



Africana Studies Program

Academic Program Review

Self-Study

2015

Africana Studies - College of Arts and Sciences



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## Criterion 0 . Introductory Section and Background Information

The section should provide a brief introduction to the self-study

### 0A . An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study.

In the following self-study for the Africana Studies Program at the University of New Mexico we outline the institutional history of the unit, the goals of the program, the teaching and learning curricula implemented by the program, a description of the ethnic, social, and economic makeup of the student population and the faculty associated with the unit, and the resources and institutional support that the program has received in order to meet its short-term and long-term goals and objectives. Also included in the report is our assessment of the unit's facilities and where the program stands in relation to similar departments and programs on campus. We conclude the study with a brief summary of the strategic planning that has engaged the energies of Africana Studies faculty and students as they have contemplated the challenges and opportunities that the program faces as a critical component of the University of New Mexico's academic community. As is the case with programs of our scope and mission across the country – we are perpetually in a state of transition and growth. With this comes great uncertainty at times, but at others, remarkable possibility. In this report we attempt to share how we have positively and effectively met our challenges over the years, our collective thought about the direction of the program, and our aspirations for what we feel is an incredibly bright future.

Vigorous student and community activism and steadfast faculty support have always marked the institutional history of the program. Even in times where institutional support has waned, the program has been able to rely upon its students, faculty, staff, and the local community. From its inception in 1969 to the present, the program has witnessed steady growth of faculty and staff, developed a plethora of course offerings, and worked to take advantage of cross-listing opportunities with other programs and departments. Countenancing national trends in the discipline and taking stock of existing course offerings and emerging strengths, in 2008 the program expanded its scope and formally embraced African Diaspora studies. The change from "African American" to Africana Studies reflected its new commitment to pursuing new and exciting areas of interest in the Black diaspora while expanding upon its traditional offerings in African American studies. This transition was a complicated one and not all members of the academic or local community supported what many felt was too significant a shift in scope and focus. But as we hope to demonstrate, the name change not only paralleled the trajectory of contemporary Black Studies programs within the United States but also anticipated future directions in the discipline where research in African American Studies dovetails with the work of scholars across Africa and its diaspora.

**Criteria Two and Three** delineate the relevance and impact of the curriculum and identify our most prominent Student Learning Outcomes. Africana Studies offers a wide range of truly interdisciplinary courses in English, History, Political Science, Sociology, and the Law.

The recruitment and retention mechanisms that we have recently implemented in relation to our majors and minors are the subjects of **Criterion Four**. Previous recruitment efforts were primarily focused on University-wide admissions efforts like "Welcome Back" Day, Barbeques, and CNM Transfer Days. These efforts yielded uneven results. In this important criterion, we share our analysis of current enrollment and graduation trends; trends that tell us that while we have made significant progress in these areas, more "out-of-the box thought" and effort must be devoted recruiting and retaining students who choose to major or minor in Africana Studies. As always, the Africana Studies Program is partnering with the Office of African American Student Services and other UNM branch campuses to recruit and retain students who will major and minor in the program. Recent networking efforts with University Academic Advising and the New Mexico Black Alumni Association promise greater visibility for the program on the main campus and beyond.

**Criterion Five** gives us an opportunity to share the accomplishments of our core, affiliated, and part-time faculty and unit administrators associated with the Africana Studies Program. Representing a broad range of academic disciplines, Africana Studies faculty members and administrators have shouldered the burden of meeting the curricular and service demands of our students, the College of Arts and Sciences, and the University. Participating in professional organizations like the National Council for Black Studies, the Association for the Study of African American Life and History, the Organization of American Historians, and the New Mexico Black Lawyers Association, Africana Studies faculty members are extremely active on campus, in the community, and nationally.

### Criteria Six, Seven, Eight, and Nine

The concluding criterion sections illuminate the resource allocation and planning and facility support that UNM's Africana Studies Program currently receives from the College of Arts and Sciences and the State Legislature and the future direction of the unit. Indeed, the

multidimensional characteristics of Africana Studies as reflected through the current hiring strategies of faculty and staff, community outreach initiatives, and the current budget constraints present a unique set of challenges and opportunities for the program as it strives to enhance its relationship with the Albuquerque Black Community and its reputation as the foremost program of Black studies in the American Southwest. The final criterion outlines the future initiatives of Africana Studies by way of projected program development and expansion of course offerings, the growth of its conceptual and physical infrastructure and faculty staffing. As is demonstrated, data that compares UNM Africana Studies with other Black Studies units that exist at similar peer institutions suggests that it will be extremely important for the UNM program to transform the breadth and depth of its mission in the near future. We plan to do this in ways that will not only better address the needs and concerns of the diverse student population at UNM, but also the peoples of African descent here in the state of New Mexico, in the Southwest, and throughout the national and international arenas as a whole.

## **0B . A brief description of the history of each program within the unit.**

In September of 1968, the Black Student Union at San Francisco State demanded the founding of the first Black Studies Program on a 4-year campus. The program was not recognized until the spring semester of 1969 and then only after numerous confrontations and a student strike. As with so many other Black Studies programs created from 1968 to 1971, the Black Studies Program at the University of New Mexico was the direct result of the courageous struggle of Black students. In her paper and proposal titled "To Break the Chains; Black Studies Proposal, University of New Mexico," Barbara Simmons shares with us the circumstances under which our academic program came into existence. In her seminal essay we learn that UNM's Black Studies program came into being only after "the BSU began to use the direct action method to gear energy into a constructive Black Studies Program for the University of New Mexico community." And while Ms. Simmons' writings help us to understand that this was a collective effort, three outstanding individuals stand out as "The Founders" of Black Studies on our campus: Barbara Brown Simmons, Sam Johnson, and Joe Long. These individuals were members of the recently established Black Student Union (1967).

Barbara Brown-Simmons and Sam Johnson, members of the student body, expressed their displeasure with the lack of Black Studies courses offered to students attending the university and employed a series of demonstrations, boycotts, petitions, and speeches to force central administration heads to address the glaring problem. All of these factors and the demands made by the BSU were dramatically captured in the student manifesto titled "To Break The Chains" that was penned by Ms. Brown-Simmons. It should also be noted that Ms. Simmons was a burgeoning young scholar at the time she produced "To Break the Chains." Even so, her analysis of the issues that Black students faced on campus was remarkably sound and uncannily predictive of the struggles that the Black Studies Program, the Black Student Union, and the Afro-American Cultural Center would face from that moment to the present. Indeed, we continue to strive to achieve the primary objective as set out in the original proposal more than 40 years ago: "the Black Studies Program is to become a degree-granting program within the university as a permanent autonomous department within one of the existing colleges."

In 1970, the first incarnation of what later became Africana Studies was founded with Dr. Charles Becknell, Sr. serving as the first director. Dr. Charles Becknell Sr., Dr. Harold Bailey, Dr. Cynthia Hamilton, Dr. Shiame Okunor, Dr. Finnie D. Coleman, Dr. Sherri Burr, and Dr. Alfred Mathewson have all served as Directors of the Program.

Since 1975, the program has gone through several incarnations as courses have been offered by a number of faculty members in the Departments of English, Anthropology, Sociology, Religion, Political Science, Psychology, Art, Music, and the like. Until 2005, Dr. Shiame Okunor, served as the Director of the Afro-American Studies Program. During his long tenure, he approached colleagues in the Departments of Political Science, English, and History in order to shore up areas of vital concern in the curriculum. Eventually, the Program would be renamed "African American Studies." Curricular concerns and course offerings were expanded throughout the 1990s and the early 2000s as a number of departments stepped up to provide new courses designed to meet growing student interest in African American Studies. Course offerings, however, were sometimes stymied by scheduling difficulties and inter-departmental friction. The problems inherent of heavily dependent interdepartmental course offerings were somewhat resolved in 1984 when the program created an African American minor for students. At the same time, Dr. Okunor created and staffed three committees--Advisory, Curricula, and Faculty Development--and the unit made a transition from (1) a certification unit, (2) to a minor program to (3) finally a program with major and minor concentrations.

The programming and personnel growth witnessed by the unit received its fullest expression in 2006 when Associate Professor of English and Director Finnie Coleman changed the name of the program from African American Studies to Africana Studies to reflect the current national and international foci of course offerings, study abroad, and community engagement activities. The timbres and accents of course offerings in Africana Studies also reached new heights under Dr. Coleman's tenure as director. Courses in Art and Art history were added to the curriculum and part-time instructors like David Hilliard brought a sense of self-discovery and self-application to their courses. In 2008, AFST organized a symposium composed of former Black Panther Party (BPP) and Students for a Democratic Society (SDS) leaders who offered students, staff, and faculty new ways of thinking about the Black Power Movement of the late 1960s and early 1970s. Finally, study abroad programs to Mexico and Egypt were also developed to supplement the curriculum.

Prior to now, there has been no program self-study of UNM Africana Studies undertaken by the College of Arts & Sciences. Moreover, there

has never been a specialized external program accreditation associated with the program. The following review will mark the first assessment of the program since its inception in 1970.

**0C . A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.**

Please see Appendix #1 OC

**0D . Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditations.**

N/A

**0E . A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review.**

Prior to now, there has been no program self-study of UNM Africana Studies undertaken by the College of Arts & Sciences. Moreover, there has never been a specialized external program accreditation associated with the program. The following review will be first assessment of the program since its inception in 1970.

## Criterion 1 . Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

### 1A . Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

Africana Studies' mission and values are in keeping with the commitment to excellence espoused in the UNM 2008 and 2020 strategic planning documents. Our Student Learning Outcomes are reflective of innovative research and trans-disciplinary teaching and service. The program proudly maintains its commitment to serve its stakeholders both on campus and within the local Albuquerque community. The extent of our outreach and community activities reflect but one dimension of the breadth and depth of our work as a progressive Africana Studies unit at one of the foremost minority-majority institutions of higher learning in the nation.

The vision of Africana Studies is to lead the University of New Mexico to become recognized as the preeminent academic institution in the Southwest for the study of African American and African Diaspora studies. We will achieve this through our commitment to research, teaching, and service, and unabated support of the University of New Mexico's vision of excellence in knowledge, skills, and social responsibility. Success in these efforts will allow us to become an even stronger home for dynamic student learning, innovative community engagement, and visionary research benefitting the African Diaspora.

In addition to attaining critical thinking skills, building upon their knowledge bases, and improving professional and interpersonal communication skills, we aim to produce students who are comfortable in the world of thought and ideas; students who understand the complex and contested relationships between epistemology, hermeneutics, hegemony, and ideology in the formation of African Diasporic communities.

### 1B . Describe the relationship of the unit's vision and mission to UNM's vision and mission.

UNM's Mission 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. To this end, UNM seeks to educate and encourage students to develop the values, habits of mind, knowledge, and skills they need to function as enlightened citizens. UNM also seeks to support the social, cultural, and economic development of our communities to enhance the quality of life for all New Mexicans. This mission serves the vision of "supporting strength through diversity." Africana Studies' mission and values dovetail with the University's mission and values on these and many other fronts. This is evidenced by the closeness of Africana Studies' mission and values to what we find in UNM strategic planning documents such as UNM 2008 and the UNM 2020 plan. Our goal is to create and maintain a diverse learning environment that contributes to dynamic and inclusive learning, develops engaged students, and enhances UNM's vision to become a destination University. Like the University, Africana Studies seeks to be recognized and sought out by students and faculty nationally and internationally. As the only academic program in the state dedicated to the study of the history, culture, and peoples of the African Diaspora, this program provides valuable connections to the Black Caribbean, Africa, Latin America, and Europe. The program enjoys distinction as one of the few programs in the country that focuses on Blacks in the Southwest as well as traditional African American Studies.

In keeping with UNM's 2020 plan, Africana Studies is committed to:

- Become a Destination Academic Program
- o Develop and maintain an innovative and relevant curriculum
- Champion Community Engagement
- o Continue offering programming that is attractive and relevant to both local and academic communities
- o Strengthen our efforts to address pressing community needs
- Encourage Collaborative Interdisciplinary Research
- o Foster interdisciplinary research
- o Advance knowledge and integrate student learning with innovation
- Invest in Student Success
- o Help students relate theories and models to their interests, intellectual needs, and professional life.
- o Cultivate intellectual and moral courage, foster respect for human intelligence, and advance self-awareness



- o Promote critical thinking, problem solving, effective communication, and engaged local and global citizenship
- Remain Committed to Diversity
- o Build upon existing efforts to partner with academic units to nurture faculty diversity
- o Continue to partner with African American Student Services, Student Affairs and other entities committed to fostering student diversity

## **1C . List the overall learning goals for each undergraduate and/or graduate program within the unit.**

The goal of the Africana Studies Program at UNM is to use an interdisciplinary approach to uncover and examine the historical, political and cultural experiences of peoples of Africa and African descent in the American Southwest, across the nation, and around the globe. To this end, Africana Studies has identified the following broad student learning goals and pertinent student learning outcomes:

### **· Broad Learning Goals**

- o *Knowledge:* Students will master a comprehensive body of interdisciplinary knowledge, foundational ideas, and appropriate bodies of theory regarding the cultures and histories of people of African descent throughout the African Diaspora.
- o *Skills:* Students will learn interdisciplinary frameworks, and research methods including, data collection, and critical analysis, and develop the ability to interpret findings and results in the contexts of the cultures, experiences, and histories of African, African American, and African Diaspora communities.
- o *Responsibility:* Students will be introduced to and challenged to acquire and embrace the values of “acting locally and thinking globally;” students will understand what it means to embrace obligations for advancing civil and human rights; students will be challenged to become advocates for the aspirations of disenfranchised peoples, and encouraged to participate in activities of political and economic reform and change for social justice in all societies.

### **· Student Learning Outcomes**

- o Using cause and effect, students will demonstrate that they understand how life long learning serves as an indispensable personal and professional value in the acquisition and dissemination of knowledge.

Through these and other complementary learning goals, we believe that students will be able to achieve these Student Learning Outcomes. Success means that these students will be thoroughly and effectively prepared to embark upon a number of career paths including: business, international affairs, government, performing and creative arts, health sciences, communications, and student affairs; as well as entering graduate and professional studies programs.

## **1D . Explain the manner in which learning goals are communicated to students and provide specific examples.**

Learning goals are communicated to students in the courses taught in the program. Each core course syllabus enumerates learning goals associated with the class. Students are evaluated openly in relation to their progress on these goals and provided feedback on level of mastery in the course material. Faculty use this feedback to develop the content, assignments, and pedagogies in the course. Sample syllabus from AFST 104 (core class) is in Appendix 2. Incorporation of programmatic goals and a plan for communicating the programmatic goals to students will be a part of the further learning assurance development process described in 3A.

## **1E . Describe the unit’s primary constituents and stakeholders.**

Africana Studies is one of those rare academic programs that enjoy a broad range of primary constituents and stakeholders both in the local community and on campus. Within UNM, Africana Studies is an important partner in interdisciplinary studies. Africana Studies cross-lists courses with more than a dozen academic programs and departments; academic programs that we recognize as stakeholders as well as academic partners. Additionally, on campus, Africana Studies’ stakeholders include students, administration, faculty, and staff who share in the program’s values and academic mission. The local Black community maintains long-standing social, intellectual, and political investments in Africana Studies and has steadfastly supported the program’s success.

## **1F . Provide examples of how satisfaction of the program goals serves constituents.**

Satisfaction of program goals creates a body of students that have learned to function as global citizens prepared to enter the workforce or graduate studies. An educated workforce is an important factor in the economic, social, cultural development of the State of New Mexico. The academic community benefits from Africana Studies’ interdisciplinary course offerings and research activities, and the local community and the state benefit from innovative programming, colloquia, and forums that address community issues. The Program’s function as an

intellectual gateway to Africa and the Black Diaspora to the State of New Mexico is beneficial to the University and the State of New Mexico.

**1G . Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.**

Throughout its history, Africana Studies has consistently committed to community outreach. This commitment has taken the form of innumerable sponsorships and partnerships with local organizations ranging from the Cesar Chavez Committee, the Office of African American Affairs, the NAACP, two ministerial alliances, local think tanks, and the Sickle Cell Anemia Foundation just to name a few. Africana Studies has strived to work closely with key partnerships at the University (such African American Studies Services, Chicano/a Studies, Native American Studies, Foreign Languages and Literature, and International Studies). The Program has been especially active in its partnerships with State Agencies such as the Office of African American Affairs, the Martin Luther King Jr. State Commission, the African American Performing Arts Center, and its Saturday Science and Math Academy.

It is important to note that this support has come from Program Directors, core affiliates, and specialty faculty members who have been committed to a wide range of professional and academic activities designed to reach and benefit the community. For the purposes of the Self Study, we briefly highlight two of our most prominent community outreach ventures; the Annual Black History Month Kickoff Brunch and the Pre-College Science and Math Program.

***Black History Month Kickoff Brunch***

For more than 25 years, Africana Studies at the University of New Mexico has ushered in the University's Black History Month celebrations with the Annual Black History Month Kick-Off Brunch the last Saturday in January. We conclude the celebrations with African American Student Services Black Cultural Conference the first week of March. The program has consistently organized, sponsored, and co-sponsored a variety of activities and events on campus and in the community in support of human rights issues and concerns relevant to the African Diasporic community. The Black History Month Kick-Off Brunch has brought to UNM, Albuquerque, and the State of New Mexico civil rights notables such as Rosa Parks, Myrlie Evers-Williams, Anna Deavere Smith, and Cornel West. This event draws over 400 students, faculty, staff, and community members every year. However, students have yet to be surveyed in order to assess their understanding of where the event has stood in relation to the learning outcomes of the program.

***Pre-College Science and Math Program***

The Pre-College Science and Math Program is a community-wide program that services all students in grades K-12 in the Albuquerque metro area as well as the surrounding areas. Students are selected from schools within the Albuquerque Public School System to participate in the program. Students that are identified as underprivileged and/or identified with learning disabilities are given the opportunity to excel to become successful individuals. We are committed to maximizing individual uniqueness and to developing human potential to the fullest.

**Mission**

- To extend the learning process beyond the classroom.
- To encourage and enable underrepresented students in grades K-12.
- To prepare students to attain a degree in science, mathematics, engineering, teaching or computer technology.

**Objectives**

- To increase and maintain students' motivation to continue science, mathematics and technology studies in school.
- To encourage students to maintain a positive attitude in science and math from elementary to high school.
- To encourage underrepresented minorities to maintain high academic standards so they can filter into programs such as ASUNM, Hands on Minds On, and the National Society of Black Engineers (NSBE).
- To provide students with hands on in science, mathematics and computer experience to stimulate their interest.
- To provide rewards for excellence in science and mathematics thereby fostering high academic performance.

Participants attend a variety of educational, cultural and recreational activities. This program has been an important fixture in the Black community in Albuquerque for decades.

## Criterion 2 . Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate.)

### **2A . Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.**

The curriculum of the University of New Mexico's (UNM) Africana Studies Program is dedicated to broadening students' worldwide sociopolitical, cultural, and historical awareness/consciousness by presenting an aspect of that experience – *the Black Experience* – which has traditionally been neglected or distorted by 'modern' educational institutions.

As mentioned above, our mission is to help our students broaden their sociopolitical, cultural, and historical awareness. We accomplish this by challenging our students to interrogate, constantly search for, and discern theories and ideas that illuminate challenges and opportunities within communities in the African Diaspora. In addition to attaining critical thinking skills, building upon their knowledge bases and improving professional and interpersonal communication skills, we aim to produce students who are comfortable in the world of thought and ideas; students who understand the complex and contested relationships between epistemology, hermeneutics, hegemony, and ideology in the formation of African Diasporic communities. Here we discuss what that mission means in practical terms.

**Fostering Diversity, Equity, and Inclusion** – Africana Studies offers opportunities for students to participate in an educational enterprise designed to prepare a diverse student population with what we might call the ideal education; a balanced approach to education that takes into consideration bodies of knowledge from both the center and the margins of academic discourse. We teach our students how to interrogate the metanarratives that they have been given, to constantly search for proper context, and to discern how theories about global oppression, liberation, and independence came into being. We insist that our students relate theories and models to their interests, intellectual needs, and life all the while seeking ways to celebrate the **diversity** of people, cultures, and ideas around them, to champion **equity** as a personal and professional value, and to understand the nuances of **inclusion** in personal and professional settings. AFST cultivates intellectual and moral courage, fosters respect for human intelligence, and advances self-awareness on all of these fronts. An interdisciplinary education [1] in AFST at UNM is vital because it provides students with a unique opportunity for applying epistemological methods associated with natural sciences, social sciences and the humanities to build a more sophisticated sense of self (personally and professionally), to fashion holistic as well as traditional approaches for social change, and to develop greater comfort in the world of thought and ideas.

**Instructional Philosophy and Pedagogy** - The 'triple heritage' of Africana Studies allows our faculty to integrate and advance promising concepts from *instructional, transformative, moral, participatory, managerial, and contingency* leadership 'necessary and sufficient' for survival in the 21st century. Africana Studies therefore, advances a world-view that reinforces the universal premise that education as a human right means preparing our students for leadership in improving societal outcomes. Every student majoring and/or minoring in Africana Studies is taught such that they will be ready to leave the institution as a stronger critical thinker, a more competent problem solver, a more effective communicator, and a more deeply engaged global citizen.

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[1] See UNM Report of the Provost's Committee on ID Studies, February 24, 2013

### **2B . Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.**

UNM is both a flagship institution of higher education in New Mexico and a Carnegie Foundation Category I research facility. Established in 1970, the Carnegie Classification measures each institution of higher learning according to its level of instruction, control, student population, enrollment profile, and the size and setting of the university. UNM has worked to promote scholarship, teaching, and learning and AFST has devised its curriculum research and development in ways that accentuate scholarship, instruction and research (SIR). Moreover, our curriculum research and development supports UNM's current pursuit of a Carnegie Community Engagement classification. Our efforts mirror the University's intentions to improve institutional (and in our case, department/program) practice through a process of self-assessment and quality improvement.

### **2C . Describe the modes of delivery used for teaching courses.**

Required course offerings such as AFST 103: Foundations of African American Studies; AFST 104: Introduction to Africana Studies; AFST 250: Black Women; AFST 329: Introduction to African Politics; AFST 385: The African World; AFST 396: Emancipation and

Equality; and AFST 453: African American Art are delivered to students in a traditional classroom setting. These courses are complemented by on-line course offerings that include AFST 307: Blacks and the United States West; AFST 299: Black Leaders in the United States; and AFST 397: Black Sexuality. These courses have been augmented by Special Topics courses that help students to gain a holistic view of Africana Studies as a vibrant and ever-evolving field of study.

### Criterion 3 . Teaching and Learning: Continuous Improvement

The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (Differentiate by program where appropriate.)

**3A . Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.**

**Knowledge** - Students master a comprehensive body of interdisciplinary knowledge of facts, concepts, and theories about the cultures and histories of people of African descent and those in the African Diaspora.

**Skills** - Students learn interdisciplinary frameworks and research methods including data collection and critical analysis, with interpretation of findings and results in the contexts of the cultures, experiences, and histories of African societies, African Americans, and those of the Diaspora.

**Responsibility** - Students will acquire and embrace the values of acting locally and thinking globally across 'racial' and regional spaces/domains and embrace obligations for advancing civil and human rights; students will be advocates for the aspirations of disenfranchised peoples, and participate in activities of political and economic reform and change for social justice in all societies.

**3B . Provide evidence of actions taken to improve programs based upon the assessment process.**

Students will identify and explain the causes and effects of cultures, histories, and their moral or ethical worldviews on Africans on the continent and their descendants in the Diaspora. Students will develop research, methods and analytical skills in order to compare, contrast, and explain differences or similarities in the cultures, experiences, and histories of Africans and peoples of African descent. Students will acquire and apply habits for the promotion and practice of life-long learning as a personal value.

The following matrix illustrates how AFST will annually measure designated program outcomes and measure all priority program outcomes at least once over a three-year review cycle.

#### Student Learning Outcomes

UNM Student Learning Goals	AFST Student Learning Outcomes	
Knowledge	Students will identify and explain the causes and effects of cultures, histories, and their moral or ethical worldviews on Africans on the continent and their descendants in the Diaspora.	X
Skills	Students will use interdisciplinary research, methods and analytical skills to compare, contrast, and explain differences or similarities in the cultures, experiences, and histories of Africans and peoples of African descent.	X
	Students will support and formulate habits for the promotion and practice of life-long learning as a personal value in the acquisition and dissemination of knowledge, and be	

<b>Responsibility</b>	agents of change in the enhancement of diversity, equity, inclusion, democratic citizenship, liberty and social justice for all.	<b>X</b>
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The student learning outcomes will be assessed directly through the administration of student midterm and final examinations in AFST introductory courses. Based on an approved rubric, students must score at least 75% or better to be considered proficient in the field of study. Moreover, students are required to create a portfolio in upper-division courses in Africana Studies such as Problems in Africana Studies and in selected Research Seminars in which they are assessed according to how well they apply the knowledge they obtained in AFST 104: Introduction to Africana Studies.

We believe that the goals and assessments of student learning outcomes (SLOs) are interactive processes of curriculum development, instructional evaluation, and student learning. Therefore our assessment of goals and SLOs will include and involve reviews of students' knowledge of Africana Studies subject matter, research skills in scholarly endeavor, and employment in a global economy. In each of the two years, we will conduct direct assessments of standardized exams and term papers in courses relating to the culture, history, politics, literature and education of Africans and peoples of the African Diaspora.

Every student who declares a major in Africana Studies after December 31, 2014, will prepare a portfolio before graduation. Faculty members will consult with the AFST Assessment Committee on the development of assessment rubrics for each SLO.

In each of the first two years of the program, before most of the graduating seniors will have been required to compile a portfolio of their work; we will conduct direct assessments of papers to be selected from AFST classes such as Foundations of Africana Studies and Emancipation and Equality. As we have between 30 and 35 majors and minors, this covers about 50 percent of them, enough to make valid inferences about the outcomes we measure.

All graduating majors will participate in an exit interview that will not only assess the Student Learning Outcomes of the program but will also include contact information, and immediate and long-term career plans and goals. The contact information will allow us to track the job placements and advanced academic work in the Africana Studies domains of knowledge, skills, and social responsibility. The Director and the Associate Director will be responsible for collecting the program assessment data on an annual basis.

The following Student Learning Outcomes demonstrates how we will assess our learning outcomes, as well as when and in what forum the results of the assessment will be discussed.

Future considerations for our **assessment work include:**

- a. Systematic/systemic studies and cultural appropriateness of Student Learning Outcomes across the undergraduate learning experience
- b. The transition from the old IDEA forms to EVALUATION KIT in order to analyze the interactions between and among students, instructors, and programs
- c. Closer alignment of SLOs with curriculum development
- d. Using subject matter/content experts in course visit evaluations
- e. Ongoing assessment of knowledge, skills, and responsibility across all levels of the student undergraduate experience
- f. Creation of appropriate rubrics (i.e., task description, scales (use of appropriate Likert-type Scale Response Anchors), dimensions and description of dimension) for AFST courses.

## Criterion 4 . Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

### 4A . Provide information regarding student recruitment and admissions (including transfer articulation).

AFST adheres to all the admission criteria detailed in the UNM - *University Catalog* 2014-2015. This includes all eligible applicants from New Mexico, other states and foreign countries as this diversity policy applies to or serves recent high school graduates, transfer students, non-degree students, returning and non-traditional students and international students. AFST acknowledges policy decisions made respective to how students must satisfy one of the three sets of criteria, for example:

**Criterion I:** Completion of the following 16 specific high school college preparatory units (two semesters of class work equals one year-long unit) with a minimum 2.5 GPA

**Criterion II:** A formula based on a composite ACT or a combined score using SAT Critical Reading/Verbal and Math sub-scores in combination with a high school grade point average.

**Criterion III:** (A limited "Special Admissions" category) Students who do not qualify for admission under Criterion I or II may request "special consideration through an appeal. A combination of quantitative and subjective factors is used in making these admissions decisions.

AFST also accepts and respects policy decisions on other admission opportunities such as the three options for home school or non-accredited schools, dual credit/concurrent enrollment options. AFST when necessary consults with the University/Advisement Center (under the College of Arts & Sciences) on the above as well as on introductory studies, Western Undergraduate Exchange (WICHE), and extension and independent study. Likewise, regarding independent study we understand that graduating seniors not in residence cannot expect to substitute credit hours earned by correspondence or extension toward fulfillment of degree requirements unless they have prior approval from the college dean.

#### ***Transfers and Admissions Requirements***

This consultation also helps us understand policies related to students who transfer from a University of New Mexico branch campus to the Albuquerque Campus. Correspondingly, students that have attended a branch campus but have not registered within the past three semesters need to submit a new application for admission and all necessary credentials as well as meet the Albuquerque Campus admission requirements.

The minimum requirement for admission-transferring to the University of New Mexico is a grade point average of "C" (2.00) in all transferable college work attempted. AFST as necessary works with academic advisors in helping students navigate their way through UNM. Similarly, we consult with academic advising whenever questions arise on the subject of transfer of credits from post-secondary institutions. Credits are only accepted from regionally accredited institutions. For this reason, we at AFST probably need to better understand transfer guides that are consistent with state law (21-1B, NMSA 1978 and 2005 New Mexico Legislative session, Senate Bill 161 under state law [Chapter 224 of the Laws of New Mexico, 1995]), together with transferable lower-division general Education Common Core. This also applies to understanding lower division 64-hour transfer modules and inter-institutional transfer guides and catalogs, evaluation of credit, alternative credit options (technical, training, and military), and advanced placement and readmission requirements.

#### ***Core Curriculum***

In fall 2003, the University adopted a revised Core Curriculum that all undergraduates must complete as part of their baccalaureate program. These changes were accompanied by policy directives, which we have incorporated into our curriculum. The University recognizes the highly structured nature of many degree programs and the presence of numerous transfer and non-traditional students. AFST supports the University's stand on flexibility. This means that AFST program policy reflects our acceptance of responsibility to approve blanket substitution of courses in particular Core areas for students pursuing a baccalaureate in AFST. Accordingly, AFST accepts the following policy:

Departments and colleges may restrict student choices within the Core to meet departmental and college degree requirements. A grade of C (not C-) is required in all courses used to fulfill the requirements of the Core Curriculum. Courses taken CR/NC can be applied to the core; subject to general University, individual and individual college, and department regulations on the number of credit hours that can be taken CR/NC and the applicability of courses taken CR/NC to the individual degree.

Equally important to the process of this Academic Program Review (APR) and 'needs' and 'wants' of AFST students, is that we pay the utmost attention to students in transition: the "qualifying category" significantly, the following advanced transfer students, students preparing to enter special programs, and "dismissed" students seeking a new college. Altogether, our due diligence in these areas supports retention and improvements in graduation rates, student success and systemic excellence. Hence, our responsibility is to develop closer rapport with academic advising as well as review of the core matrix of approved courses guaranteed to transfer and meet general education



requirements at any New Mexico college or university (see the New Mexico Higher Education Department Web site).

## 4B . Provide an analysis of enrollment trends, persistence, and graduation trends.

Monitoring student performance and progress means data mining and interpretation of data from several sources. For the purposes of AFST, this means relying on data from the UNM Office of Institutional Analytics and the University Advisement and Enrichment Center. These sources have provided valuable information "snapshots" that we have used to construct a profile of AFST students in a "post-Banner system" UNM.

Our last look at a draft of the UNM Five-Year Academic Ledger for the Albuquerque Campus for the years 2002 – 2006 shows a total of 3,275 Black/African American undergraduates and a total of fifty-three (33) tenure or tenure-track faculty. Following 2006, this ratio had not significantly improved across the system or for an entity such as AFST. Regardless, we can speak of some data more specifically related to students who major or minor in AFST. While extensive data mining and interpretation is highly desirable and greatly needed, the following snapshots provide a profile of AFST students. In fact, we thank the University Advisement Center for their assistance now and in the future.

Hence, from the years 2010 through 2014 we note one hundred (100) declared majors in AFST. Regarding transferring institutional courses, this data shows students transferred from ninety-eight (98) institutions across the country. Out of 241 courses (average of 2.48 classes), 17 had articulation, 135 were articulated and 89 were reviewed by no equivalence. Of local importance, we find that 22.8 percent of these courses came from CNM.

On the subject of double majors (n=78) during 2010 – 2014 here a UNM, it appears that UNM students who double major in AFST as first majors respectively come from Political Science (17.9%), Communications (15.3%), Anthropology (8.97%), followed by Biology (7.69%) and Criminology (7.69%). First majors from other academic departments range from 1 to 4 percent. The following charts represent what we presently know about AFST majors and minors between 2010 and 2014.

**Figure 1. Africana Studies Declared Double Majors by Years 2010 - 2014**

**Figure 2. Africana Studies Declared Minors by Years 2010 – 2014**

Note: See Section 8 for additional details about majors and minors.

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### ***Baccalaureate in Africana Studies***

AFST approaches the historical, cultural, and intellectual development of people of African descent through a trans-disciplinary perspective. Reification and praxis remains informed by external findings from the National Council of Black Studies (NCBS), as well as the American Educational Research Association's - Commission on Research in Black Education (CORIBE). Thus, students are motivated to follow a cross-disciplinary studies learning experience with strong emphasis on developing, applying, and evaluating critical thinking, research and communication, and problem solving skills for the 21st century.

A major in AFST consists of thirty (30) credit hours. The "BA" degree at UNM now requires 120 hours distributed alongside paths from the



College of Arts & Sciences-Core Curriculum and other UNM requirements. Thirty (30) of the one hundred and twenty (120) hours shall be from AFST and fifteen (15) of the thirty shall be from AFST 300 level and above. Students shall have the flexibility to specialize in (a) historical investigation, (b) cultural production and expression; and (c) social, psychological, economic, and structural analysis as they relate to problems/gaps in knowledge formation about the lived experiences and survival of people of African descent.

Requirements for students with a double major with one being AFST, consists of twenty-four (24) credit hours, with courses that include gateway, topical/thematic tracks, and AFST courses at the two hundred (200) level and above. Substitution of courses from other disciplines is possible with prior approval from the AFST Director. Similarly, students wishing to obtain a minor in AFST need to complete eighteen (18) credit hours as noted above.

#### **4C . Provide a description of program advisement for students.**

At the moment, Africana Studies is in a period of transition as we meet with university advisors to determine the course of action to be taken regarding the mentoring of our majors and minors.

#### **4D . Describe any student support services that are provided by the unit.**

Students are highly encouraged to take advantage of all services provided the Student Advisement and Enrichment Center as well as specialized services provided by African American Student Services. Students are also advised to seek out student-based services as they exist on the campus.

#### **4E . Describe any student success and retention initiatives in which the unit participates.**

The global and international focus of AFST also represents a body of work that concerns itself with ethnically and culturally diverse populations. African descent people from the Americas, the Caribbean, Europe, Asia, and of course, the continent of Africa represent one of the fastest growing migrant populations in the United States and in New Mexico. Moreover, demographic details show how the mainstream media and other bodies ignore that these "Neo-African-Americans" and their children are assuming their place in America's colleges and universities. Having stated these relevant facts, AFST has to work in partnership with Academic Advising and UNM's Global Education Office (GEO). Therefore, relevant issues of concern for this population extend beyond international undergraduate and graduate admission requirements of secondary education, academic preparation, and English proficiency to those that also support their social inclusion and wellbeing in American culture and life.

The University focuses on "promoting a broad-scale understanding of the culture, history or current circumstances of diverse categories of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context." The UNM focus is highly commendable and provides relevancy and authenticity to scholarship under AFST. Consequently, many students can satisfy this three credit hour requirement by choosing from several approved courses from AFST whose "primary emphasis (at least 50% content) is one of the following areas: gender, 'race', class, ethnicity, sexual orientation, disability, religion, culture, language, and/or other marginalized category of people." The U.S. and Global Diversity and Inclusion requirement includes courses whose primary learning outcomes pertaining to the experiences of diverse categories of people and potential solutions to challenges facing diverse communities.

Overall, this APR helps AFST think about future systems design (departmentalization), internal policy, planning development, implementation and evaluation. Compliance with all of the above ensures adequate monitoring of student progress and performance, reception of adequate and appropriate advising, and referrals to student support services as needed.

#### **4F . Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.**

At the moment, Africana Studies is a period of transition and the small number of faculty associated with the program have limited access to career advancement avenues here on the campus.

## Criterion 5 . Faculty

The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

### 5A . Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

The current number of core faculty in the Africana Studies Program is insufficient to meet the requirement needs of our undergraduate students based on UNM's new time-to graduation schedules and/or increased credit hours per semester-ratios. Additionally, part-time and affiliated faculty, staff the majority of courses offerings. Currently, there are four-core faculty, seven-affiliated faculty, and five part-time faculty, for a total 16 faculty in the Africana Studies Program. Affiliated faculty come from various departments, including Political Science, English, Sociology and the School of Law.

#### **Director/Associate Professor**

**Dr. Robert F. Jefferson** holds the Ph.D. in American History from the University of Michigan. He is a tenured (.5 FTE) Associate Professor in the History Department and currently teaches one cross-listed Africana Studies course per-year. His research focuses on the relationship between race, gender, and citizenship in Twentieth Century United States history. Dr. Jefferson is the author of *Fighting for Hope: African Americans and the Ninety-third Infantry Division in World War II and Postwar America* (Johns Hopkins University Press, 2008) which was nominated for the William Colby Book Prize and is currently working on a second book titled *Color and Disability: Vasco Hale and Twentieth Century America*. He has written extensively on the relationship between African American GIs and their communities during the Second World War and the Black Panther Party, and has written articles that have appeared in *Oral History and Public Memories* (Philadelphia: Temple University Press, 2008), the *Journal of Family History*, the *Annals of Iowa*, *Quaderni Storici* (Bologna), *Contours: A Journal of the African Diaspora*, and the *Historian*. He also holds memberships in the American Historical Association, the Association for the Study of African American Life and History, the National Council of Black Studies, and is a participating speaker in the Organization of American Historians' Distinguished Lectureship Program. Professor Jefferson is in the first academic year of his appointment as Director of Africana Studies (2014-2015). He teaches two required courses, AFST 284, African American History I, and AFST 285 African American History II.

#### **Faculty Positions in Africana Studies**

##### **Principal Lecturers**

This position consists of a full-time 1.0 FTE in Africana Studies, who teaches four courses per semester (core and topics courses).

**Dr. Admasu Shunkuri** holds a Ph.D. from University of Kansas in Political Science with a focus on comparative politics. His primary research area is African political development and social change, and he has published chapters in books on comparative politics, articles in the *Ethiopian Review* and *Oromo Studies Journal*, and has presented papers at academic conferences. He has participated in several Black Studies Summer Institutes and served on the Board of the National Council of Black Studies. Admasu has taught required courses in Africana Studies, including AFST 103, Foundations of Black Studies; AFST 299, Black Leaders in the U.S.; AFST 309, Black Politics; AFST 329, Introduction to African Politics; and AFST 333, Black Political Theory. He has also taught a variety of topics/elective courses, including AFST 385, The African World; AFST 318 Civil Rights Politics and Legislation; AFST 297, Global Africa; AFST 397, US-Africa Relations; and AFST 297, Who Failed Africa.

##### **Lecturer III**

This position consists of a full-time 1.0 FTE in Africana Studies, who teaches four courses per semester (core and topics courses). Most of our lecturers began as adjunct faculty and part-time instructors.

**Dr. Charles Becknell, Jr.** was hired as a Lecturer (AY 2011-2012 and 2012-2013) at 1.0 FTE Lecturer III (AY 2013-2014) at 1.0 FTE and was appointed to the Associate Director and Program Advisor (AY 2014-2015) at a .5 FTE. Charles Becknell has a one-course per semester release for his administrative and program advisement duties and responsibilities. The Program Advisor provides advising and guidance to Program majors and minors on Program requirements and completion. Becknell completed a post-doctoral appointment with the UNM Division of Equity and Inclusion (AY 2009-2010), where he developed his research agenda and promoted maximum inclusion and respect and appreciation of differences in race, ethnicity, gender, national origin, disability, age, religion, and/or sexual orientation at UNM. He has taught required courses in Africana Studies, including AFST 103, Foundations of Africana Studies; AFST 284, African American History I, and AFST 285, African American History II. He has also taught a variety of topics and elective courses, including AFST 397, Black Public Intellectuals, AFST 280, African American Culture; AFST 297 Black Men in America; AFST 397, History of African American Education; and AFST 303, Introduction to Black Religion and Liberation.

**Dr. Jamal Martin** was hired as a Visiting Lecturer (AY 2011-2012 and 2012-2013), Lecturer III (AY 2013-2014) at 1.0 FTE, and was appointed Director of Research (AY 2014-2015) for the Africana Studies, Charlie Morrissey Research Hall at a .5 FTE. Most recently, he has assumed UNM directorship of Peace and Justice Studies (AY 2015-2018) at .5 FTE. Jamal holds a Ph.D. from UNM's College of

Education, Individual, Family and Community Education. As an African and African Diaspora scholar and public health scientist-practitioner, he also serves as Clinical Assistant Professor, Family & Community Medicine and Senior Fellow, Robert Wood Johnson Center for Health Policy. His investigations carry over from his book, 'Cognition and Problem Solving in Community Health Education,' and most recent journal publication, "Global Black Family Health and the Progressive Obligation to Realize Health as a Right." Specializing in structural violence, racialization and race based trauma-related syndromes, violence/aggression and stress, his population health research comments on the interactions between education, forensic epidemiology and public health law research. Jamal, also coordinates UNM 'Diplomacy Lab' projects, sponsored by the U.S. Department of State. He has taught required courses in Africana Studies, including AFST 103, Foundations of Africana Studies; AFST 285, African American History II, AFST 397, Emancipation and Equality; and AFST 498, Research Seminar. He has also taught a variety of topics and elective courses including AFST 397 Race, and (In)Equality in Health Care; AFST 395 Education and Colonial W. Africa; AFST 397, Philosophy of Islamic Law; AFST 397, Global Health and Foreign Policy; AFST 397, Pan African Movements; and AFST 397, Malaria in Africa.

**Dr. Mohamed Ali** holds a Ph.D. from UNM's English Department in English Literature. While studying and teaching at UNM, he has also worked as a part time translator and interpreter. Among the agencies he worked for as a contract translator or interpreter include Kidney Dialysis, NM Probation, Catholic Charities, NM Courts, US Department of State, TTI, Sandia National Laboratories, the Federal Court in El Paso, and the courts of Idaho. He interprets telephonically with LSA and sometimes with other state agencies. Pending Projects include PNNL, and The Supreme Court of Ohio. Mohamed has taught topics/elective courses including, AFST 297, Pillars of Islam; AFST 320, Arabic Study Abroad; AFST 375, Arab Spring; AFST 375, Egyptian Literature and Culture; and AFST 397 North African Literature and Culture is also responsible for coordinating an annual two and a half week intersession course where students study abroad in Egypt.

**Sonia Rankin** is a Lecturer and she holds a J.D. from the University of Illinois College of Law. She served as the Associate Director of Africana Studies for three years and was recently appointed the Associate Dean for Curriculum and Program Development in University College. Her latest article: *Black Kinship Circles in the 21st Century: Survey of Recent Child Welfare Reforms and How It Impacts Black Kinship Care Families* was published with the Whittier Journal of Law and Family Advocacy in 2013. Sonia has taught a core course in Africana Studies, which is AFST 250, Black Women. She has also taught topics/elective courses including, AFST 315/397, Race and the Law; AFST 397, Cultural Capital in the Digital Age; AFST 297, Race, Family, and the Law. AFST 317, Civil Rights Movement; AFST 299, Black Leaders in the U.S., and; AFST 303, Introduction to Black Liberation and Religion.

#### **Jointly Appointed Faculty**

**Dr. Finnie Coleman** holds a Ph.D. from the University of Virginia in English. Coleman is also an Associate Professor of English at UNM. He has worked extensively in computer-assisted classrooms and has initiated a number of hypertext research projects designed to recover lost or marginalized African-American literature. In addition, Finnie's work focuses on the manifold functions of culture and shifting definitions of race at critical moments in African-American history. Prior to his career in academia, Finnie served in the Persian Gulf and Germany as an Army intelligence officer. He has served as 'Associate Director for Honors in the Office of Honors Programs and Academic Scholarships' at Texas A&M University where he was responsible for the university's honors program and directed the University Undergraduate Research Fellows Program. His first book titled *Strategies of a Black Intellectual; White Supremacy and Sutton E. Griggs's Science of Collective Efficiency* is forthcoming from the University of Tennessee Press. His second book project is in progress, titled *Visible Rhythms; Race, Authenticity, and the Politics of Identity in Hip Hop Culture*. Finnie has taught topics/elective courses in the Africana Studies Program, including AFST 251, African-American literature; AFST 297, Introduction to Hip Hop Culture; AFST 397, Hip Hop; AFST 397, Literature of Black Masculinity; and AFST 397, Afro-Mestizo Culture.

**Dr. Kadeshia Matthews** holds a Ph.D. from Johns Hopkins University in American Literature. She is an Assistant Professor of English and Africana Studies, specializing in 20th century African American Literature and Culture. Her current research explores the interplay of violence and domesticity in constructions of black masculinity from the middle to late 20th century. Kadeshia has taught topics/elective courses, including AFST 397, Intro to the Harlem Renaissance; AFST 381, African American Literature II; AFST 397, Class Matters: Representing the Black Middle Class; AFST 397 Wright, Baldwin, Himes, Ellison; AFST 397, Black Women Writers; AFST, 397 Rewriting Slavery; AFST 397, Anger, Voice and Violence in Black Women's Stories; and AFST 397, Writing the City.

**Dr. Belinda Wallace** holds a Ph.D. from the University of Maryland College Park. Belinda is an Assistant Professor with a joint appointment in the Department of English Language and Literature and the Africana Studies Program at the University of New Mexico. As an interdisciplinary postcolonial scholar, queer theorist, and afro-futurist, her scholarship is informed by feminist epistemologies and new social history as they pertain to Caribbean literature and culture. She is currently working on her first manuscript titled *Mapping the Meta-Colonial: Queer Deliverance and the Afro-Caribbean Body* which engages the literature of contemporary, postcolonial Caribbean women and illustrates how queer gender and sexuality inform national identities, notions of citizenry, and nation-(re)building in postcolonial Caribbean nation-states and diaspora communities. As a whole, her project unveils the cultural relevance, distinctiveness, and importance of queerness to the struggle for national "belonging." Wallace teaches courses in the areas of postcolonial studies, gender and sexuality studies, and the black transatlantic. AFST 386, Caribbean Peoples and Cultures.

#### **Part-Time Instructors (PTI)**

**Dr. Natasha Howard** holds a Ph.D. from UNM's College of Education in Language, Literacy and Sociocultural Studies with emphasis in Educational Thought and Critical Race Studies. She also holds an MA in Latin American Studies, where she focused on modern history and women studies. Natasha's broad research interests are in the (re) production of anti-Black ideology both in the United States and Latin America. She has taught required courses including AFST 250, Black Woman; and AFST 388, Blacks in Latin America. She has also taught topics/elective courses including AFST 297, Sociology of Black Communities; Race and Globalization, manuscript analyzing the persistence of anti-Black representations in critical academic discourses on race.

**Dr. Don Trahan** holds a Ph.D. from UNM's College of Education's Counselor Education Program. Don holds licensure as a mental health counselor and certification as a nationally certified counselor. In addition, he is an adjunct professor for the Africana Studies program at the

University of New Mexico. Dr. Trahan is a strong advocate for multiculturalism and social justice, which has led to the publication of several articles addressing such issues. His pedagogical practices consist of concepts based upon culturally responsive teaching and leadership. Dr. Trahan endeavors to assist his students with developing the competencies required to examine, address, and resolve issues in their communities. Don has taught a topics/elective course titled AFST 397, Black Sexuality.

**Dr. Charles Becknell, Sr.** holds a Ph.D. from UNM's American Studies Department and is the first Director of the Africana Studies Program (1969-1974).

**Marsha K Hardeman** holds a J.D. from UNM's School of Law. She has taught topics/elective courses including AFST 307, Blacks in the US West; AFST 299 Black Leaders in the US; AFST 397 Blacks in Theater (OL); and AFST 397 Black Women of Civil Rights (OL).

**Ben Hazard** holds a MA in Sculpting from the University of California. He is the former Curator of Special Exhibits and Education at the Oakland Museum of California and was appointed Director of the Craft and Cultural Arts Department of the City of Oakland under Governor Jerry Brown. As an artist, Hazard is known for his unique acrylic plastic sculpture and provocative portrait-like charcoal drawings. President Jimmy Carter appointed Ben to the Institute of Museum Services Board of Directors in Washington, DC and he also served on the National Science Foundation Board, the National Endowment for the Arts and the Humanities Panels, the American Association of Museums (AAM) Educators; California Humanities Association; and the California Alliance of Arts Educators. Ben has taught topics/elective courses in the Africana Studies Program, including AFST 397/360, Introduction to the Harlem Renaissance; AFST 453, African American Art; AFST 397 African American and Chicano Arts Movement; and AFST 397 Black Filmmakers.

### ***Affiliated Faculty***

**Dr. Stephen Bishop** holds a J.D. from the University of Michigan School of Law and a Ph.D. from the University of Michigan in French and Francophone Literature. Stephen is an Associate Professor in Foreign Languages and Literatures and his areas of specialization are African literature and culture and the intersection of law and literature, exemplified in his book titled *Legal Oppositional Narrative: A Case Study in Cameroon* (2008). He regularly teaches courses, in both French and English, on African literature, including *Rebels with a Cause*, *African Women Writers*, *Children in Conflict*, *Shame and Guilt in African Literature*, *Looking at Central Africa*, and *African Literature: Three Examples of Post-Colonial Development*. These courses often address questions of justice and social order, Otherness, and a search for identity. While the courses deal primarily with fictional texts - mostly novels, short stories, films, and plays: they occasionally incorporate literary theory, legal theory, and philosophy from a variety of national traditions. He also teaches French courses (literature, language, and culture) in the Department of Foreign Languages and Literatures. Stephen worked previously as a lawyer on the Navajo Nation for a legal services corporation (DNA: People's Legal Services), primarily in the areas of government benefits, domestic violence, commercial fraud, Indian law, and family law. He is a member of the Arizona Bar Association, the African Literature Association, the Conseil international d'etudes francophones, and The American Association of Teachers of French.

**Dr. Nancy Lopez** holds a Ph.D. from City University of New York in Sociology. Nancy is an associate professor of sociology at the University of New Mexico. She directs and co-founded the Institute for the Study of "Race" & Social Justice, housed in the [RWJF Center for Health Policy](#). She has been named the Inaugural Academic Leadership Academy (ALA) Faculty Fellow, UNM Division for Equity and Inclusion (DEI). Nancy received National Institutes of Health (NIH), National Center on Minority Health and Health Disparities (NCMHD) funding for a workshop on "race" in health policy research (April 2011). She co-edited a volume based on this workshop titled "[Mapping 'Race': Critical Approaches to Health Disparities Research](#)." (New Brunswick: Rutgers University Press, Critical Issues in Health and Medicine Book Series, forthcoming August 2013). She has also received funding from the Sociological Initiatives Foundation for a study of discipline in a diverse New Mexico public school, as well as funding from the NM Public Education Department for a study entitled, "Indian Education in New Mexico, 2025." Her book titled [Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education](#) (New York: Routledge, 2003) focuses on Dominicans, West Indians, and Haitians to explain why girls of color are succeeding at higher rates than their male counterparts. Her current work focuses on the creation of meaningful conceptualizations of "race" in as a dynamic multi-dimensional and multi-level social construction. The daughter of Dominican immigrants, Nancy was born in New York City and she was raised in NYC public housing; Spanish is her first language.

**Dr. Kathy Powers** holds a Ph.D. from Ohio State University in Political Science. Dr. Powers is an Associate Professor in the Political Science department and also holds an affiliated appointment in the School of Law. She specializes in international relations and her doctoral fields of specialization include International Relations and International Political Economy. Her dissertation focused on the impact of African regional trade agreements with military features on war. Much of her present research focuses on international organizations and international law with respect to human rights and restorative justice as well as trade and war. Dr. Powers is interested in the determinants of institutional creation, change, effects and termination in general. She specifically examines the institutional and legal determinants of global and diaspora reparations efforts following mass human rights violations, the independence of international organizations and how economic institutions that transform into military organizations impact war. Kathy has published her research in journals such as *Journal of Conflict Resolution*, *Journal of Peace Research*, *International Interactions*, *Foreign Policy Analysis*, *NAACP Special Edition* and the *Review of International Studies*. The National Science Foundation has supported her research. She is the 2013 recipient of the UNM OSET New Faculty University Teaching Award and the 2010 recipient of the Faculty of Color Teaching Award from The Project for New Mexico Graduates of Color (PNMGC).

**Dr. Alfred Mathewson** holds a J.D. from Yale University School of Law. He joined the UNM law school faculty in 1989 and from 1997-2002 he served as the Associate Dean for Academic Affairs in the School of Law. He primarily teaches business and sports law courses and he researches and writes primarily in the areas of sports and business law. His publications frequently touch upon issues of race, particularly those affecting African-Americans. He is a past president of the New Mexico Black Lawyers Association and is a current member of the American Bar Association and the American Law Institute. He has served on several ABA accreditation inspection teams. He is a member of the AALS Section on Law and Sports Law, of which he has previously served as chair. He currently serves on and is a former chair of the UNM Athletic Council. He is a member of the Judicial Education Advisory Committee for the Judicial Education Center at the UNM Institute for Public Law and serves as the faculty adviser of the UNM Chapter of the Black Law Students Association. Alfred is

active in various community organizations, including the Albuquerque Council on International Visitors and the Strategic Action Forum. He is a member of the New Mexico Black Lawyers Association and a member of the board of directors of Legal FACS, a nonprofit organization that provides civil legal services and social services to families affected by domestic violence. His publications in 2008 were *A Sports Seminar with a Free Agent Market Exercise*, 18 Marq. Sports L. Rev. 337; *By Education or Commerce: The Legal Basis for the Federal Regulation of the Economic Structure of Intercollegiate Athletics*, 76 UMKC Law Rev. 597; and *Race in Ordinary Course: Utilizing the Racial Background in Antitrust and Corporate Law Courses*, 23 St. John's J. Legal Commentary 667. His essay *Segregated Poems in 2003* appears in *Law Touched Our Hearts: A Generation Remembers Brown v. Board of Education* (Vanderbilt University Press), released on February 23, 2009.

**5B . Provide information regarding professional development activities for faculty within the unit.**

n/a

**5C . Provide a summary and examples of research/creative work of faculty members within the unit.**

See 5a.

**5D . Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).**

See Appendix #3 5D



## Criterion 6 . Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

### **6A . Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making.**

Summary: The Africana Studies Programs resource allocation and planning. The Director carries the primary responsibility for resource planning in Africana Studies. This role largely consists of completing and submitting mid-year resource projections, overseeing revenue and expenditures, and completing a hiring plan.

#### ***Africana Studies Executive Board***

The Africana Studies Program community advisory board was initiated by Dr. Finnie D. Coleman during the fall, 2006 semester and consisted of five community members. The Community Advisory Board was designed to 1) solidify the relationship between the Africana Studies Program and the Albuquerque Black Community; 2) articulate community expectations of the Africana Studies Program, 3) assist in Africana Studies Program outreach, curriculum development, and student recruitment and retention; and 4) serve as a liaison between the UNM administration and the Africana Studies Program on relevant matters of program concern. The Community Advisory Board was initiated during Dr. Coleman's directorship in 2006 but fell inactive following his departure from Africana Studies in 2008.

#### ***Budgeting and Sources of Revenue***

Africana Studies follows the UNM budgeting system. Our fiscal year runs from July 1 through June 30th. We build new budgets in March prior to the beginning of the new fiscal year. The budget is comprised of resources from three distinct revenue streams:

1. **Instruction and General (I&G):** All I&G funding is allocated from the Dean of Arts & Sciences based on the size and needs of each department. Salaries are a fixed allocation determined by positions within the department and salaries of the employees within those positions. Funding is increased when raises are approved by the state legislature or based on merit as decided by both the Director and the Dean. Overhead costs come from I&G funding. While the Dean decides the total amount of the allocation, that amount is budgeted at the discretion of the director.

2. **Endowments:** Endowments are donor-designated funds. The intention of the endowment is described in the initial gift documents. The donor works with UNM Foundation and with the chair to budget according to the desire of the donor, and the needs of the department. Depending on the type of donation there could be a corpus account that generated revenue based on investments. The foundation oversees that money. The department will only oversee the accounts that can be used for spending under the overarching umbrella of the College.

3. **State Appropriations:** These resources come directly from the State Legislature as line items in the State's annual budget. These monies are lobbied for at the state legislature by a wide range of individuals and entities. At the unit level, the University prefers that all lobbying efforts be coordinated through the central administration. Each year, the University develops a roster of legislative priorities. The University reserves the right to refuse acceptance of resources that come to the university that were not on its list of priorities. Resources emanating from the State are rarely discretionary – the Program is required by law to strictly adhere to the legislative intent of any resources received.

The budgets are built through the UNM Salary Planner and Budget Planner. Salary Planner is based on positions and jobs. There is a budget for each position based on the person in the job. These positions and the monies connected to them feed directly into budget planner based on Full Time Equivalents (FTE) hard entered into salary planner. Once salaries are completed, the director budgets remaining funds based on past spending trends. After the fiscal year has closed out the University requires that the Program categorize all reserves, both positive and negative. For positive reserves the unit must explain how it plans on using the funds, for negative reserves the unit must cover deficits from other resources within that year's fiscal budget. In January, we look at the spending for the first half of the year and if necessary reallocate funds based on spending.

### **6B . Provide information regarding the unit's budget including support received from the institution as well as external funding sources.**

#### ***Unit Budget/Funding***

Summary: The following summary includes all sources of revenue from both internal and external funding sources.

1. Department Research
  - a. 800006- AAS-MORRISEY HALL R

This is state appropriated funding for a research hall in the Africana Studies. This money is available to purchase items and create exhibits for the research hall. It is also budgeted for research related equipment.

b. 800024- Morrissey Hall Distance Learning

This index is also for Morrissey Hall and can be used as described above. This budget also includes training materials.

These indices, as stated above, are state appropriated and are reoccurring so long as it is approved by the state. It is subject to budget and program cuts.

2. IDC

a. 800056- Jefferson Startup Funding

This is money allocated from Arts & Sciences, a one-time allocation for new Director of the Africana Studies Program. This index is for startup funds only.

3. Non Endowed Spending

a. 800013- AFRICAN DES FUND

This index is money that has a reserve from gift funds. This index is discretionary.

b. 800038- MATTHEWSON EDU

This index has a reserve from gift funds. The money is set aside for student awards.

c. 800055- Pre College Math & Science Academy

The revenue in this index comes from gifts. This index is a discretionary index for the Pre College Math and Science Program.

4. Endowed Spending

a. 800014- NMBLA COCHRAN AWARD

Endowment money used for student awards.

5. Public Service

a. 800039- BLACK HISTORY—General Account

This is money allocated from the Dean's office to support Events in February, Black History Month.

b. 800047—Black Women at UNM

6. I&G

a. 800005- 102060- AFRO- AMERI STUDIES

b. 800018-102060- AFRO-AMERI STU-OPERATING

The Africana Instruction and General budget includes allocations for faculty, staff, and operating costs. From 2005-2008 the overall allocation for I&G remained steady. The program was finding it difficult to work with limited funding so there was some negative carry forward from FY05 into FY06, FY06 to FY 07, and again from FY08 to FY09. Most of the over expenditures were in the compensation line items, more specifically, faculty salaries. The program was trying to ensure that vital student courses continued to be offered, and the instructors continued to receive payments even if it negatively impacted the budget short term. In Fiscal Year 2009 the program decided to lobby at the state level for additional funding. The funding was approved, and the legislature appropriated an additional \$110,000 to the program budget. With this new appropriation the program was able to recover from any negative reserves. Without the budget constraints, the program continued to hire faculty in order to bolster the program. The state again allotted the additional \$100,000 allocation to the department for the next 3 years allowing the department sustainability with the new faculty additions. In fiscal year 13, the appropriation was not approved at the state legislature. In order to continue with the faculty that were already in the program the College of Arts & Sciences increased the program budget internally. In the Fiscal Year of 2015, Africana Studies brought in a new director with the approval from the College and the program was allocated reoccurring funding to support the new director and one time funding for start up costs.

c. 800043- AFST- Egypt Study Program

These resources support our travel abroad to Egypt.

d. 800051- AFST Extended University Funds

This is money generated by Extended University. This allocation is now being put into index 800018. Once spent down, this index will be closed out.

e. 800054- Precollege Minority Math/Science

This money is allocated from the state for the Pre College Math and Sciences Program. The budget should reflect the initiatives in the Program proposal.

f. 800057- Africana Chair Discretionary

This money is allocated from A&S pooled money for discretionary use by the chair of the Africana Studies Program.

g. Africana Studies I&G Budget 2005-2015											
		2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015*
Actuals Spent	Operating Expenses	\$20,219	\$3,8102	\$18,590	\$35,978	\$17,226	\$15,127	\$8,917	\$12,408	\$16,585	\$26,98011
	Faculty Salaries	\$205,325	\$219,843	\$227,255	\$220,131	\$300,308	\$265,581	\$442,4308	\$468,656	\$391,622	\$393,977
	Staff Salaries	\$36,651	\$38,209	\$29,345	\$40,800	\$37,545	\$40,800	\$41,750	\$45,980	\$46.329	\$46,462
	Ga/Ta Salaries	\$11,055	\$8,331	\$12,000	\$0	\$0	\$3,698	\$3,698	\$0	\$0	\$1,757
	Student Salaries	\$2,610	\$3,585	\$7,536	-\$1,505	\$0	\$160	\$0	\$0	0	\$1,733
Total I&G Budget		\$261,1831	\$263,0413	\$270,1064	\$315,1765	\$396,1356	\$411,2557	\$482,3359	\$528,178	\$462,51510	\$478,93912

1 Budget overspent by \$14,677

2 Spending reduced by 86% to cover prior year deficit (Reduction would have been higher, but the program received interdepartmental support in the amount of \$3,471)

3 Budget overspent by \$10,735 in collective salary categories

4 Budget overspent by 24,620 (\$5,600 in operating and the remaining \$19,020 in collective salary categories)

5 \$110,000 one time State Allocation was added to the budget, the department was underspent by \$19,772 (Due to the extra compensation from the state, past over expenditures were cleaned up and became budget neutral

6 \$100,000 one time State Allocation was added to budget, department underspent by \$41,056

7 \$100,00 one time State Allocation was added to budget, department underspent by \$85,888

8 PTI's were paid with Department Funds increasing the faculty salary line by 40%

9 \$100,00 one time State Allocation was added to the budget. Department overspent by \$14,460 in faculty salaries

10 Department Underspent by \$7,979

11 Department Operating Expenses Increased to cover start up costs for new Director

12 Department Revenue was not all budgeted for EU funds leaving an excess of \$7,032

\*FY 14/15 are budget projections not actuals since the year has not yet closed.

## 6C . Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

Summary: Below is a description of the composition of the staff assigned to the Africana Studies Program, including titles and FTE. The following summarizes the positions of the: 1) Director; 2) Associate Director; 3) Unit Administrator; and 4) Research Director.

### Director (Secondary .5 FTE)

#### Summary



The Directorship of the Africana Studies Program at the University of New Mexico is a full-time position with a tenure home in the relevant discipline and a joint appointment in Africana Studies.

#### Job Duties and Responsibilities

- Ability to maintain scholarship and service in Africana Studies or related field/discipline with a focus on the Africana diaspora.
- Exemplify strong administrative, budgetary, and leadership experience
- Engage in fundraising and/or grant writing
- Engage in community service and outreach with broadly diverse students and communities.
- Direct Africana Studies and teach courses in his or her specialization.
- Assist the faculty in growing the Program's academic status and profile, especially in Africana critical theory.
- Oversee the curricular, administrative, budgetary, and advising duties of the Program.
- Support and expand the cultural, community service, and outreach programs of the Program.
- Serve at the discretion of the CAS Dean.

#### **Associate Director (Secondary .5 FTE)**

##### Summary

The Associate Director will assist the Director of the Africana Studies Program in the management of the Program.

#### Job Duties and Responsibilities

- Assigning and scheduling Africana Studies courses in coordination with the Curriculum Committee and the AFST faculty as a whole.
- Promoting Africana Studies Courses to students.
- Representing the program to the College of Arts & Sciences and the greater University on behalf of the Director.
- Attending monthly Directors' meeting with the Dean of the College of Arts & Sciences.
- Providing academic advisement to students and coordinating with the College Academic Advisement Office.
- Taking a direct role in the planning and coordinating of special events.
- Coordinating external and internal committees.
- Directing, managing, and coordinating all Pre-College Science and Math Program activities including Summer Magic, the Math and Science Academy, and all other weekend activities.
- Compiling and maintaining database lists of all Pre-College Science and Math Program participants for reporting out purposes.
- Coordinating Pre-College activities with African American Student Services, UNM STEM and Teacher Education Programs in the College of Education in order to ensure that K-12 Students are on track to graduation as well as to recruit potential and targeted student populations in the state of New Mexico and beyond into UNM and the Africana Studies Program.
- Maintaining and developing relations with the relevant external community.
- Maintain collegiality at all times.
- Performing other duties as assigned.

The Director will draft by May of 2015 a report on the performance of the Associate Director evaluating his/her performance and contributions. This report may take into account the following:

- Classroom visits by the Director or other tenured faculty.
- Faculty and Student Evaluations (IDEA or other).
- Participation in independent studies and honors or undergraduate committees.
- New Course development and range of course offerings.
- Scholarly activity and creative work at conferences, symposia, and public presentations.
- Engagement in peer-reviewed publication (reviews, book chapters, books) in journals, books, and compendia.

The appointment of the Associate Director will be considered by the Director on an annual basis per evaluation based on the criteria outlined above.

### **Research Director—Charlie Morrissey Research Hall**

The Director of Research (RD) in the Charlie Morrissey Research Hall (CRMH) is an important arm of Africana Studies (AFST) as the domain of inquiry is the African world. The job description of the Director of Research or RD includes all of the following:

- Advancing trans-disciplinary studies by mapping the gaps in knowledge for research practice –partnerships and maintaining sustainability and accountability for meeting national accreditation standards for AFST programs and departments.
- Developing and evaluating a research culture in the AFST undergraduate/graduate curriculum.
- Advising, directing, and teaching the operations of AFST 498 Research Seminar.
- Providing instruction in the teaching and learning of multiple research methods for producing new knowledge across diverse academic disciplines.
- Upholding and promoting ethical standards for Africana scholar-activists by advising on promising practices for conducting research on critical issues within the domain of the African world.
- Reporting/disseminating research on ways of knowing and AFST research by working and establishing partnerships with HBCUs/MSIs, and mainstream universities and colleges locally, nationally and globally.
- Analyzing, synthesizing and evaluation information/data support for the development of grants and funding proposals for faculty, students, and community for civic engagement and community improvement.
- Shoulders responsibility for researching, writing and dissemination of grant funding as well as the essential responsibility for daily operations in the areas of administration and management (budget) of the CRMH.
- Directing and supporting the Program Specialist of the Charlie Morrissey Research Hall.
- The RD openly reports to the Director, Africana Studies.

### **Admin II (1.0 FTE)**

Oversees and administers programs, strategies, and initiatives designed to develop, enhance, and support the various day-to-day activities of a typically sized University institute or programmatic services entity consisting of multiple programs/contracts and/or a broad, diverse organizational staffing pattern. Oversees fiscal, budgetary, and contract/grant management, develops and administers operating procedures and processes, and oversees human resources management for the organization. Manages or coordinates facility and resource management, information services, and general department administration. Participates with the Unit Principal and internal management in strategic and operational decision making as a member of the unit's leadership team. May supervise or provide functional leadership to a team of subordinate support staff engaged in various administrative activities.

#### Duties and Responsibilities

- Oversees and coordinates the fiscal activities of the organization, to include participation in the planning and administration of operating budgets, contracts, and/or grants; participates in the overall fiscal planning for the organization.
- Manages daily administrative operations of the organization; provides direct supervision to subordinate employees including planning, assigning, and organizing work; interviews, hires, and trains support personnel.
- Assists in and provides input to determining strategic objectives for the organization, including research, trend analysis, and compilation and preparation of statistical, regular, and ad hoc reports; assists with program/project development.
- Participates in the formulation of organizational policies and operations; ensures that fiscal, administrative, and human resources practices are in compliance with university regulations; interprets university and department policies and advises staff and student on their provisions, regulations, and policies.
- Oversees and coordinates the employment and hiring process for full-time and part-time staff, enforcing AA/EEO policies and procedures for the organization; may participate in staff searches; directs completion of forms and associated hiring paperwork.
- Represents the unit principal at various policy-making and/or operating committees; may deputize for the principal on administrative issues as appropriate.
- Serves as primary liaison and coordinator between the entity and other internal and external constituencies on strategic administrative and operational issues.
- Oversees inventory management, records maintenance, payroll administration and travel; administers building security, safety procedures to the operating environment and coordinates space assignments for the unit.
- Supervises and trains clerical and support staff and/or interns in performance of programmatic and administrative activities.

- Manages and updates confidential files and records, ensuring that ethical and legal guidelines are maintained.
- May perform specialized activities of a programmatic nature in direct support of the accomplishment of program objectives and protocol.
- Performs miscellaneous job-related duties as assigned.

## **6D . Describe the library resources that support the unit’s academic and research initiatives.**

The Charlie Morrissey Research Hall (CRMH) is an important arm of Africana Studies (AFST) and is the domain of inquiry is the African World. The Research Hall and Library addresses the gaps in knowledge for research practice - partnerships for both sustainability and accountability in meeting national accreditation standards for AFST programs and departments. The library holdings are dedicated to the 'lived experience' of people of Afrikan descent particularly in the American Southwest; future prospects for research education examines that same 'lived experience' for people of Afrikan descent throughout the diaspora. The holdings of the Charlie Morrissey Research Hall are used for teaching, research and professional development for faculty, staff, students and the community to boost individual human growth and development. It also provides space for action oriented (e.g., diagnosis, prescription, implementation, and evaluation) project research for both UNM's priority strands of *systemic excellence*, *student success*, *healthy communities*, and *economic and community development*. Moreover, present resources and future archival resources represent opportunities for institutionalizing a systems framework for helping others develop knowledge about social setting for systems change and equity.

## Criterion 7 . Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

### **7A . Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.**

#### ***Facilities Overview***

The Program is housed in Mesa Vista Hall, occupying nearly 1,500 square feet of space with ten offices, two conference rooms, a reception area, and an outer office for the Unit Administrator, Crystal Davis. As with any ambitious Program, Africana Studies has filled the space that it was allocated some decades ago.

#### ***Office Space***

At present, Africana Studies is not allocated enough space to house existing faculty. New faculty would be forced to share office space at this point. While this strategy has allowed us to house part-time faculty, it is not an acceptable or appropriate strategy for housing new hires. At present, two out of three jointly appointed faculty do not have offices in our program.

#### ***Administrative Space***

Administrative Space

Storage and workspace for our administration is insufficient for the size and scope of our operations. Without space for proper storage of sensitive records of our faculty, students, and staff, we operate under the heightened risk of committing FERPA violations.

#### ***Student Commons***

Student perceptions of Africana Studies as a social space as well as an academic space are important to the holistic parts of our academic mission. We value the exchange of ideas both inside and outside of the classroom. Ideally, we would like to offer our students significantly more space for studying and social interactions. Our students have limited access to space within our facility to make academic presentations or to host scholarly events. At present we are not allocated sufficient space to offer an academic commons that our students desire and need.

#### ***African Art Collection***

The Program is fortunate to have in its possession a substantial collection of African sculpture. At present these works are stored in cabinets that serve as both display cases and secure storage. To date, the program has not lost one of these pieces that are more or less on public display. In the absence of a formal appraisal, we are left to speculate as to the value of individual pieces and the collection as a whole. What we do know is that several of our larger pieces may be of extreme value. These pieces are too large for our cases, and thus stand unprotected in our lobby. Because of limitations of space and proper security we run the enormous risk of losing one of these pieces. We should add that only a pane of glass protects our smaller individual pieces from theft. For many years we have run this unconscionable risk and have perhaps become complacent. Continued failure to properly, catalog, appraise, and secure these items can only be described as institutional negligence.

#### ***Expanding Research Archive (Charlie Morrissey Research Hall)***

For many years, the primary resources in the Charlie Morrissey Research Hall (CMRH) have been forced into a space significantly smaller than is required for an archival space. A dual use facility, assets in the CMRH run similar risks to what we find in our art collection. Rare and less rare books, reference materials, and audiovisual resources are protected by little more than a pane of glass. In fact, the cabinetry that houses the art collection is of the same design – a design that is very poor for displaying art or properly shelving archival materials.

#### ***Archival Storage***

Artwork by local and regional artists, the aforementioned African Art collection, large medium photographic collections (the *African Presence in Mexico* and the *Black Presence in New Mexico*), and a variety of other materials are boxed and temporarily stored in conference room space and an abandoned janitors closet. Again, because of inadequate space we run an unacceptable risk of losing or damaging these important assets on a daily basis. We should add, that like our African Art collection, our collection of works by local artists also have not been properly cataloged or appraised. It is difficult indeed to calculate the value of works produced by older and recently deceased African American artists from Albuquerque and surrounding areas. This collection hangs without the benefit of protection from vandalism or theft. Again, failure to properly, catalog, appraise, and secure these items can only be described as institutional negligence.

### **7B . Describe any computing facilities maintained by the unit.**



## Criterion 8 . Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate.)

**8A . Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs : Parallel programs at any of our 16 peer institutions. Parallel programs at any of our regional/student referent peer institutions. Regional and national comparisons of academic programs.**

In Criterion VIII, we are heavily indebted to the work of Abdul Alkalimat, Ronald Bailey, Sam Byndom, Desiree McMillion, LaTasha Nesbitt, Kate Williams, and Brian Zelip. Their study *African American Studies 2013: A National Web-Based Survey* has quickly become an important source document for assessment of African American and Africana Studies Programs and Department.

According to the National Council for Black Studies (NCBS) there are at least one hundred baccalaureate programs, twelve masters and seventeen doctoral programs across the United States. Nationally, Africana and African American Studies progressed from social movements, to a viable academic profession, to a burgeoning digital knowledge network (*eBlack Studies*). Findings from Alkalimat, et al., 2013 show that Black Studies departments, programs, faculty, degrees, and courses exist in 76 percent of U.S. colleges and universities.

The following is taken directly from the summation of the Alkalimat study:

Along with much empirical detail, this report has two main findings about Black Studies in higher education. First, 361 (or 20%) of colleges and universities have formal academic units. Second, an additional 999 (or 56%) of colleges and universities have Black Studies courses that are offered by other units. So a total of 76% of colleges or universities include Black Studies...

More specifically, we have measures on the emerging standardization and maturation of Black Studies as an academic endeavor:

- A full 35% of all units are departments.
- A full 49% of all units have a Diasporic identity.
- A full 46% of unit heads are women.
- A full 53% are able to partner with a peer Latino Studies unit in their college or university.

### **Program Strengths**

A key strength of the Africana Studies Program it has come to embrace a tripartite pedagogical model that focuses on African American Studies and both African and African Diaspora Studies. As our diverse curriculum reflects, this tripartite structure offers a wide variety of geographic areas of interest and a strikingly broad range of subject matter. We have developed an especially rich concentration in African, African American, and Black Diaspora literature. In fact, all three jointly appointed faculty teach literature courses for the program. Another important area of distinction is the commitment of the Africana Studies Program to the study of Blacks in the Southwest. Students are given an opportunity to engage in a truly interdisciplinary curriculum that allows for them to study all levels of Africana Studies, from the local and regional to national and international studies.

### **Peer Institutions**

Based on IPEDS data, the University of New Mexico identifies the following school as peer institutions:

- Arizona State University (African American Studies Program)
- New Mexico State University-Main Campus (Black Programs)
- Oklahoma State University-Main Campus (Center for Africana Studies and Development)
- Texas A & M University (Africana Studies Program)
- Texas Tech University (Ethnic Studies Minor)
- University of Arizona (Africana Studies Department)
- University of Colorado-Boulder (Ethnic Studies Department)
- University of Colorado-Denver (Ethnic Studies Program)
- University of Houston (Minor in African American Studies)

- University of Iowa (African American Studies Program)
- University of Kansas (Department of African and African-American Studies)
- University of Missouri-Columbia (Black Studies Department)
- University of Nebraska-Lincoln (Minor in African American and African Studies)
- University of Nevada-Las Vegas (Afro-American Studies Program)
- University of North Texas (Minor in African American Studies)
- University of Oklahoma-Norman Campus (African & African American Studies Program)
- University of Texas at Arlington (Minor in African American Studies)
- University of Texas at Austin (African and African Diaspora Studies Department)
- University of Texas at El Paso (Africana Studies Minor)
- University of Utah (African American Studies Minor)

### ***Trends in AFST (Office of Institutional Analytics)***

The following trends were provided by the Office of Institutional Analytics:

#### AFST trends from 2006 to 2013

- A range of 11-23 undergraduates students as declared Majors by Fall Enrollment
- AFST program admission - Eighty-two (82%) female enrollment / Ninety-eight (98%) males enrollment
- While the Enrollment by Gender and Ethnicity of students admitted to the program is primarily Black/African American, the number of Hispanics is increasing

#### AFST trends from Fall 2003 to Fall 2012

- A total of 130 undergraduates students as declared majors with a range of 11 - 23 per year, average of 16 per year
- A total of 103 full-time, average of 13 per year
- A total of 27 part-time, average of 3 per year

#### AFST trends from Academic Years, 2004-2005 to 2013-2014 Total number of Degree Recipients \*\* [data extracted from Academic Outcome at a point-in-time by the UNM- OIA]

- Over a ten year span, UNM awarded twelve (12) students their BA: 12/130 (9.2%)

#### o Ethnicity and Gender

§ One (1) American Indian/Native Alaskan female

§ Five (5) Black/African American females

§ Three (3) Black/African American males

§ One (1) White female

§ Two (2) White male

\*\* AFST trend data from non-OIA data banks shows the following for degree completion for both major and minors ought to be adjusted to read as a total of 30 graduates, which includes 21 majors and 9 minors. AFST can add 18 other graduates from 2012 – 2014. Moreover, the gender and ethnic breakdown of this new cohort includes an additional ten females and eight males; out of this group there are nine minors, six majors, and three double majors. Eight Black/African American males, eight Black/African American females, one white female and one white/Hispanic female represent the ethnicity of his cohort.

#### Geographic Origins of AFST Majors from 2004 to 2013 [discrepancies noted between in-state and out-of-state counts]

- AFST Majors N=130
- AFST Majors In-State, 84 from Bernalillo County, 1 from Curry, 15 from Sandoval County, 1 from Santa Fe County and 3 from Valencia County
- AFST Majors Out-of-State, CO-2, MD-1, IL-4, TX-3, MI-1, NJ-2, NC-2, NV-4, MO-1, CA-3, and NY-2

#### AFST trends from 2006-2007 to 2013-2014 Academic Year Student Credit Hours

- A total of 10,398 student credit hours across all four course levels (Freshman to Senior) for an average of 1,299.75 credit hours per year

#### AFST Assistantships funded by the Dept. /Program from 2004 - 2013

- One (1) Graduate Assistant
- One (1) Teaching Assistant

#### UNM AFST FACULTY Trends from 2004 - 2013

- A total of Seventy (70) faculty, an average of ten (10) faculty per year
- Tenure, Tenure-Track: Three (3) Directors, one (1) Associate Director, and four (4) Associate Professors
- Non-Tenure Track: Fourteen (14) Instructional Faculty, Two (2) Associate Dean, Seven (7) Associate Directors, One (1) Director, and Ten (10) Visiting Faculty
- Other Faculty: Twenty-seven (27) Temporary Faculty, and One (1) Working Retiree

#### AFST Tenure/Tenure Track Faculty by Sex & Ethnicity from 2005 to 2013

- A total of Eight (8) Black/African Americans
- Two (2) Black/African American females
- Six (6) Black/African American males

#### AFST Tenure/Tenure Track Faculty by Highest Degree Earned

- Eight (8) faculty hold a doctorate

#### AFST Total Staff by OEO-6 Category (Codes 4-6) from 2004 to 2013

- A total of Seven (7) as Clerical/Secretarial (OEO-Code 4)
- One (1) Technical/ParaProfessional (OEO-Code 5)
- A total of Six (6) Other OEO-Code 6)

#### AFST Undergraduate Student Employee in 2004

- Total of Two (2) FTE assignments,
- One male and One female both employed at OEO-Code 5.

#### **Conclusions**

AFST at UNM has opportunities for future growth and development. Moreover, unlike other AFST programs/departments within the western region or across the nation, the program here at UNM has a mission and a vision for using integrative approaches for recognizing and acting on its strengths and weaknesses. This uniqueness for bringing about change is significant in that it calls for AFST educators to take leadership, responsibility, and accountability in modeling the proper behaviors for student success and system excellence.



## Criterion 9 . Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

### 9A . Provide a summary of strengths and challenges for the unit.

Africana Studies at UNM will continue to be a cross-disciplinary and inter-disciplinary enterprise that is recognized nationally and regionally for excellence in undergraduate education, research, and civic engagement while working to increase the number of majors and minors as well as the number of its faculty.

Addressing the goals, mission, and vision for the program as enunciated in **critterion one**, the current director intends to build on the program's existing strengths. He aims to increase its efforts to become one of the foremost mission-driven institutions of higher learning in the American Southwest through strategic faculty and student recruitment, institution building, and statewide community outreach. Dr. Jefferson is working to increase the academic rigor, integrity and excellence of the program. As well, he is working to solidify the presence, rigor, and vitality of Africana Studies on the UNM's campus and in the wider community. His goals for the Africana Studies Program are to defend, generate, disseminate and preserve the record of the Program, while being deeply engaged in social responsibility. His vision for curriculum is to: 1) expand the rigor of our courses and increase the number of languages offered, particularly Swahili, and address the way in which Arabic instruction has been presented to the student body; 2) reduce the number of special topics course offerings; expand and feature the AFST 104/UNM core course—Introduction to Africana Studies; and to 3) develop on-line, hybrid, and MOOCS. Professor Jefferson's faculty initiatives include encouraging faculty to fully engage in their work and to seek financial support from the College of Arts and Sciences to attend workshops, conferences and other collaborations that support and promote scholarship, teaching, and service. Finally, Jefferson is working to solidify the relationship between Africana Studies and African American Student Services to work toward enriching the UNM student population.

Addressing the concerns raised in criterion **three and four**, AFST plans to implement an exit interview process for graduating seniors in the near future. The exit interview is aimed at tracking its graduates as well as assessing how well the program is preparing its majors and minors for post-graduate life beyond the campus walls.

The Africana Studies program director and faculty plan to submit the following five-year hiring plan to the College of Arts and Sciences. The strategic hiring initiative is intended to strengthen the innovative qualities of the program's curriculum and extend its commitment to diversity and excellence, thus fostering UNM's ambition of becoming nationally recognized as the preeminent institution of higher learning serving an ever emerging minority majority population of the Southwest.

### 9B . Describe the unit's strategic planning efforts.

As reflected in the **critterion four and five**, Africana Studies is at a critical stage in its development and expansion. The numbers of majors and minors have increased and the steady uptick of enrollment in AFST courses as outlined above necessitates new and strategic hires. What's more, the expansion of traditional and on-line course offerings will strengthen the delivery of core course curricula to our students. All of the new and strategic hires will come from collaborative and interdisciplinary ventures that AFST will seek with other departments within the College of Arts and Sciences. But all of this does not obviate curriculum demands that may arise from the sudden departures and retirements of AFST existing faculty.

In accordance, AFST proposes the following searches with UNM departments over the next five years:

#### 2015-2016

Year 1-AFST requests a full-time Lecturer III position in the area of Swahili. With this in mind, AFST will seek to convert funds that support the Lecturer III position to later request an Assistant Professor position in conjunction with the Foreign Languages Department. Swahili is a central component of the Africana Studies Program and is a requirement for undergraduate majors and minors. The position will coordinate teaching, research, curriculum, and planning activities relating to African American Student Services' Summer Bridge Program and the Cultural Exchange Program Initiative with the Office of Equity and Inclusion. AFST is requesting a full line but given the budgetary constraints that CAS faces, is willing to explore a joint appointment with Foreign Languages.

#### 2016-2017

Year 2- AFST will seek a Full-Time Lecturer III position in the area of African American or Africana Studies. In particular, AFST seeks an instructor who specializes in Latin American Studies, gender, and sociology. AFST will seek to convert funds that support the Lecturer III position to later request an Assistant Professor position in conjunction with either the American Studies Department or the Sociology Department. The responsibilities will include teaching the Introduction to Africana Studies at the undergraduate level and the Recovering the Black Past in New Mexico and the Southwest Project Initiative in conjunction with the University Libraries Center for Southwest Research and Special Collections. The position is consonant with the projected expansion of the holdings within the Charlie Morrissey Research Hall. AFST requests a full line but given the current budget constraints is willing to explore a joint hire with Zimmerman Library,

the Honors College, or the BA/MD program.

#### **2017-2018**

Year 3- AFST will seek an Assistant Professor position to strengthen the area of specialization of Economics. In particular, AFST seeks a faculty member who specializes in comparative World economics and trade relations among countries in the African World and its overlapping diasporas. AFST seeks a full-time line but given budgetary constraints is willing to explore a joint hire with the Department of Economics and the Honors College.

#### **2018-2019**

Year 4-AFST will seek an Assistant Professor in the area of Health and Public Policy, with an emphasis on community based learning or public history approaches. This position strengthens the academic and service learning qualities of the AFST curriculum by enhancing teaching, research, and bibliographic support in lower and upper division coursework. AFST requests a full line but given the current budget challenges is willing to explore a joint hire with the Honors College or the BA/MD program.

#### **2019-2020**

Year 5—AFST will seek a full-time Lecturer III position in the area of government and public administration. The responsibilities and capabilities of the position will include teaching, research, and planning activities relating to African Americans in New Mexico Local, State, and Southwest Regional Politics. AFST will hold discussion with the Department of Political Science and the Dean of the College of Arts and Sciences to explore the possibility of converting the Lecturer III position into a .5 Assistant Professor position in the near future.

Finally, AFST will seek an Assistant Professor position in the area of specialization of Education. The position will coordinate teaching, research, curriculum, and planning activities with the College of Education as a part of a joint certificate in Africana Studies and Education to be offered to public school teachers associated with Albuquerque Public Schools. AFST seeks a full line but given the current budget situation is willing to explore a joint hire with the College of Education.

### **9C . Describe the strategic directions and priorities for the unit.**

In order to address **criterion three and four** in the near future, AFST has held a series of discussions with the Office of Equity and Inclusion, leadership in the Black Alumnae Association, the Men of Color Initiative, and the UNM Health Science Center's Office for Diversity about the possibility of creating a cultural exchange program with a series of Historically Black Colleges and Universities in the state of Mississippi. Beginning with Mississippi Valley State University, UNM's campus will host students from MVSU who will attend the Summer Bridge Program on campus and Africana Studies will provide core courses that students can apply towards receiving a minor in the program. Over the next four years, the initiative will expand to include other Mississippi institutions of higher learning such as Alcorn State University, Tougaloo College, and Jackson State University. Taken as a whole, the cultural exchange program will enrich the college of experiences of students coming from the Deep South as well as the student population here at UNM. It will also foster a heightened sense of fellowship. But most importantly, it will allow the University of New Mexico to distinguish itself as a preeminent institution known for promoting and celebrating diversity and equity throughout the country.

Furthermore, the current director will lead AFST faculty and staff in rethinking the function and purpose of community outreach initiatives like the Black History Month Kickoff Brunch. While the event has served to bring the Albuquerque community and UNM faculty together for a moment of commemoration and reflection, there has been a perennial lack of continuity between the themes of the gatherings, the instructive remarks made by the keynote speakers, and follow-up opportunities for the community and faculty with the speakers to discuss ways to implement their suggestions in a broader sense. Furthermore, the academic emphasis of the event has been chronically downplayed and requires more attention from UNM central administration and faculty on campus. For example, greater student involvement will be encouraged in order to assess whether or not AFST student learning outcomes relating to civic engagement are achieved.

In conjunction with its plans of development and expansion, Africana Studies has worked diligently to establish a formal relationship with the Office of African American Student Services on UNM's Campus. Since the 1980s, both units have operated independently of each other with very little interaction between faculty and staff. However, formal discussions have begun between the two directors to create an Institute of Teaching Excellence in Black Studies and more concerted attempts have been made by both offices to schedule, host, and sponsor collaborative activities with faculty, staff, and students. All of these efforts should lead to the creation of a lecture series, conferences, art exhibits, and concerts. But it's also the hope of the present director that it will generate multi-year proposals by AFST faculty for research projects on criminal justice, race and public health, economics, public policy and administration, and education. In all this will serve to develop and sustain a more holistic range of scholarship and service.

**With regard to criterion six and seven**, we plan to project how we will spend throughout the rest of the fiscal year so that we have a clear idea of the funds that are available to use and how we are going to use them in the near future. Currently, the program is reassessing the allocation of space on the fourth floor of Mesa Vista Hall and the Charlie Morrissey Research Hall in anticipation of current and future faculty growth and the projected expansion of Morrissey library holdings. For example, office and classroom space will be re-evaluated in order to determine its alignment with the efforts being made by faculty and administrative staff.

Finally, in order to address **criterion eight** relating to the points of programmatic comparison between AFST and other institutions of higher learning, the director will make a more concerted effort to engage the New Mexico academic community over the next few years. For example, he proposes to form a Black Studies Consortium with colleges and universities located within the state of New Mexico. The purpose will be to develop and sustain units that offer Black Studies Courses throughout the state. Among the items to be discussed will

be faculty and student recruitment, financial challenges inherent of Black Studies units in New Mexico, library holdings, traditional and online course offerings, statewide joint community engagement initiatives, and the purchase and maintenance of laboratory resources and equipment.