

Academic Program Review Action Plan

The Africana Studies Program

The University of New Mexico

As the faculty and staff of the Africana Studies Program at the University of New Mexico, we welcome the assessment report filed by the Review Team as a result of their visit during the spring of 2015. What follows is a plan of action completed by the faculty in response to their recommendations.

In August of 2015, AFST faculty and staff held a retreat where they adopted a strategic plan in order to attain departmental status. Particularly, they adopted an action plan to better address the concerns raised by the reviewers in the May assessment report. The faculty formed several subcommittees in which they drafted mission statements for the following areas:

1. Enhanced Curriculum and Dynamic Instruction
2. Raising the Profile of Africana Studies at the University of New Mexico and Beyond.
3. The Recruitment and Retention of Additional Faculty for the Program

Below are appendices 1, 2, and 3 that outline the goals, central objectives and the timelines for completion adopted by the faculty.

GOAL: CURRICULUM & INSTRUCTION

Objective	Tasks/Activities	Timeline	Lead Role	Strategies	Measure/ Document	Resources	Date v
A) Implement Revised Curriculum for 2016-2017 Course Catalogue	1) Develop rational for change in degree program 2) Outline 4 year plan term by term 3) Initiate form C: Change Degree Program <ul style="list-style-type: none">• Submit one for major• Submit one for minor	Spring 2016 Spring 2016 Fall 2016	Charles Becknell	Meet with Elizabeth Barton to get revision dates, and deadlines, and processes	Form C	N/A	November 2016
B) Include all AFST Eligible courses in the UNM Global Diversity Initiative	Identify all AFST faculty whose courses meet criteria checklist for US Global and Diversity Inclusion 3-credit undergraduate requirement	Spring 2016		Meet with faculty to develop syllabus to meet criteria checklist US Global and Diversity	Criteria checklist for US Global and Diversity Inclusion 3-credit undergraduate requirement		Fall 2016

Rationale and Comprehensive Departmental/Curriculum Assessment Logic Model for ASFST

Resources	Activities	Outputs	Short & Long Term Outcomes	Impact
In order to address our APR Action Plan we will need the following:	In order to address our problem or assets we will conduct the following activities:	We expect that once we completed or underway these activities will produce the following evidence of service delivery:	We expect that once completed or ongoing these activities will lead to the following changes in 1 - 3 years then 4 - 6 years:	We expect that if completed these activities will lead to the following changes in 7 - 10 years
<ul style="list-style-type: none"> • Faculty and Staff Educational and Administrative Leadership • Human, social and Intellectual capital and experiences dealing with diversity as a complex phenomenon (daily life and epistemological level) • Critical Race Theory/Praxis • Argyris "theory in use" • Framing Communications • Methodological Pluralism (multiplicity of methods) • Clarify 'contextual diversity' • Intergroup Theory • Construct a Power Analysis 	<ul style="list-style-type: none"> • Critical review of UNM's 2020 Vision, Values and Strategies (UNM Strategic Framework) • Assess and linkage to core NM HED and UNM Gen ED Requirements • Review NCBS accreditation standards • Analyze factors that contribute to successful university-community partnerships for student success and systemic excellence • Critique philosophical applications of faculty instruction • Evaluate stakeholder role and UNM social orientation • Estimate Community (UNM) Readiness and Social Organization • Initiate Periodic Monitoring and Surveillance of Pilot AFST Assessment Plan 	<ul style="list-style-type: none"> • Ongoing Interpretation of both program assessment and student success plans/initiatives/task force recommendations • Presentation of a model; "components of a system that supports, promotes and sustains a culture of student success" • Recommendations for transformational solutions and interventions [funding, communication, synergy, measurable outcomes, visibility and dissemination of findings, technology, organizational compatibility and simplicity] • Vision: What AFST will look like when we have truly embraced the opportunity before us • Intentional and conceptual model for building institutional capacity • Find coherence in contextual diversity (structural, multicultural, and context) • Introduction of Communities of Practice (CoP)/benefits to individuals/departments/and colleges and external communities 	<ul style="list-style-type: none"> • Development, implementation and evaluation of a new assessment paradigm; stressing synergistic partnerships (faculty team teaching) • Common agenda for shared objectives in student success • Critical literacy practice and social change • Redefined faculty recruitment, retention and promotion guidelines [less isolation and more mentoring] • Broad cross-sector coordination/interdisciplinary studies • Improvement in faculty instruction and in developing SLOs • More supportive and welcoming environment for pre-and-post docs • Growth and expansion of CoPs • Evaluate contextual diversity for future job/career placement of AFST grads • Less program emphasis on materialism, hierarchical control, bottom-line performance, and competition • Improved civic culture 	<ul style="list-style-type: none"> • Greater leadership opportunities for AFST faculty and staff • Sustainability in community and cultural competence • Sustainability in graduation rates • Increases in doctorates awarded to AFST graduates • Community Research leadership built via local AFST faculty in science, engineering and health • Increased public scholarship addressing societal and global inequities • Modifying Vision, mission, strategic priorities • More emphasis on philosophical orientation of harmony, spirituality, and humanistic principles

Objective	Activities	Competencies (Aims)	Actions	Timeline
Implementation of the Pilot AFST Assessment Plan	Five Competencies Framework (Basic to High-Level 1-5)	Ongoing interpretation of both program assessment and student success plans/initiatives/task force recommendations	We expect that once completed or ongoing these activities will lead to the following changes in 1 - 3 years then 4 - 6 years :	Years/Semesters
<ul style="list-style-type: none"> AFST Faculty and Staff Educational and Administrative Leadership Realize Assessment Plan Requirements: (SLOs Data Collection Plan, Plan for Data Analysis/Discussion) Periodic Monitoring and Surveillance 	<ul style="list-style-type: none"> Strategy Development Management Techniques Collaboration Mechanisms Knowledge Sharing and Learning Knowledge Capture and Storage 	<ul style="list-style-type: none"> <u>Strategy Level 2</u> - Sharing knowledge is important to organizational success. Some faculty are using tools to help with learning and sharing about student success and learning <u>Management Level 3</u> – Knowledge and learning is viewed as the responsibility of a specific role or role of faculty <u>Collaboration Mechanisms Level 3</u> – Faculty are using networks and working groups to get results. Peers are helping peers across organizational boundaries. Formal collaboration mechanisms are being created and recognized <u>Knowledge Sharing and Learning - Level 3</u> – Faculty can find out what the organization knows. Some examples of sharing and learning are highlighted and recognized across the program. Some information translates across boundaries <u>Knowledge Capture and Storage</u> – Level 3 – Specific faculty take responsibility for their own information and begin to collect it in a common format/summarizing for others; encourage info searches and sharing 	<ul style="list-style-type: none"> Implement assessment requirements, begin administrative assessment; write rubrics for SLO – <i>Knowledge, Skills and Responsibility (KSR)</i>, Pilot survey instrument Perform knowledge assessment using term papers and exams; write rubrics for SLO outcomes –applied skills and responsibility – Survey graduating seniors Assess skills and responsibility using Spring 17 papers; prepare S17 report by Aug for faculty discussion Meeting of AFST Curriculum Committee to assess, review SLO and make recommendations; Full faculty to consider changes for recommendations/conclude admin assessment Pilot first portfolio/capstone seminar for graduating seniors Conduct survey of graduating seniors Perform knowledge assessment of KSRs using Spring 18 term papers and portfolios Prepare S18 report by Aug for faculty discussion, including program description changes in response to S17 Meeting of AFST CC to discuss report and make recommendations to full faculty; full faculty will consider recommendations via consensus Collect portfolios/capstone projects from seniors-survey seniors Perform knowledge assessment (KSRs) using portfolios Prepare S/S19 report by Aug for faculty discussion which will include a description of program changes in response to 2018 report 	<ul style="list-style-type: none"> Year One <ul style="list-style-type: none"> Fall, 2016 Spring, 2017 Summer, 2017 Year Two <ul style="list-style-type: none"> Fall, 2017 Spring, 2018 Summer, 2018 Year Three <ul style="list-style-type: none"> Fall, 2018 Spring, 2019 Summer/Fall, 2019

GOAL: Africana Studies Draws on Its Diasporic Trait with the Idea of Creating Global-Minded Academically Successful Students

Objective	Tasks/Activities	Timeline	Lead Role	Lead Role	Measure/ Document	Resources	Date v
Make department and program chairs aware of the rich course offerings in Africana Studies and to discuss how Africana courses meet academic requirements for other departments and programs	Invite Department Chairs from across campus to Africana Studies faculty meetings.	To begin Fall 2015 and continue through Spring 2016	Dr. Jefferson	Dr. Jefferson			
Make student advisors aware of our rich course offerings and request that they promote our courses during advisement with students	Dr. Jefferson will attend one of the monthly scheduled Advisors-L Meetings.	Fall 2016		Dr. Jefferson			
Ensure that all courses that meet the Diversity requirements are promoted through Office of Equity and Inclusion	Have faculty submit paperwork to have appropriate courses listed as meeting the Diversity Requirement.	Fall 2016		Faculty and Dr. Jefferson			

GOAL: Africana Studies Draws on Its Diasporic Trait with the Idea of Creating Global-Minded Academically Successful Students

Objective	Tasks/Activities	Timeline	Lead Role	Strategies	Measure/ Document	Resources	Date v
Develop Honors course that will rotate between all Africana faculty.	Meet with chairperson of the Honors Department	Meeting will take place in September of 2016/Plan to offer the honors course fall of 2016	Dr. Jefferson				Discussion with Honors College in September of 2015. They approved the development of this course. The course is scheduled to be offered Fall of 2016 by Dr. Jefferson. The course will then rotate between faculty who will develop the syllabus according to their particular expertise.

GOAL: Africana Studies Draws on Its Diasporic Trait with the Idea of Creating Global-Minded Academically Successful Students

Objective	Tasks/Activities	Timeline	Lead Role	Strategies	Measure/ Document	Resources	Date v
Invite Dean Peceny to a faculty meeting to discuss moving the program to department status		Fall 2015	Dr. Jefferson				Complete

The 2015 Academic Performance Review Africana Studies Program at the University of New Mexico encourages faculty growth as a key component to strengthening and sustaining the Program and moving it towards departmental status. To this end and in concert with the APR recommendations, we have identified three major avenues to facilitate faculty growth: 1. Convert Lecturer Lines to Tenure-Track Faculty Lines 2. Hire Faculty with a Ph.D. in the specific field of Africana Studies or African American Studies; and 3. Hire Postdoc Fellows:

1. Convert Lecture Lines to Tenure-Track Lines:

RATIONALE:

The APR resolutely recommends the conversion of lecturer lines to tenure track faculty lines for Africana Studies faculty. In their 2009 Redbook Report, the American Association of University Professors (AAUP) supports such conversion and underscores the importance of having tenure track faculty:

[T]he majority of teaching-intensive positions have been shunted outside of the tenure system. This has in most cases meant a dramatic shift from “teaching-intensive” appointments to “teaching-only” appointments, featuring a faculty with attenuated relationships to campus and disciplinary peers. This seismic shift from “teaching-intensive” faculty within the big tent of tenure to “teaching-only” faculty outside of it has had severe consequences for students as well as faculty themselves, producing lower levels of campus engagement across the board and a rising service burden for the shrinking core of tenurable faculty.ⁱ

Therefore, from this perspective and in agreement with the 2015 APR Report, we strongly recommend converting our full-time lecturer lines to tenure track positions. Such a conversion would:

1. Facilitate stronger relationships between Africana Studies faculty and the University
2. Increase campus engagement
3. Increase student learning and strengthen professor-student relationships
4. Increase research and publication productivity
5. Facilitate Program growth at a higher rate and strengthen ties among faculty members
6. Demonstrate the University’s commitment to the Humanities

To this end, in implementing the conversion, we ask the Dean of the College of Arts and Sciences, in concert with the Office of the Provost, to support the APR recommendation. In doing so, we also request that the Dean to takes seriously the AAUP statement, which

urge[s] that conversion plans include discontinuance of any new off-track hiring, except where such hires are genuinely for special appointments of brief duration [and] to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description. (ibid)

1. A description of the action item and associated tasks presented in measurable terms with appropriate measurable outcome(s)/metrics.

The conversion of lecture lines to tenure track lines for Africana Studies faculty.

*The steps are depend upon the University’s policy for conversions.

2. The person(s) responsible for this action.

The Conversion Committee and The Director of Africana Studies

3. **Resources needed for completing the action item** (if there are budgetary requirements, please indicate the amount, funding source, and approvals for the funding source). *If an action item requires significant external resources, a plan for how those resources will be obtained must be provided.*

To be determined by the Director of Africana Studies per UNM policy.

4. **A timeline for implementation with the projected start date and target date for completion.**

Short Term: Six to Eighteen Months

*To be implemented pending approval for hires from the Dean of the College of Arts and Sciences.

5. **The current status of the item or task.**

Inactive

2. **Hire Faculty with a Ph.D. in the Field of Africana Studies or African American Studies:**

RATIONALE:

The APR strongly recommends the hiring of one or more tenure track faculty members who hold a Ph.D. in the field of Africana Studies or African American Studies. Hiring a faculty member with a Ph.D. in Africana Studies will invigorate the program because the candidate will bring innovative approaches, methodologies, and theories important to the field today. The candidate will understand the complexities of the field and impart this knowledge to the students in order to prepare them for a more complex and demanding world. Furthermore, through teaching, research, and civic engagement, the candidate will contribute to the already existing objectives, themes, courses, program, activities, and functions important to the Program. Moreover, the faculty will contribute to the interdisciplinary and collaborative environment we aim to foster in the Program. Hiring faculty who hold a Ph.D. in the field of Africana Studies legitimizes and uncompromisingly demonstrates the validity of Africana Studies as an academic field. Such a faculty hire will help us establish a nation-wide reputation while becoming a model-program. This hire is critical to the growth and sustainability of the Africana Studies Program.

1. **A description of the action item and associated tasks written in measurable terms with appropriate measurable outcome(s)/metrics.**

Hire a tenure track faculty member who holds a Ph.D. in the field of Africana Studies or African American Studies.

Tasks:

1. Receive Approval for hire
2. Write and Post Job Announcement
3. Review Applicants
4. Identify Applicants for Interview
5. Interview Applicants
6. Identify Finalists
7. Schedule and Host Campus Visits
8. Identify Desired Candidate
9. Make Offer to Desired Candidate

10. If First Candidate Declines, Make Offer to next Desired Candidate
11. Finalize Hire

2. The person(s) responsible for this action.

The Search Committee and Director of Africana Studies

3. Resources needed for completing the action item (if there are budgetary requirements, please indicate the amount, funding source, and approvals for the funding source). ***If an action item requires significant external resources, a plan for how those resources will be obtained must be provided.***

Budget: Salary commensurate with experience, nationally competitive, and plus benefits

4. A timeline for implementation with the projected start date and target date for completion.

Intermediate Term: Twelve Months to Thirty-Six Months

*To be implemented pending approval for hires from the Dean of the College of Arts and Sciences.

5. The current status of the item or task.

Inactive

3. Hire Postdoctoral Fellows:

RATIONALE:

The APR recommends the utilization of postdoctoral fellows as a means to strengthen the Africana Studies faculty. Postdoctoral fellows are a proven means to increase tenure-track faculty at Research-1 Universities and have been highly effective in the recruitment and retention of underrepresented faculty in particular. In the last five years, institutions such as Duke University, Rutgers University, Penn-State University and the University of North Carolina at Chapel Hill have successfully hired their minority postdoctoral fellows as tenure-track faculty. The University of New Mexico should be among these great institutions who utilizes postdoctoral fellows as a means to demonstrate its commitment to diversity and inclusive excellence.

A postdoctoral fellowship is mutually beneficial for both the Program and the postdoctoral fellow. For example, while a postdoctoral fellow works to develop his or her research agenda, having a fellow in residence will in turn expand the Africana Studies Program's potential to develop important areas of expertise and increase its faculty, as recommended in the APR. Additionally, the postdoctoral fellow could support the Morrissey Research Hall, the Blacks in the Southwest area of study, and other areas of expertise the Africana Studies Program in need of development, including but not limited to African languages and diasporic classes. Conversely, a postdoctoral fellow would benefit because the fellowship year would allow an individual time to develop as a scholar and researcher without the pressures of a tenure-track position. This in turn increases the fellow's chances for success as tenure-track faculty member and would allow UNM to retain a most desirable candidate. Finally, both the Program and the fellow would benefit from the increased opportunities to engage in mentoring, as a senior faculty member would impart valuable institution knowledge and help in the training of the fellow; and the fellow would enhance the program by becoming a well-prepared and productive junior faculty member. This is one of the ways in which Africana Studies can grow stronger as an academic unit.

Through primarily research, minimal teaching, and some service to Africana Studies, the postdoctoral fellow will enhance the intellectual reputation of the Program, contribute to the newest iteration of the Africana Studies major and become an integrated component of our overall Program. A postdoctoral fellow with an interdisciplinary approach to Africana Studies is best suited to meet the Program's needs. The postdoctoral fellow is expected to design and teach one class and to facilitate the integration of Africana Studies through a variety of potential activities across the fellowship year (such activities may include, giving a research lecture, facilitating a reading group, or engaging in outreach). Once the postdoctoral fellowship year has ended, the University will retain the fellow through the creation of a tenure-track position.

1. A description of the action item and associated tasks written in measurable terms with appropriate measurable outcome(s)/metrics.

Hire postdoctoral fellows as a means to strengthen Africana Studies faculty.

Tasks:

1. Receive Approval for Postdoc Hire
2. Write and Post Job Announcement
3. Review Applicants
4. Identify Applicants for Interview
5. Interview Applicants
6. Identify Finalists
7. Interview Finalist (2nd Round)
8. Identify Desired Candidate
9. Make Offer to Desired Candidate
10. If First Candidate Declines, Make Offer to next Desired Candidate
11. Finalize Hire

2. The person(s) responsible for this action.

The Postdoctoral Search Committee and Director of Africana Studies

3. Resources needed for completing the action item (if there are budgetary requirements, please indicate the amount, funding source, and approvals for the funding source). ***If an action item requires significant external resources, a plan for how those resources will be obtained must be provided.***

Collaboration with OEI and their current postdoc program

\$40,000 to 50,000 annually. The candidate will be housed in Africana Studies; however, all postdoctoral funding will come from external sources.

4. A timeline for implementation with the projected start date and target date for completion.

Long Term: Thirty-Six Months to Forty-Eight Months

*To be implemented pending approval for hires from the Dean of the College of Arts and Sciences.

5. The current status of the item or task.

Inactive

¹ American Association of University Professors. *Policy Documents and Reports* Eleventh Editions. 2015 Web. 12 Oct. 2015 <<http://www.aaup.org/report/tenure-and-teaching-intensive-appointments>>