

Task Force Report on Hispanic Issues

January 24, 2006

Process Information:

In the fall semester of 2005, Dr. Reed Dasenbrock, Interim Provost & Vice President for Academic Affairs, asked Dr. Gabriel Meléndez and Dr. Viola Florez to Co-Chair a Task Force of faculty, staff, students, and community members to address academic issues facing Hispanic students, staff, and faculty at the University of New Mexico. The charge was broadly defined to allow the committee to gather information that was most useful to improve the academic success of Hispanic students at the University and to provide information on how to address challenges faced by faculty and staff as employees of the university. He wanted the Task Force to explore the challenges, problems, successes, and provide possible recommendations and/or solutions to evolving issues.

The Task Force consisted of six staff members, four faculty members, two students, a department chair, a dean, and a community leader. The Task Force members met each month; often twice a month, to develop a process for gathering information essential for the report, which was to be submitted to Provost Dasenbrock in the spring 2006 semester. The committee met many times during the semester to continue sharing information and reporting to each other the findings from the focus group sessions held on campus and in the community.

Described below is the process utilized to gather the information for this report.

- *Focus Groups:*

The process consisted of forming Focus Groups to represent each campus constituency group, such as - a student focus group, staff focus group, faculty focus group, and a community focus group. Each Focus Group was led by Task Force members, who served as leaders of the discussion. The Focus Groups enabled us to gather the kind of information that would be important, relevant, and representative of each group. It was important to locate and gather the accurate information from each constituent group of individuals. We wanted to make sure that the information was clear and the “voices” of those most affected were heard; therefore, we thought this process would allow people to speak out about what was working, not working, and what could be done to improve student success for both graduate and undergraduate students. It also would provide us input from faculty and staff on issues pertinent to them. As a result, the Focus Groups were held throughout the semester in designed locations on campus and in the community, which they too provided us with the information included in this report.

- *Guest Speakers:*

We invited specific guest speakers to share information with us from reports written earlier on Hispanic issues and to supplement our base of information. We discovered through our deliberations and conversations that several studies had been done addressing some of the issues facing Hispanic students that needed to be reviewed and analyzed for inclusion in the report. It was clear that each guest speaker, who came to our meetings to present, emphasized the need to address the

campus-wide diversity issues, which have been of major concern for quite sometime. Each guest speaker communicated its level of importance and seriousness. The guest speakers were: Dr. Margaret Montoya (SHRI); Dr. Felipe Gonzales (NEH Grant Report); Jennifer Gomez-Chavez (College Enrichment Program); Dr. Tobias Duran (Center for Regional Studies); and Veronica Mendez-Cruz (El Centro de la Raza).

- Summary notes from Focus Group Leaders:

Each group leader presented findings from the focus sessions and submitted a written report to the members of the Task Force. These summary notes were used to complete the final report. The Task Force members summarized emerging issues or topics gathered from the focus groups, which were analyzed and prepared as major categories of elaboration for the report. The reports from the focus groups are attached as an addendum to this report.

Setting a Context for Hispanic Issues:

The urgency of addressing some of the major areas of concern for Hispanic students at the University of New Mexico is connected to the “emerging minority” student who is coming to New Mexico institutions of higher education during the next ten years. The demographics of the state and nation are changing drastically, and it is critical that these students are educated and have the opportunity to succeed in the workplace. The education of these students has a direct impact on the future economics of the state.

- State Pre-K-20 Environment:

Recent data by the New Mexico Public Education Department’s Student Assessment Bureau indicates that wide gaps in achievement still exist. Results

from the tests show that Hispanic, Native American, and African American students continue to lag behind Anglo and Asian students in every educational outcome that was measured (Reading, Mathematics, & Science). The challenge for institutions of higher education is how to assist with eliminating the current educational achievement gaps among specific minority groups, plus how to help students who do come to the university to study succeed and complete a degree. Addressing the questions of how to improve the retention and the graduation rates of students in high school and college continues to be of concern to key leaders in the community and the state.

Nationally, the educational attainment of Hispanics varies by group, but statistics show that they lag behind from the total population. In 2000, over half of the Hispanic population age 25 and over (52.4%) had at least a high school diploma. That compares to 80.4 % for the total population. Approximately one in 10 earn a bachelor's or higher degree. The state's graduation rate is 65%, 30% of high school graduates are academically ready for college, and 59% of high school graduates enroll in college the fall after they graduate. Thirty-nine percent of college freshman earn a bachelor's degree within 6 years. New Mexico ranks 47th in the nation on this measure (2005 Report from National Task Force on Public Education).

The area of major concern to the University of New Mexico is the retention of students attending the University after the second semester. Many of the students do not return to complete their studies. The retention rate for the University of

New Mexico during the past several years is approximately forty percent of the entering freshmen continue to attain a degree.

With respect to Hispanics in graduate and professional schools at UNM an unsteady picture emerges. The UNM Medical School admitted an average of 19 Hispanics in each entering class of 75 students in the period 1992-2003. American Indians averaged 3 students admissions and African Americans constituted less than 1 out of the 75 students admitted annually to School of Medicine. In 2003, Hispanics from New Mexico had a lower admission rate to U.S. medical schools than that of other ethnic minorities. In the area of legal education there appears to be a trend toward declining enrollments of Hispanics at the UNM School of Law. There the average number of Hispanic admits --31 in the mid-1990's - has dropped to an average of 26 in the recent years. The trend in graduate programs on main campus has never been stellar. Between, 1993-2003, Hispanics averaged only 15.4% of all earned Masters degrees and only 9.9% of all earned doctoral degrees awarded by UNM (Source: SHRI Pipeline Report).

Albuquerque Public Schools (APS) has a student population of over 87,000, making it the 31st largest school district in the country. APS includes 11 high schools, 26 middle schools, 83 elementary schools, and nine alternative schools. Students in the APS district are 52% Hispanic, 36% Anglo, 5% Native American, 4% African American, 2% Asian, and 1% other. A significant number of students receive free or reduced lunches, including 51% of middle school students, and 26% of high school students. Most of the students coming to the University of New Mexico graduate from Albuquerque Public Schools.

The data above indicates New Mexico's "emerging majority" is already a palpable force in APS where Hispanics, American Indians and other ethnic groups constitute 63% of the 87,000 students the district enrolls annually. This demographic pattern is the same for state-wide Public School enrollments where Hispanics and American Indians constitute about 62% of state totals (National Center for Educational Statistics). Statistics bear out that 40% of New Mexico High School graduates chose to attend UNM. Hispanics in the state will continue to be the largest group of students attending the University of New Mexico during the next five to ten years. The largest "emerging majority" in the state attending college will place the university in a very precarious situation if the recommendations of the task force are not taken seriously. The demographic studies show that the largest growing ethnic group is the Hispanic population. If these students do not succeed in the K-12, they will not be coming to our university. Also, if they do succeed and graduate from high school, student enrollments will continue to decline if the Hispanic student is not recruited, mentored, and assisted to succeed once he/she come to the campus.

Along with the increase in population, much of the evidence points to a disheartening attrition pattern for Hispanics and American Indians along the pathway to higher education in New Mexico. One report concludes:

"In 2002, Hispanics were 51.0 % of public K-12 enrollments in New Mexico, compared to 43% of public high school graduates, and, more significantly, only 27% of New Mexico students taking Advanced Placement (AP) exams. For American Indians, the percentages were 11.3%, 11.0 and 4.7% respectively. In

short, while Hispanics and American Indians do have lower high school graduation rates in New Mexico, there is a dramatic drop-off of more than two-fifths between Hispanic/American Indians' share of New Mexico public high school students taking AP exams (31.7%). There have been significant efforts in the state in the last decade to expand AP course offerings in New Mexico. The proportion of Hispanic and American Indian under-representation in New Mexico's gifted and talented programs (31% in 2000), suggests that AP access should be conceptualized as part of a broader concern about K-12 equity, not simply high school equity" (SHRI: Expanding the Educational Pipeline Report: 40-43).

The measures above should serve to remind that improving this outlook requires educators, especially those of us in higher education, to work toward early interventions. In this sense, UNM needs to foster a close partnership with school districts across the state and the region for the purpose of supporting a college-bound school culture and opportunities to develop a multi-cultural college-bound identity in every high school, but particularly in school districts with high populations of underserved students.

- Poverty:

New Mexico ranks 48th among the states in per capita income and has the highest rate of poverty among the states. Income and poverty challenges are not distributed evenly across the state. It is important to note that many of the students attending the University of New Mexico come from rural communities that have a high rate of poverty. According to the 2000 census, the rate of poverty

among Anglos in New Mexico was 13%, while the rate was 30% for Hispanic, 46% Native American and 2% other. These numbers are significant to the demographics of the state and how they are changing.

Enhancing UNM's General Support for Hispanic Issues:

The Hispanic Issues Task Force Committee believes that the Provost has correctly identified the need to make Hispanic issues a top priority for UNM. In summarizing the work of our campus-wide assessment of constituency groups, we are more convinced than ever that Hispanic concerns and aspirations are central to UNM's academic mission. In light of this fact, we contend that UNM will only fully meet the educational needs of the residents of New Mexico by recognizing the centrality of the Hispanic presence at UNM. We think it is important that the UNM Central Administration embrace the language of "emerging majority" in preparation to meet the demographic challenges that face our state and the nation.

We believe that three primary strategic efforts will build UNM's capacity to deliver on Hispanic issues and concerns: 1) sustain and improve those UNM programs that are dedicated to serving Hispanic students, staff and faculty, 2) expand the resource base to fund new initiatives in faculty hiring, undergraduate student retention and graduate student recruitment and 3) create representative and advocacy offices at the highest levels of the central administration to keep a long-term focus on Hispanic and "emerging majority" issues central to the University.

The Hispanic Presence at UNM and Student Issues of Recruitment, Retention and Hiring:

The Hispanic Issues Task Force Committee found that a set of complex interactions with UNM as an institution shapes the potential for achievement by Hispanics on campus be they in the role of staff, faculty or students.

- Undergraduate Students:

Our committee found that Hispanic undergraduates share a number of similar concerns. These students express the sense of being isolated and the feeling of being intimidated by the workings of a large, indifferent campus. Students report that they have found it difficult to identify Hispanic student support networks and programs on campus that address their specific needs. Coupled with an incomplete knowledge of the campus structure, such limitations, they feel, restrict them from accessing fuller and richer academic experiences on campus. In particular, they report that they experience few opportunities to establish relationships with faculty, particularly with Hispanic faculty, and with other students. They believe this is due to UNM's large and anonymous classes and to the perception that the UNM as an institution does not value them. In some instances, Hispanic students have experienced discriminatory and hateful attitudes on campus. While these incidents have been few, students are aware of several overtly racist acts that happened in the late 1990s and report that hateful acts still occur. One involved the presence of a neo-Nazi group on campus last semester (Spring 04) and the case of one irate individual who stormed into the El Centro Office and challenged the legitimacy of the center and its mission, claiming reverse discrimination. These incidents create tension and interrupt the assurance

of being in an academy setting where diversity and an informed exchange of views is encouraged (See Sanchez's Focus Group Notes 10/26/05).

Students are concerned about the lack of minority faculty across disciplines and see a clear need for more role models. As consumers of education they would like to have more timely notification of changes in their academic programs of study. Notification, they believe, would give them enough time to comply with changes in their majors and academic programs of study.

They would like to see UNM support and foster initiatives that strengthen relationships with their instructors, especially with graduate students. They would like to see more recruitment of Hispanic graduate students and improved rates of retention for Hispanic undergraduate students. Until these undergraduate concerns are addressed, students will continue to see these as negative indicators confirming the view that the institution does not take their presence seriously and is not working on their behalf.

- *Hispanic/Raza Graduate Students:*

Hispanic graduate students at UNM report that they experience an impersonal and chilly climate at UNM which they attribute to a history of poor interactions between UNM faculty and Hispanic graduate students. Students believe that student-faculty relationships need to be strengthened. The students interviewed for this report would like to see UNM faculty and staff improve their outreach to graduate students of color and to provide them extra assistance as needed. Some graduate students express the view that they are "not favored" with graduate funding and assistantships. They report that they see themselves as caught in a

two-tiered educational track that loops graduate students of color away from the academic cultivation that happens in day-to-day exchanges between faculty and students in graduate programs. Hispanic graduate students report that it has been difficult for their organizations to meet with the President or other high level administrators concerning their issues. As a result, they call for greater outreach from the central administration to graduate students of color and to the associations that represent their interests (RGSA report).

Hispanic graduate students are concerned about the lack of connection and communication between UNM and the community-at-large. They believe that service-learning programs need to be established and developed. They would like for these programs to be a part of their graduate and undergraduate program of study and training. Hispanic students at the UNM Law School are concerned that UNM recruitment has not produced a cadre of incoming law students in numbers proportionate to the population of New Mexico. They note some slight improvement in recruitment in recent semesters, but affirm that a great deal more work needs to happen that ensures an active program of support for accessing Law school opportunities for minority students.

- *Recommendations on Student Matters:*
- Support and commit to adding resources to existing programs that mentor Hispanic undergraduate students (El Centro, College Enrichment Program, Educational Mentor Tutor Program) and to those that work to retain Hispanic graduate students across departments and programs (OGS, PEER, Raza Graduate Student Association).

- Act firmly and decisively to condemn blatant acts of racism or intolerance on campus; maintain a zero tolerance policy for hate speech or discriminatory acts directed at Hispanics or other groups on campus.
- Work with OGS to provide ongoing workshops for graduate students that educate them on scholarships opportunities and ways to connect them to the kind of faculty mentoring they need.
- Work with OGS to provide the education and financial support needed for students at all levels and to be pro-active in providing opportunities to all.
- Bridge the divide that exists between the Hispanic community-at-large and UNM. Forged collaborations with school districts in the state around the specific goal of educating K-12 students about opportunities in higher education.
- Increase support of university-wide graduate mentoring programs like the McNair Program. Fund graduate mentoring and recruitment pipeline programs on the model of the Research Opportunity Program (ROP) that was quite successful at UNM just a few years ago. Provide permanent and stable funding for this program through the allocation of targeted resources.
- Foster an academic culture geared toward constant encouragement by faculty for Hispanic students. Start by recognizing that graduate student have multiple roles and often are responsible for others as wage earners, parents, activists and family members. Understand that people have responsibilities and lives outside the University.
- Discourage the growth of an environment that only provides criticism especially of underprivileged populations or that alienates them and causes many to leave.

- Promote a faculty that truly supports Hispanic graduate students and rewards their efforts in this regard.
- Actively involve Hispanic alumnae in the work of recruiting and retaining students at the graduate level.
- Promote an academic culture at UNM that celebrates the success of students and recognizes the hard work and effort put forth by all. Make people feel their efforts are important.
- Use the ENLACE model to connect graduate, professional and law students to work with community and encourage this work by seeing it as critical to UNM.
- Get students, faculty, and staff to celebrate the success of graduates by promoting their achievements in departments and programs. Recognize that the success of a student is the success of the program.
- Many departments at UNM offer excellent programs for graduate study, particularly for Hispanic students. But UNM needs to expand the resources departments can offer to top Hispanic students. Many universities out-compete UNM with larger stipends, research and travel funds, etc. We should strive to be competitive with other universities in the Southwest, such as University of Texas-Austin, University of Arizona, and University of Colorado-Boulder.
- OGS should be working more diligently to secure funding for graduate students as a way to complement the resources in departments. The recent initiative in OGS, the “Race, Ethnicity, and Migration Studies,” a graduate exchange program with Howard University and University of Texas-El Paso, plus select European universities is an example of what could be done in regard to external funding initiatives.

- Support the design and implementation of a Pipeline Project on main campus that works to expand and increase opportunities for under-represented groups and to act as a gateway to UNM graduate programs and professional schools.

Hispanic Staff in Support of UNM's Academic Mission:

Statistics for the 2004/2005 fiscal year indicate that Hispanics comprise 33% of the tier I and tier II UNM workforce (Source: HR Report).

In talking with a variety of staff members, a number of common themes and concerns emerged. Staff members who work directly with Hispanic students share the concern of how to increase the retention of incoming Hispanic students and how to graduate them at higher rates. Staff members at the Anderson School report that cultural differences in that unit are not respected as they may be in other areas of the campus. They believe there is a lack of representation on policy advisory boards and other boards and committees at UNM generally. They express the sense of working in isolation - even though we live in a minority-majority state, they are aware that the Hispanic students they work with feel isolated and disempowered.

Staff members note that as the cost of attending UNM continues to rise, Hispanic students find it increasingly difficult to pay for their education. While the Lottery Scholarship has opened doors for many of these students, the scholarship doesn't cover the full cost of attendance.

Financial obligations push Hispanic students to enter the workforce earlier, to work far too many hours and to cut back on time they would otherwise invest in their studies. Many Hispanic students will admit that their families encouraged them to get full-time jobs out of high school, a prospect that makes the matter of attending college an obligation rather than a period of personal growth and academic exploration.

Staff also believes that the faculty at UNM does not come close to reflecting our student body in terms of ethnicity. They report that many students never encounter a single Hispanic instructor during their tenure as a students, thus they experience greater isolation and alienation from the academic project. Staff believes that UNM should be more aggressive in recruiting and retaining talented Hispanic faculty. Staff report that many Hispanic families still are not conversant with the academic setting and often underestimate the importance of the college or university experience.

- *Recommendations from Staff:*

- Interestingly, the recommendations brought forth by the Hispanic staff members we interviewed, where most often offered as remedies for improving the life of students. In this sense staff participation here did not exhibit the characteristics of a self-interested constituency group, but most often their ideas are meant to improve UNM's academic mission.
- They urge administrators to do what is in their power to make the campus friendlier for Hispanic students, by improving the social and cultural awareness of the Hispano community on campus, highlighting the study of Hispanic culture in the curriculum and supporting Hispano student groups. They challenge us to provide more individual attention to students to ensure success at UNM by promoting centers like SHRI and LAII and, in particular by changing the demographics of LAII, which they perceive as lacking Hispanic student representation.
 - They urge the administration to increase Hispanic representation on campus-wide boards and committees. Overall, they believe that Hispanic students lack role models and proper mentoring and note that there are just not enough Hispanics in “advanced”

positions to provide adequate role modeling to Hispanic students. They see the lack of mentoring as especially troubling in matters of career development for both students and staff. They challenge the administration to create initiatives that identify mentors and reward them for working with students.

- Staff recommend the development and support of student mentoring programs.
- Staff recommend that UNM provide more need-based financial assistance for students in the form of scholarships and grants.
- Improve the involvement of Hispanic parents and families in the education of students, by creating a UNM Parent Relations or UNM Office of Parent Services office. Staff members believe that the parents of University of New Mexico students are a valuable, untapped constituency. Parents with more knowledge of and better connections to the University are of value to the student and become ambassadors in the community. Parent relations, they affirm, can build affinity to UNM as an institution and can lead to the development of networks of supportive alumni and donors, and can enhance UNM's recruitment and retention capacities. Staff cite other benefits:
 - Building communication between the university and parents of undergraduate students at UNM;
 - Promoting an appropriate role for parents within the campus community;
 - Developing a strong parent constituency/generate goodwill;
 - Fostering a secondary support system for students/support student success; and
 - Provide staff the opportunity to advance professionally at the University. There are very few staff in mid-management professional roles.

Hiring, Retaining and Promoting Hispanic Faculty at UNM:

Several of the constituency groups we surveyed voiced the idea that the recruitment, retention and promotion of Hispanic faculty need to be a high priority for UNM. Statistical evidence and anecdotal testimony point to the under-representation of Hispanic faculty at UNM. Both sources coincide in suggesting that the lack of representation is more acute in some academic areas than in others. Reports from off-campus groups confirm that the under-representation of Hispanic faculty is at the heart of several core concerns they have about UNM and its relationship to the community-at-large.

Hispanic faculty under-representation is seen as the source of 1) the lack of mentoring opportunities for the large Hispanic student population at UNM, 2) a factor in “the graying of the current Hispanic faculty” and 3) the source of Hispanic faculty “burn out” that results from being overburdened with demands from department and campus-wide service.

With respect to the second point, a SHRI report on Hispanic faculty at UNM concludes that there is proportionately greater absence of Hispanic faculty at the junior faculty ranks and that as a group, the Hispanic senior faculty group will be coming up for retirement in the not too distant future. Added to this, is the fact that there is no pipeline of junior people to maintain current numbers, a condition that precipitates the view among Hispanic faculty that “we are not replacing ourselves”. With respect to the last point, SHRI members recommend that hiring practices and policies at UNM be reevaluated for their impact on faculty retention and promotion. A case in point is the quota requirement that all committees at UNM be racial/ethnic/gender-balanced. This policy poses a dilemma for many Hispanic faculty. Women Hispanic faculty are tagged by departments as “2-for-1 hires”; i.e., they are seen as

potential committee members who fulfill both the race/ethnic and gender requirement. This doubling effect thus, often works against efforts to hire more faculty of color.

SHRI members report that Hispanic faculty are called to serve on numerous committees throughout the University, in their respective colleges, and in departments. As Hispanic faculty rise in their fields, they are also increasingly sought after for national boards and governing bodies. The criteria for tenure and promotion must recognize these demands on both junior and senior faculty and create appropriate institutional rules to recognize and reward faculty who serve UNM and their professions in these capacities.

A second consideration is to reduce the service demands on Hispanic faculty—to protect their time for research and to make them eligible for subsequent promotion. A dilemma arises. It is often the case that Hispanic faculty representation is essential for advancing goals of affirmative action, such as in graduate admissions, faculty hiring, and promotion. This dilemma can only be reduced with the addition of Hispanic faculty to all ranks in the University.

- *Recommendations on Hispanic Faculty:*

- The Provost's Office and the UNM central administration must be proactive in seeking to increase the number of Hispanic faculty hires on campus. The Task Forces urges the Provost to employ a variety of strategies, all of which are known and in use on college campuses in minority hiring efforts. Two overarching goals should guide this work:

- Make the "emerging majority" concept the centerpiece of a university-wide strategic initiative in the manner that the University of Arizona has made Borderlands Studies its top initiative. Advertise this as a

university commitment and use it as a recruitment tool. Arizona, for example, has benefited from this kind of campus-wide focus in the effort to identify candidates and to increase Latino/Native American hires.

- Set specific hiring goals for the near and long term. A reasonable number, totally in consonance with the needs at UNM, would be to increase the number of new Hispanic faculty hires by 20 over the next five years.

To achieve this goal, UNM should employ a number of strategic hiring initiatives such as: Target of Opportunity (TOP) cluster, joint-appointment and targeted hires.

- The available demographic data on Hispanic faculty at UNM shows an uneven record of achievement in the matter of diversifying the faculty. Some areas, like the College of Education, are doing remarkably well in this regard. Other areas like the College of Arts and Science are at hiring levels set in the mid-1990s, and still, a number of other areas continue to display a dismal and embarrassing record of minority hires. The following data demonstrates what have been the key patterns in Hispanic hiring at UNM in the period from 1990 to 2005:
- 1990 to 2004 Hispanic tenure-track faculty increased 45% from 58 to 84. Key here is that the greatest part of this net growth occurred between 1990 to and 1995, a period when 24 new hires were made. In sharp contrast, there has been a net increase of only (2) Hispanics in tenure lines since 1995 (SHRI 2004 Report).
- Most of this net growth was in two academic units: Arts and Sciences (13) and the College of Education (8).

- Five other academic units had a net increase of Hispanic faculty of one or more: University College (3), Architecture and Planning (2), Law School (2), College of Fine Arts (1) and the School of Engineering (1).
- Three academic units had no change in the number of Hispanic faculty: Anderson Schools of Management (1), General Library (1) and the School of Public Administration (1). (Source: SHRI Report on Employment of Hispanic Faculty 1990-2004).
- Two disciplinary clusters in Arts and Sciences had a net decrease in Hispanic faculty: Natural Sciences (-2) and Social Sciences (-2).
- A dearth in the hiring of Hispanics has persisted in certain academic units since 1990. The most notorious cases are the Anderson Schools of Management which has managed to appoint only (1) Hispanic out of 68 tenure-track positions; in the School of Engineering (3) Hispanic appointments out of 134 tenure-track positions. In Arts and Sciences, Physics has made (0) appointments out of 46 faculty; Chemistry (0) appointments out of 29 and Psychology (0) appointments out of 37 tenure-track lines. (Source: Faculty Contracts: “2004/2005 Faculty Summary) We believe it is important that efforts in those areas of the campus with a strong record of hiring be continued and supported (College of Education and certain units in Arts and Sciences). These units should be rewarded for on-going work leading to future hires. In view of the data, we strongly recommend that a concerted and targeted effort to hire Hispanic faculty begin at UNM in those areas of the campus with the worst practices in minority hiring. As the demographic data shows, the critical areas of concern are the Anderson School of Management,

the College of Engineering, the College of Fine Arts and some units in the College of Arts and Sciences, particularly those in the sciences and natural sciences.

- We understand that success in these areas depends on getting colleges and departments to buy into a renewed effort to hire minorities. Fostering this kind of change requires direction and leadership from the Provost. Ultimately, it will require the formulation of institutional mechanisms that reward academic units that work to diversify the faculty (e.g. add money to departmental budgets, such as for faculty travel and research assistantships). Budget set asides should be made available and used to make TOP and cluster hires, but success is likely to be best achieved by working in partnership with those entities on campus that historically have had the hiring of minority faculty as a part of their active missions.
- We would therefore recommend that the Provost re-establish the joint appointment program once housed at SHRI and support SHRI to become an active partner in the work of building Hispanic hiring. These appointments worked well as a recruitment incentive that brought new Hispanic faculty to campus in the mid-1990s and played a major part in the net gains made during this time.
- Given the low salaries at UNM and the aggressive hiring of Hispanic faculty across the country, more incentives for hiring new faculty need to be promoted; such as, 1) an attractive package of hiring incentives, and 2) additional time for research, grant-writing and publications that would come from a joint hire with SHRI and a reduced teaching load. These incentives and the opportunity for incoming faculty to join an established network of Hispanic faculty should be used

in a positive campaign to recruit new faculty. This could provide a supportive academic and collegial environment for new hires.

- Create a Latina/a Leadership Initiative, to support the advancement of Latinas toward full professorships as well as high administrative ranks.
- Finally, provide new resources to support SHRI in the work of recognizing Hispanic faculty who are already on campus and have become accomplished scholars and leaders in disciplines and fields of study

Outreach to the Community-at-large:

Constituency groups both on and off-campus concur that there is a history of poor and ineffectual relationships between UNM and the Hispanic community-at-large. The most vocal concerns in this area come from advocacy groups such as the Hispanic Round Table, but other stakeholders like the Albuquerque Partnership and ENLACE share this view as well. More telling, is that on-campus constituencies --Hispanic faculty; staff, graduate and undergraduate students-- uniformly report a need for improvement in communication and outreach to the community-at-large.

The committee's general recommendation in this regard would be to improve communication and increase outreach to community-based organizations and to support initiatives that promote healthier UNM-community interactions. The central administration should begin by having a UNM liaison to HRT, Albuquerque Partnership, ENLACE, Hispano Chamber of Commerce and the National Hispanic Culture Center of New Mexico. Additionally, UNM should create a better partnership with ENLACE by establishing it as a key element of the Pipeline Project--capitalize on ENLACE's strengths in student mentoring.

Support the publication of public policy reports by UNM research institutions, such as SHRI and LAII. Widely distribute such reports to public officials, administrators, teachers, and NGOs across the state. Establish institutional mechanisms for the easy and ready dissemination of information on New Mexico (and Hispanics) to New Mexico residents and others.

Curriculum, Teaching and Pedagogy on Hispanic/Latinos:

- Hispanic students, faculty and staff surveyed for this report all point to the paucity of course offerings in the curriculum on Hispanic/Latino subjects. A scan of Latino/Hispanic-centered course offerings and curriculum, save minor inconsistencies, mirrors the scan of Hispanic faculty in colleges and departments. This is to say that those areas with greater numbers of Hispanic faculty tend to be the same areas with strong curricular offerings in Hispanic, Latino or Chicanos studies. Along with the dilemma created by over-utilization of a core Hispanic faculty - 10.9 % of UNM tenure-track faculty - this situation places additional burdens on Hispanic faculty members who must not only serve as mentors, but also be the bearers and disseminators of knowledge and research about Hispanic communities in the United States and trans-nationally, while they must also be experts in their specialized fields of research and study. In the best of circumstances and where programs dedicated to Hispanic/Latino or Chicano studies are in place (Chicano Studies, English, American Studies, Educational Thought and Sociocultural History), even when these offerings are summed they remain disconnected and fragmented.
- *Recommendations on Curriculum:*

- Provide support and funding for a Latino Pedagogy Exchange Initiative (workshops and conferences on curricular change) that could be organized by SHRI.
- Work for curricular change by mainstreaming Chicano/Latino studies content into mainline disciplines and departments. Support and encourage the work of SHRI's NEH-sponsored conference and curriculum report on integrating the teaching of Hispanic Expressive Culture into the undergraduate curriculum by helping to make these findings accessible to mainline departments and academic units. (See SHRI Report)
- Work with the Dean of University College to add teaching faculty to Chicano Studies and to upgrade Chicano Studies from an undergraduate minor to a major.

Establishing Long-Term Mechanisms for Addressing Issues:

A debt of thanks is owed to the members of the Hispanic Task Force for their diligent work on the committee. It is their knowledge, energy and concern for improving UNM that has been the central driver for this report. That debt can only be repaid in any meaningful way with the assurance the data, information and recommendations assembled here will become actionable policies and strategies to insure that Hispanic issues remain a part of UNM's academic mission for the foreseeable future.

The committee is aware that many of its recommendations can only come to fruition through diligent work of staff, students, faculty and administrators. This work will need to unfold over the next several years. To this end, the committee deems it vital that sound mechanisms be put in place to continue this work in the future. While the committee very much appreciates the visionary call of this Provost to convene a Task Force to identify the

issues and concerns of Hispanics at UNM, it recognizes the need to plan for the future and for the long-term. With this in mind the committee recommends the following items:

- The President and Provost need to make the “emerging majority” idea the cornerstone of UNM strategic planning and capital campaign goals.
- UNM central administration needs to support and provide seed money to convene a campus-wide Hispanic town hall meeting in the fall of 2006. Regents, administrators, faculty, students, staff, legislators, public school administrators, business and community leaders, and other stakeholders, would assemble in this way for the purpose of seeking comprehensive solutions to Hispanic issues in education in our state and region.
- We recommend that a study be done regarding opportunities for staff to advance to upper mid-management positions and to explore the cause of Hispanic employee job disaffection among staff ranks. The Task Force found that to some degree staff members, especially Physical Plant and administrative support service employees experienced impersonal and chilly work environments, which do little to boost employee morale and a sense of belonging.
- We recommend that hiring of Hispanic faculty across all disciplines become a high priority for the institution. Various incentives to Colleges should be created to promote the hiring of Hispanic faculty, such as “bridging funds.”
- We strongly recommend that the institution continue to implement innovative programs and strategies to improve retention of undergraduate students entering in their freshman year.

- We recommend that the report from the Task Force be shared with university and community stakeholders and with the President and members of the UNM Board of Regents.

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