- Enrich NMSU students' critical thinking and broaden perspectives
- Increase social mobility for NMSU graduates by increasing graduation rates
- Attract out-of-state students whose demographics are shifting
- Attract out-of-state educators who need ES education
- Partner with NMSU Student Success to be a leader in research about ES
- Partner with State agencies to improve cultural competency in NM
- Partner with NM school districts to prepare teachers for a new curriculum
- Boost NM economic development while sustaining cultural diversity



Borderlands AND Ethnic Studies



BE BOLD. Shape the Future.