

# African American/Black Climate Review Report

## President Schmidly's Message to the UNM Community

May 11, 2011

In February of this year, I commissioned a study of our campus climate to assess the issues and concerns of the University of New Mexico's African American/Black faculty, staff, students, and community members. The following report is the result of that effort.

I want to thank all who took part in contributing their perspectives, experiences, and ideas as part of this initiative. I especially want to thank our external consultants, Daniel Hernandez, J.D. and Wanda S. Mitchell, Ed. D., who designed and conducted this assessment. Their report and recommendations will provide guidance to all of us as we move forward to engage in institutional dialogue, planning, and decision-making to advance UNM's commitment to diversity, equity, and inclusion.

Over the coming weeks and months, I will look forward to continuing the conversation and momentum toward achieving a vital component of UNM's vision for the future, as stated in our Strategic Framework: **Strength through Diversity.**

*"We lift up our cultural and ethnic diversity as the unique strategic advantage it is, providing the environment in which our students learn with one another to generate new knowledge that helps the world's people leverage and celebrate the value of difference."*

- David J. Schmidly  
President, University of New Mexico

**University of New Mexico**

**African American/Black Climate Review Report**

**Prepared by**

**Daniel Hernandez, J.D.**

**Wanda S. Mitchell, Ed. D.**

**April 29, 2011**

## Table of Contents

<u>Section</u>	<u>Page(s)</u>
Introduction.....	3- 4
Overview of the University’s Diversity Efforts.....	4
Data Collection and Analysis.....	4-8
Current Perceptions of the Climate for African Americans/Blacks.....	5-6
Actions Recommended by Respondents.....	6-7
Working Relationships with the Office of Equity and Inclusion.....	7-8
Recommendations.....	8-11
Conclusion Summary.....	11-12
Appendices	
Appendix A Interview Responses Clustered by Themes: Current.....	14-16
Perceptions of the Climate for African Americans/Blacks	
Appendix B Interview Responses Clustered by Themes: Actions.....	17-19
Recommended by Respondents	
Appendix C Interview Responses: Working Relationships with the Office.....	20
of Equity and Inclusion	
Appendix D List of Documents Reviewed.....	21

## **I. Introduction**

Institutions of higher education face enormous challenges as they attempt to educate the citizens of our nation and world. Some challenges facing many of our institutions in 2011 are limited resources, affordability, and diversity; and the combination of the three can be devastating. In spite of the many challenges facing the University of Mexico (UNM), the president made a significant decision in the life of the University to seek to identify impediments to the success of African American/Black faculty, staff, students, and administrators on the campus.

The assessment of the University of New Mexico's climate for African Americans/Blacks was coordinated in February, 2011 under the direction of President David Schmidly as a means of addressing issues of actions and inactions of the University that may have led many in the African American/Black community at UNM and in the local community to develop decidedly negative perceptions of the University. The fact that the University agreed to proceed in this manner is monumental. The actions that follow the findings and recommendations must be intentional and directed at transforming the relationship of individuals, groups, the local community, as well as the institution. The recommendations identified in this report are designed to build on the President's commitment towards achieving a community of trust, based on value added relationships, wherein persons of different perspectives, cultures, and experiences can achieve excellence in research, teaching and community engagement.

Campus climate is defined as the attitudes, feelings and perceptions of individuals about the campus community in which students, faculty and staff interact. A climate study is a tool that enables the collection of data to provide a clearer understanding of how community members perceive a college and how they react to those perceptions at a specific point in time. A climate study can stimulate dialogue, provide longitudinal data for student assessment, and help institutions clarify their image as well as better communicate their unique identity (Robinson-Armstrong). During the spring semester, the external consultants conducted a campus climate study to address the following questions:

1. What is the University of New Mexico's demonstrated commitment to diversity, inclusion, equity, and equal access for African American/Black faculty, staff, and students?
2. How well does the University's practices align with institutional commitment to equity and inclusion?
3. What quantitative evidence supports the hypothesis that the University is responsive to African American/Black faculty, staff, administrators and students, and meets the constituents' minimum expectation of a welcoming and supportive campus environment?
4. What resources and structures are needed to enable the University in fulfilling its commitment to equity and inclusion?

The purpose of the campus climate review was:

- to assess the issues and concerns of the University of New Mexico's African American/Black faculty, staff, students and community members;
- to provide guidance for institutional planning and decision-making; and

- to recommend appropriate levels of support needed to implement strategic actions to advance the University of New Mexico's commitment to diversity, equity, inclusion and equal access.

The assessment is descriptive, as well as, evaluative, directed towards improvement, strategic actions, and the alignment of institutional practices to the University of Mexico's strategic priority of academic excellence, equity and inclusion.

## **II. Overview of the University's Diversity Efforts**

The University of New Mexico was founded in 1889 to educate students in an improvised territory, but the University is now recognized as one of the nation's major research universities. The University has nationally acclaimed programs in areas as varied as medicine and fine arts, engineering and law. As noted in various documents, *the mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.*

In 2011, UNM's minority enrollment is 43% minority students at the main campus; and the state of New Mexico is comprised of 58% minority population. It is noted that UNM and the state of New Mexico have traditions, languages and a multi-cultural heritage that provide motivation for UNM to cultivate a model for equity and inclusion for its faculty, staff and students.

The University's vision statement clearly articulates its commitment and understanding of the value of diversity and its importance to this Hispanic-serving institution's future.

*The greatest opportunity for excellence at UNM is to produce from the unique mix of New Mexico's diverse population the workforce, leaders, health care providers and scholars that will contribute to the social and economic vitality of our state, region and nation.*

The Regents of the University of New Mexico approved the creation of the Division of Institutional Diversity in July 2007, and President David Schmidly charged the division to develop a University-wide plan for Diversity, Equity and Inclusion. In April 2008, the Division of Institutional Diversity was renamed the Division of Equity & Inclusion.

## **III. Data Collection and Analysis**

The consultants interviewed total of 69 individuals from diverse racial and ethnic backgrounds that included University administrators, faculty, students, staff and external community members. Background materials provided by various UNM offices were reviewed to provide a context for the analysis of the current climate. The on-site interviews and visits began Saturday, March 26, 2011 and continued through Wednesday, March 30, 2011. Interviews were conducted in individual and group formats.

The following general questions were asked of individuals and groups:

1. Describe your role at the UNM and your involvement on campus and in the external community (campus committees/CBO's /social networks/leadership roles).
2. What is UNM specifically doing "right" regarding its relationship with the African American community (campus and broader community)?
3. What is UNM specifically doing "wrong" regarding its relationship with the African American/Black community (campus and broader community)?
4. What specific role do you want to play in creating an inclusive, safe, results-based, integrated and value added community.
5. Do you have a working relationship with the Office of Equity and Inclusion? Describe the working relationship, and note effectiveness of the office.
6. What five words or phrases would you use to describe the UNM's demonstrated commitment to creating a welcoming community for all people to live, work, and study; a community that is diverse, equitable, and inclusive? Why?
7. Describe activities that you would like to see happen in order to maintain or enhance your current description of UNM inclusive excellence/diversity/equity integration.
8. Note the role that you could play in making the UNM's diversity commitments more prominent to the campus and local community.
9. Other suggestions, recommendations or final thoughts or comments

### **Current Perceptions of the Climate for African Americans/Blacks**

During the interviews, seven common themes emerged indicating individual and group perceptions of the climate for African Americans/Blacks at the University of New Mexico. The responses clustered around the following themes: 1. University's Commitment; 2. Organizational Structure and Leadership; 3. Recruitment, Hiring, Retention, and Success; 4. Campus Climate; 5. Community Outreach and Engagement; 6. Curriculum and Academic Programs; and 7. Equity. (See Appendix A for listing of general comments by themes) The following comments are indicative of the statements expressed by the respondents.

Respondents indicated that the University articulates support for diversity, but many African Americans/Blacks have not witnessed this commitment in demonstrative actions that are effective. While Non-Black/African Americans pointed to the African American/Black leaders as examples of diversity, Black/African American respondents focused on the general environment that was not conducive to their full academic, professional, social, and cultural inclusion. The retention of African Americans appears to be a campus problem rather than a community problem; and UNM suffers from the "revolving door" syndrome. There is a perception that UNM has not done well with diversity, but has done less well with African American administrators, faculty, staff, and students. There is a concern that there is a lack of mentoring and value added collegiality for Blacks in high-ranking positions or tenure-track faculty which leads to high turnover. Many Blacks consider themselves as the minority of the minority at UNM, because New Mexico is considered to be a tri-culture state. This is viewed as the reality in spite of declarations that it is a multicultural state.

It was reiterated on numerous occasions that there are African American communities (professional, business owners, newly arrived, church community, etc.), so there is not just one Black community to be engaged. Many noted that there is limited presence of "high-ranking"

Black professionals in Albuquerque and in New Mexico. Further, few role models and power brokers, whose influence extended beyond the Black communities, were identified.

Africana Studies has limited influence as a program, and should be elevated to departmental status. The program was created over 40-years ago, and it is where many Black faculty teach. It was noted that Africana Studies is not perceived by the University leadership as a strong academic program; and some indicated a process for moving the program to departmental status is essential to meeting the needs of the University's commitment to excellence. Faculty and students expressed an interest for courses in Africana Studies to be accepted by other departments at the University.

UNM has three ethnic centers housed in the same building, but they are very separate and function in silos. Many viewed the African American Student Services Center as a safe place for African American/Black students; and it is seen as a place that protects them from the harsh cultural reality that exists within the University. Some expressed concerns regarding the Office of the Vice President for Equity and Inclusion and its relevance and effectiveness.

There were strong concerns about the gaps in compensation experienced by Blacks, and there appears to be a general sense of being undervalued, differential treatment, and being disenfranchised. Many expressed that there is a need for equitable compensation and academic mobility.

### **Actions Recommended by Respondents**

The recommended actions identified by individuals during the interviews offered a general sense of the need for a holistic and systemic transformational change at the University of New Mexico that requires intentional set of decisions, with a specific strategic plan of action that incorporates accountability. The common "action statements" shared by the respondents for enhancing the environment for African Americans/Blacks were clustered in the following seven themes: 1. University's Commitment; 2. Organizational Structure and Leadership; 3. Recruitment, Hiring, Retention, and Success; 4. Campus Climate; 5. Community Outreach and Engagement; 6. Curriculum and Academic Programs; and 7. Equity/Accountability. (See Appendix B for listing of general comments by themes).

It was reiterated on numerous occasions that there must first be an acknowledgement that a problem exists, then intentional and deliberate action must follow the acknowledgement. There was a sense that trust must be built on campus; and that the president, provost and Faculty Senate were the individuals to initiate this process. It was also important to the respondents that power brokers be engaged in the work to advance inclusion and equity at UNM, and that would include members from the Board of Regents, Executive VPs, senior faculty, deans, and leadership in the Faculty Senate.

It was recognized that the campus community would need to collaborate with President Schmidly to prepare UNM for the future, and to create a trust based campus climate that is more welcoming, supportive, equitable, and inclusive. Many articulated a desire for the implementation of University-wide strategic conversations on interdisciplinary learning to advance trust relationships that lead to valuing diversity that can lead to academic excellence.

Other action items that were recommended addressed the need to develop transparent and clear tenure policies, procedures, and practices coupled with trust based relationships that offer faculty support programs to include faculty orientation and measurable and results based mentoring programs. A need to provide professional development for mentors to work across multicultural settings and with individuals from different cultural groups was cited. Africana Studies is viewed by many Blacks as a valuable program contributing to the academy, but felt that a strong message needed to be sent from the administration that Africana Studies is valuable to the institution's academic mission.

Many other action steps were offered to advance equity and inclusion and they centered around: creating funding to support graduate students; rethinking the role and relationships of the Ethnic Centers; reviewing the position of the Vice President for Equity and Inclusion to ensure that the position is one of influence and not so student focused; broadening the conceptual understanding of value added diversity and the strategic actions needed to advance inclusive excellence at UNM; and engaging in outreach to and partnerships with African American/Black communities in Albuquerque.

The majority of the African Americans/Blacks interviewed expressed that the 40-year old Africana Studies Program had survived in spite of much neglect and struggle. Therefore, there were recommendations for taking strategic steps to make Africana Studies an academic department by first hiring a permanent full-time coordinator and providing the human and fiscal resources to support the transition process over the next five to ten years. It was equally important for many that UNM begin to integrate race, ethnicity, and diversity courses into the core curriculum and make it a requirement for all students.

Lastly, there were strong sentiments from various individuals for addressing the most pressing and visible inequities of current campus members focusing first on the disparities (salaries and promotions) that may exist among African Americans/Blacks. These efforts would increase the retention of highly productive and talented African American and minority faculty and staff throughout the University. There is a perception that persons who raise issues do it at the risk of being "marginalized" and labeled as "trouble makers" and whose contributions to the University are minimized. There are strong sentiments that departments and/or individuals within departments stall inclusion and equity efforts by forcing their own demands, notwithstanding the validity of the equity claims by the African American/Black individuals.

### **Working Relationships with the Office of Equity and Inclusion**

The common responses of individuals asked about having a working relationship with the Office of Equity and Inclusion indicated that they had little to no working relationship with the office or the Vice President for Equity and Inclusion. However, some indicated that they have attended programs offered by the office over the past 18-months. Comments offered by persons interviewed revealed that there is a lack of understanding of the mission and purpose of the office; and they are unclear of the role of the Vice President. (see Appendix C for listing of general comments)

Moreover, it was also articulated by some that the office focuses primarily on diversity programming, Latino/Hispanics concerns, faculty hiring and GLBT issues, but broad-based diversity initiatives have not been fully connected to the academic departments. Furthermore,

the respondents acknowledge that the power and effectiveness of Office of Equity and Inclusion rests with the president, and the individual appointed to the position.

In summary, the data collection and analysis provided the consultants with greater insight into the campus climate for African Americans/Blacks at the University of New Mexico. The information gathered from the interviews with campus constituents, community members, and institutional reports provided important information about environment, campus and community culture, experiences, and perceptions of individuals who live, study, and work at University of New Mexico.

#### **IV. Recommendations**

There must be trust based value relationships created and modeled by a culturally competent team leadership of the University. There are many important initiatives and activities taking place on the campus of the University of New Mexico, but the development of a comprehensive systematic approach to intercultural initiatives, reduction in the duplication of services, eliminating silos, and better coordinated efforts could lead to more effective institutional outcomes. Through discussion with members of the campus and external community, including students, staff, faculty and administrators, as well as reading through institutional materials and the University web site, the following recommendations are offered as a means of expanding and enhancing University of New Mexico's commitment to academic excellence through trust based relationships that result in inclusive and equitable institutional practices.

The consultants sought to gain an understanding of the issues, concerns and perceptions expressed from various sources. While no assessment or report can ever be "complete enough", there are significant inclusion, relationship and equity issues that need attention in order for UNM to continue its journey toward achieving academic excellence in research, teaching and engagement. The fact that the African Americans/Blacks make up a small percentage of the State and University population should not be the measure by which the University should view its success regarding the inclusion of this community. Applying a numbers approach to the issues would be to ignore our nation's history, as well as, the contributions the African American/Black communities have made to the fabric of our nation and who we are as Americans. The University's challenge is how to incorporate/integrate/weave the multitude of different communities within its universe into a trust based community that not only values the differences among the constituent groups, but facilitate their energies and talents into value added relationships that can achieve excellence in research, teaching and engagement.

Moreover, the recommended actions address the short term, midterm and long term initiatives the consultants believe are essential to UNM's goal of achieving value added inclusion of the African American/Black community. Further, these recommendations are essential to it fully realizing its prominence in research, teaching and engagement and becoming *the first minority/majority university in the country to attain membership in the prestigious Association of American Universities (AAU)*.

### **Immediate: (1-3 months)**

1. The senior-level leadership team (President/Executive VPs/Provost/VPs) will review and assess the role and Office of the Vice President for Equity and Inclusion. This review will be in conjunction with the development of a long-term assessment of inclusion, equity, and excellence across all administrative divisions of the University of New Mexico. It is strongly recommended that the review method includes an intercultural and professional development process as a prerequisite to developing strategic actions to institutionalized UNM's commitment to inclusive excellence, diversity and equity. No commitments should be made of the current structure, role and/or existence of the Office of the Chief Diversity Officer until that time. This year-long review process will assess and identify strategic actions for implementation in FY12.
2. Appoint a Special Advisor to the President (temporary appointment of leader with this or an appropriate title) who will facilitate the foregoing recommendations. This position should have access to the President and the President's Cabinet with the authority to appoint an intercultural advisory committee of engaged scholars, professionals, and campus leaders from the faculty, staff, student body, and local community.
3. Address the issues raised by several of UNM's tenured and productive faculty members that need resolution. The University should initiate a Mediation and Reconciliation Process that the affected parties will voluntarily participate in with the commitment to add value to the relationship. The parties must commit to a good faith resolution to resolve all issues. The end goal should not be to merely settle issues, rather, to achieve an understanding of the conflict and move to resolution (mutual gains) and begin the process of reconciliation. This mediation session should include strategies that identify and address the environment, language, ideas, assumptions, conduct and culture that precipitated the conflicts.

### **Midterm: (3-9 months)**

4. Conduct an inventory of all University programs whose goals/missions include: inclusion, diversity, race, ethnicity, equity and related programming, activities and initiatives on behalf of African American/Black community. The end goal is to assess these resources, programs, goals, and effectiveness of each program and/or initiative. The result of this inventory and assessment should be to identify duplicative programs to consolidate where appropriate in order to create greater coordination and collaboration where value added outcomes can be realized. This same process should be followed regarding the Native American, Latino/Hispanic centers and all centers that serve the student population. Greater gains can be achieved if diverse groups can operate at the intersection of issues impacting identity groups.
5. Conduct an assessment of all University-based relationships with external communities that are devoted and dedicated to the development and enhancement of African American/Black relationships for the purpose of greater collaboration, effectiveness and efficiency.

6. Appoint a full-time permanent director of Africana Studies as soon as possible, but no later than fall 2012. The program should set standards for achieving department status that is consistent with requirements in the College of Arts and Sciences and University of New Mexico. Faculty presently teaching should be assessed and provided the option to continue as adjunct, if appropriate, and/or provided a fixed term before they opt to enter the tenure track system or remain as adjunct faculty, if appropriate. The assessment should be conducted by tenured faculty that are interdisciplinary subject matter experts and possess understanding of the field. The program seems to be without the direction and focus necessary to raise the academic standard to achieve excellence in research, teaching and engagement. It is critical that the standards for the Africana Studies Program's elevation to the department status, guidelines for faculty teaching, research and scholarly engagement, and service are clearly articulated; and that specific timelines and expectations are established; and resources are allocated to support the transition.

### **Long Term: (6 months and Beyond)**

7. Develop trust-based culture and leadership competency among the administration, faculty and staff. Beginning fall 2011, a cohort of at least 20 persons comprised of members of the administration, faculty, staff, and students should begin a year-long Intercultural and Professional Leadership Development process that will prepare the leadership team for transforming the University into a demonstrated leader in research, teaching and engagement through an inclusion of culturally diverse communities that add value. The leadership team should become the "Facilitators of Relationships" that ultimately develops a strategic plan for moving UNM to become a prominent leader in research, teaching and engagement through value added inclusion.
8. Begin "Thought Leaders Roundtable Sessions" or "deliberate dialogues" facilitated with the end goal of initiating a University-wide dialogue process. The University must learn to communicate across academic and cultural silos. There is a need to develop an interdisciplinary, integrative and collaborative model regarding research, teaching and engagement among faculty, staff and students. This dialogue should be facilitated with the end goal of achieving understanding of the added value of interdisciplinary work. Integrating and collaborating across diverse realities that exist within each respective academic discipline, interest and programs will advance UNM's academic mission. Working in interdisciplinary units allows faculty members across a wide range of backgrounds and experiences to broaden their areas of inquiry and pedagogy and to build trust based working relationships and academic programs that will express hidden strengths at UNM, and ultimately resulting in value-added research, teaching, and engagement outcomes. This initiative is not African American/Black focused, rather it is directed to bringing together the diverse academic community interests that will serve as a model for how dialogue, collaboration and initiatives can be created, innovated, developed and implemented through understanding and trust based relationships.
9. The leadership team, upon completing the first year of leadership development, should decide the future of the Office of Equity and Inclusion and the position of the Vice President for Equity and Inclusion position. It should embark on a long-term review and determination of UNM's inclusion and equity policies, practices, actions strategies and measurable goals for the next 15 years.

## V. Conclusion Summary

UNM has made a significant and bold decision to look at itself in terms of whether the African American/Black Community is truly one that is being included, respected, acknowledged; as well as, considered to be relevant and integral to the University's mission of excellence in research, teaching and engagement. The questions asked were directed at the roles persons and organizations play within the University. The questions raised addressed how African American/Black persons and others view their participation and the value added impact the African American/Black communities make to the life of the institution.

The outcome of the meetings, questions, and inquiries were designed to examine how in fact the university is moving forward in its goal toward truly valuing its diversity and its desire to achieve equity and inclusiveness in general and as it relates to the African American/Black students, staff, faculty and community. The respondents as a whole stated that the African American/Black community is excluded, isolated, and ignored and are not an integral part to the University's identity.

Given the responses shared by the respondents, the University fundamentally is in need of a holistic and systemic transformational change. The problems raised cannot be addressed in a piecemeal manner. In our opinion, it requires transformational change to achieve an inclusive University committed to become world-class in research, teaching, engagement. The journey to facilitating the transformational change involves creating an environment that produces the experience that is communicated in the language that generates, promotes and defines the ideas of excellence in research, teaching and engagement through trust based inclusion, collaboration, integration and implementation. This journey requires intentional set of decisions with a specific strategic plan that is accountable and not contingent upon finances, local/state/national politics and/or change of administration and Board of Regents.

The African American/Black community has become isolated within a University community that has historically identified itself with the Native American and Hispanic cultures. It sees itself in a survival mode instead of a thriving community whose culture and relationships are valued as a vital component to life of UNM. Of the four dominant cultural groups, the African American/Black community is viewed as the least dominant, least understood and least integrated culture in the University life. The issues raised by this reality require the University to re-examine the basic concepts of inclusion of a community that views its history, culture, talent and future as Latino/Hispanic, White and Native American.

In order to achieve a transformation within the University, a "university-wide leadership team" must become culturally competent and become "facilitators of relationships" among and between the diverse groups within and external to the University. This team must model the idea that excellence occurs through inclusion and must become the vehicle by which the following elements of the University are transformed to achieve its goal of a world class institution.

- **Environment:** Creation of safe, open, welcoming and nurturing conditions that facilitate the innovation, growth and development of an inclusive institution.

- **Experience**: The creation of intentionally designed and facilitated events, decisions, policies and trust based relationships that are directed at adding value to an inclusive institution.
- **Language**: The formation of a trust based language whose dialogue and narrative facilitates creativity, invention and innovations through value added relationships and outcomes. The dialogue is persistent in its purpose of achieving: peace where conflict exists; understanding where confusion prevails; and value added relationships where bureaucratic transactions dominate.
- **Ideas**: The constant generation of interdisciplinary and intercultural systems that produce ideas through safe value added interdisciplinary and intercultural relationships that result in invention, transformation and innovation. The ideas are created and developed through ongoing dialogue, negotiation and conflict resolution among trust based relationships.
- **Assumptions**: The creation of expectation that all is possible through inclusive, integrative and collaborative trust based relationships focused on excellence in research, teaching and engagement.
- **Culture**: Culture is built upon culture. The creation of a University culture of excellence valued for its trust relationships and unity among distinctive cultures that are institutionally inclusive, integrative and collaborative. The identity that results from intercultural dialogue is one that seeks to add value through understanding and the realization that making a value added difference in the lives of others is more important than seeking to be different.

The transformational change recommended for UNM is a dynamic set of actions that will require processes that include trust-building, persuasion, informal negotiation, mediation and coalition team building. These processes should be designed to alter mental models that currently exist, unlearning myths and learning new ways of seeing others through constructed valued added interactions. Ultimately, the cultural changes should include the importance of addressing the University's identity, symbols, history, traditions and the facilitation of the institutional changes it seeks to make through understanding and value added relationships.

## Appendices

## Appendix A

### **Current Perceptions of the Climate for African Americans/Blacks**

Seven common themes emerged indicating individuals and groups' current perceptions of the climate for African Americans/Blacks at the University of New Mexico and the themes included the following responses (Questions #2, #3, and #6):

#### **University's Commitment**

- Lack of participation and value for diversity from academic leaders
- Diversity is expressed as a core value at UNM
- Some academic deans support diversity
- UNM has not done well with diversity, but has done less well for African Americans
- Diversity is used to advance initiatives, but there has not been much delivered
- General belief that diversity exists at the cost of excellence
- President of Regent is committed to diversity and inclusion
- UNM is recognized as 19<sup>th</sup> for having a social mission
- African American Student Service Center is a safe place to protect Black students from the University's hostile environment.

#### **Organizational Structure and Leadership**

- UNM has three ethnic centers housed together, but they are very separate
- Concerns about the Office of the Vice President for Equity and Inclusion
- Lack of stable leadership to advance diversity and educational excellence – the University has had five presidents with the past 12 years
- The Office of Equity and Inclusion is threaten to be eliminated
- The administration has no follow through on African American issues
- Africana Studies has not had permanent leadership
- Duplication of services in the three separate centers and the main campus services.

#### **Recruitment, Hiring, Retention, and Success**

- Issues with promoting, hiring, and retaining African American faculty and administrators
- UNM does not employ practices to attract, recruit and retain African American faculty in tenure-track positions
- Many of the African American faculty teach as lecturers and adjuncts in Africana Studies
- Lack of transparency and clarity in the hiring and appointment process
- UNM does not offer a systematic or comprehensive approach for hiring and retaining Black faculty
- Retention of African Americans appear to be a campus problem rather than a community problem
- UNM suffers from the “revolving door” syndrome
- Lack of mentoring and camaraderie for Blacks in high-ranking positions or tenure-track faculty

#### **Campus Climate**

- There is a lack of trust by Blacks because of their perception of an unwelcoming workplace

- The “Duck Pond Incident” was evident of a hostile environment
- Blacks view themselves as the minority of the minority at UNM, because New Mexico is considered to be a tri-culture state. There is a disregard for African Americans and Asian Americans
- Competitiveness and competitive relationship between African Americans and Hispanic
- Focus is not on African Americans at UNM
- Hostile environment for Blacks
- Inter-ethics politics
- UNM’s current actions and atmosphere adversely affects UNM (article in newspaper about Black football players)
- Limited support services for African American student athletes
- Black students feel isolated
- African Americans feel a sense of being invisible on campus
- African American student athletes seen to dominate the interest of the administration and University for their utility in the sports arena.

### **Community Outreach and Engagement**

- Local churches have been strong supporters
- Little push for campus and community collaborations
- There are African American communities (elites, newly arrived, and church community), so there is not just one community
- Limited presence of high-ranking Black professionals in Albuquerque and in New Mexico; therefore, it makes it difficult to see and hear strong Black voices in the community
- Insensitivities to Blacks on campus and in the local community
- Sometimes there are too many expectations from the local Black communities
- African American community is complex (socioeconomics, sexual orientation, within state, outside of state, etc.)
- Tri-state does not recognize Blacks in its description
- Hispanics have gained a strong voice in the legislative; therefore, increasing their numbers and participation at UNM

### **Curriculum and Academic Programs**

- Administration has no follow-through about Africana Studies
- Courses in Africana Studies are not accepted by other departments on campus
- Africana Studies has limited authority and influence as a program
- Created African American Studies Program over 40 years ago
- Africana Studies Program is not recognized as a department - 40 years old
- Africana studies perceived as less scholarly and without academic rigor.

### **Equity**

- African American faculty have heavy teaching loads, large committee work, no mentors assigned, and are working in a “good olde boy” system
- Equity in pay for women and African Americans is a problem – at the lower end of the spectrum
- Blacks experience gaps in compensation and sense of being undervalued

- Differential treatment
- African Americans are disenfranchised; therefore, there is a need for equitable compensation and academic mobility
- Most African American staff are not at higher pay levels (pay grades are 1-19), but a few are at grade 16

## Appendix B

### Actions Recommended by Interviewees

The recommended actions identified by individuals during the interviews offered a general sense of the need for a holistic and systemic transformational change at the University of New Mexico that requires intentional set of decisions, with a specific strategic plan of actions that incorporates accountable. The common action statements shared by the interviewees for enhancing the environment for African Americans/Blacks were (Questions #4, #7, #8, and #9):

### University's Commitment

- Request that the report prepared and submitted to President Schmidly be shared with the Board of Regents and Faculty Senate
- Acknowledge the current practices are racist, because admitting is the first step to seeking change

### Organizational Structure and Leadership

- Encourage and ensure more participation of diverse faculty in the Faculty Senate
- Identify and appoint diversity faculty and staff on the search committees for searches for essential administrators and faculty
- Build trust on campus through president, provost and Faculty Senate
- Make the president and the provost the University leaders for diversity, inclusion and equity, because sometimes OEI can be seen as a detractor
- Solicit power brokers to advance diversity at UNM, and they include some members from the Board of Regents, executive VPs, senior faculty, deans, and leadership in the Faculty Senate
- Collaborate with President Schmidly to prepare UNM for the future
- Give power and authority for OEI by the Executive Cabinet and Faculty Senate
- Establish space and facilities for Africana Studies
- Develop transparent and clear tenure track policies, procedures, and practices that offer faculty support programs to include faculty orientation and mentoring
- Send a strong message from the administration that Africana Studies is valuable
- Create funding to support graduate students
- Rethink the location of the Ethnic Centers and Africana Studies
- Review staff functions in the Provost's office to ensure that they align with the University's commitment to advance diversity
- Establish partner hiring at UNM
- Review the position of the VPEI, and ensure that the position is one of influence and not so student focused
- Address the most pressing and visible inequities of current campus members
- Offer travel scholarships for conference for Black students
- Focus on improving the graduation rates of Black students
- Establish collaboration and coalition-building of the three ethnic groups with White members of the campus
- Secure funding to remodel the ethnic centers
- Remove recruitment and retention from the Centers and move this responsibility to Enrollment Management/Retention
- Review where the ethnic centers are located

- Broaden the conceptual understanding of diversity and the strategic actions needed to advance inclusive excellence at UNM
- Offer training on the grievance process at UNM
- Eliminate and/or restructure the Office of Equity and Inclusion
- Establish accountability for programs and services
- Review the current policy and process for conducting the criminal record checks

### **Recruitment, Hiring, Retention, and Success**

- Hire a chair of Africana Studies in order to elevate the program to a department
- Work to retain African American and minority faculty in the Medical School
- Integrate social justice/inclusion into the orientation for all new physicians
- Provide comprehensive mentoring for Health Services
- Developed a comprehensive faculty development program that includes accountability measures
- Pay more attention to African American faculty at UNM to ensure retention
- Examine the current hiring process
- Establish mentoring agreement with other departments for tenure track faculty in Africana Studies
- Implement best practices used in corporations throughout Albuquerque to recruit, hire, and retain Black faculty, staff and administrators
- Work to advance/appoint African Americans to executive positions (President's Cabinet, Board of Regents, and Line Positions)
- Institute best practices for African American faculty, staff and students to promote hiring, promotion, admission and retention
- Attract and recruit more faculty into the Africana Studies Program
- Develop a faculty hiring system that to address the various faculty types – multiple contracts, clinical faculty, research faculty, etc. that Black faculty are currently employed
- Increase the number of African American faculty hired, retained, and promoted at UNM
- Offer management training and focus on violence in the workplace, diversity, etc.
- Establish a comprehensive mentoring program for new and junior faculty (individual and group format)
- Hire recent Ph.D. graduates who are Black
- Establish Teaching Assistants (TAs) for Black graduate students
- Engage chairs, senior faculty, and deans to work to advance inclusive excellence
- Increase minorities in STEM
- Identify targeted recruitment of Blacks as an institutional initiative, but allocate the funding and resources needed to successfully launch the initiative

### **Campus Climate**

- Implement University-wide strategic conversation on diversity and excellence
- Work to create an atmosphere that is more welcoming, supportive, and civil
- Listen to the African Americans who work at UNM to address climate issues
- Establish an interdisciplinary gathering of Black students
- Offer more University sponsored programs for Black students (high profiled poets, speakers, artists, etc.)

- Provide venues for African American faculty to mentor and support one another and African American students

### **Community Outreach and Engagement**

- President and Provost offer an annual social event for faculty of color
- Engage in outreach to the African American community in Albuquerque
- Create opportunities for meeting Black community members on campus
- Engage in a sincere partnership with the African American community
- Involve the external community in initiatives to advance diversity
- Establish partnerships with Historically Black Colleges and Universities (HBCUs)
- Engage the African American community in on-going dialogue (start with acknowledging broken promises)
- Include African American community in the problem-solving
- Create a community advisory board for UNM on projects for the community
- Reconnect with influential Black alumni (owner of Essence magazine is an alum)

### **Curriculum and Academic Programs**

- Elevate Africana Studies to a department
- Develop an agreement for departments to work with Africana Studies Program and faculty
- Recognize the contributions made by Africana Studies over the past 40 years
- Establish academic affiliations for faculty of color
- Integrate ethnicity/diversity into the core curriculum and make it a requirement for all students at UNM
- Develop a comprehensive strategic plan of action for making Africana Studies to become an academic department

### **Equity**

- Conduct a pay equity study by academic departments
- Elevate women and persons of color to higher positions of influence at UNM
- Treat African American community equitably
- Address pay inequities focusing on the disparities that may exist among African Americans

## Appendix C

### **Working Relationships with the Office of Equity and Inclusion**

The common responses of individuals asked about having a working relationship with the Office of Equity and Inclusion indicated that in general the persons interviewed have had little to no working relationship with the office or the Vice President for Equity and Inclusion. However, many persons have attended programs offered by the office over the past 18-months. Comments offered by persons interviewed revealed that there is a lack of understanding of the mission and purpose of the office; and that they are unclear of the role of the Vice President. (Question #5)

### **Statement of Working Relationship**

- No working relationship with the office or the Vice President for Equity and Inclusion
- Good working relationships
- Have met with VPEI to discuss issues for African American students, faculty and staff
- Worked with VPEI in a coaching capacity
- Difficult interactions and collaborations due to leadership style and skills
- No direct working relationship with the Vice President, but attend programs offered by the office

### **Other Comments**

- VPEI is trying to create a shared space for students of color to engage tutoring, mentoring, and CAPS, but students refused to support a proposal to share space and services (mostly African American students and AASC staff)
- Good activities with diversity programs, faculty hiring and GLBT issues
- Diversity initiatives have not been connected to the academic departments
- Lack of direct message that incentive diverse faculty hiring
- Need to make leadership more visible and to develop an inclusive excellence strategic plan
- Need a larger budget and resources for OEI to be effective
- Too much focus on events and programs
- The power of OEI rests with the president, and who he appoints to the position is important
- The position of the Vice President for Equity and Inclusion has been more symbolic than functional
- Limited visibility and involvement with Black community by the Vice President for Equity and Inclusion
- The office has been problematic, because it is not understood in the community or on campus
- Goals and mission of OEI are unclear and there is uncertainty about how the Centers function in this new structure

## Appendix D

List of documents reviewed:

*“A Framework for Our Future”*, President’s Live Webcast, (Tuesday, April 8, 2008), Remarks Delivered by David J. Schmidly, President, University of New Mexico, [http://www.unm.edu/president/strategic\\_planning/Webcast\\_Remarks\\_4-8-08.pdf](http://www.unm.edu/president/strategic_planning/Webcast_Remarks_4-8-08.pdf)

2007-2008 University-wide Plan for Diversity, Equity and Inclusion, University of New Mexico

2009-2010 Diversity Report Card: A report on the demographics of the students, faculty and staff of the University of New Mexico

Demographic Reports, University of New Mexico

Facts at a Glance, 2009-2010 UNM Fact Book

Faculty Compensation at UNM: Is the Reward System Equitable? (2007)

*Institution-wide Environmental Assessment & SWOT Analysis* (March 2008), University of New Mexico

*New Mexico Daily Lobo* (March 28, 2011)

*New Mexico Daily Lobo* (March 30, 2011)

Statewide Focus, 6<sup>th</sup> Annual Awards Banquet (2009)

*Strategic Framework For 2008 and Beyond* (August 2008), University of New Mexico

University of New Mexico Graduation Task Force (Fall 2006)

University of New Mexico Self-Study

University of New Mexico’s Website <http://www.unm.edu/>

*UNM Today* (March 23, 2011)

*UNM Student Affairs Update* (December 2010)