

**Recommendations for College-Level
Diversity Equity Inclusion Leadership
University of New Mexico
July 22, 2018**

This report follows the Division of Equity & Inclusion (DEI) Task Force Report dated December 18, 2017, developed by a university-wide committee on behalf of the UNM President, that places equity and excellence at the heart of the university's mission. To actively support these goals, the Task Force report advocates for a new DEI organizational structure throughout the University of New Mexico (UNM). Inclusive of this is the recommendation for official DEI champions at the unit level.

The University of New Mexico holds 16 colleges and schools combined on main and north campus: Law, Medicine, Fine Arts, Arts & Sciences, Architecture and Planning, Engineering, Anderson School of Management, Public Administration, Education, Graduate Studies, Honors College, Nursing, Pharmacy, Population Health, University Libraries & Learning Sciences, and University College.

Four of the above schools / colleges advance DEI through (in)formal structures. The School of Law (SOL) has an Associate Dean for Institutional Climate and Equity. The Office for Diversity serves the Health Sciences Center. The School of Medicine (SOM) supports the Assistant Dean for Diversity and Inclusion. Both SOL's associate and SOM's assistant deans are members of the faculty. The College of Education (COE) has a formalized Diversity Standing Committee led by a rotating faculty chair with a three-year commitment to serve. The College of Fine Arts (CFA) has had an informal Committee for Diversity led by a faculty chair. A campus-wide Diversity Council advises the university regarding these issues. While there are other programmatic and/or curricular efforts underway in some of the remaining 12 schools/ colleges, there exists no formalized DEI leadership presence at their central unit level.

The four units identified above should be acknowledged for their vision, courage and leadership to advance DEI efforts at UNM. In fact, they should mentor colleges that currently have no identified champion and infrastructure for DEI.

Challenges

The DEI Task Force Report recommends that the charge of DEI leaders at the unit level... “must

be broad enough to allow them to offer coaching and advice regarding issues of recruitment, hiring, promotion, retention, and campus climate to students, staff, and faculty within their unit, in consultation with the Dean or unit head. These advocates will report directly to the Dean/head of the unit, with 'dotted line' accountability to the head of DEI”.

Existing Leadership Challenges

Currently, faculty leaders in the four units (CFA, SOL, SOM, COE) experience varying capacity to effect meaningful change. The four units implement widely divergent structures and methods for group participation, and have differing goals and DEI outcomes. Across these units, the positions lack cohesion in title (Associate Dean / Assistant Dean / Chair of Standing Committee / Chair of informal committee) and roles and responsibilities, which results in weak presence, little authority, limited visibility and leverage to advocate and advance DEI goals at UNM. Further compounding the situation, leaders across these units:

- 1) have different and varying roles ranging from protected full time equivalents (FTE) to voluntary representation
- 2) are non-uniformly provided course release towards time on task (as above)
- 3) some work without additional compensation (SAC) or relief from other service duties
- 4) carry different admin levels and type of responsibilities
 - a. The spectrum of these differing charges include but are not limited to: student issues, faculty issues, staff issues, and the interaction of all three, committee administration, advocacy, education, recruitment, policy recommendation and implementation, crisis management and intervention, and topic-based DEI programming.

Committee / Group Participation Challenges

Larger group participation in DEI at the unit level is most constrained/limited within units without permanent standing committee infrastructure. In these cases, faculty and staff who participate on such unit DEI committees do so on a voluntary basis, as an unrecognized overload to other officially appointed departmental, college, and university service. In many cases, participating faculty are also the same under-represented minority (URM) faculty already burdened with supporting DEI related efforts through mentoring, search committees, curricular

initiatives, community service, and other time sensitive initiatives at UNM.¹ Effective ground-up faculty-governed and implemented DEI unit initiatives are seriously undermined without formal standing committees and contribution to such committees credited as a part of service workload. Without these structures, participation numbers dwindle over the course of the academic year.

Following the differing leadership charges, current unit committees (formal and informal) produce vastly differing results. Some work on climate, others focus on programming, others attempt to advance diversifying the curricula, and others focus on vetting complaints.

The net result is wide disparity across units regarding leadership structure, charges, time on task, committee structure, and committee participation. Some variation in this regard may be desirable, reflecting units' different missions and structures. But at present the lack of coordination verges on incoherence, which necessarily yields diluted impact towards the proposed excellence and equity projects at UNM. Critically, it results in DEI not truly being made equal in importance compared to other academic milestones of excellence at the unit level.

Recommendations

- An official leadership position should be established at the unit level and, as per the DEI Task Force recommendation, this should be an Associate Dean. It is highly recommended this appointment be held by tenured² faculty members.
- The college position should have a clear job description related to DEI. The position should come with course release to allow for meaningful contribution and should be acknowledged as a professional service to the UNM community.
- Experience in racial and cultural literacy are critical factors to consider and important for appointment to the college level position.
- The position should be compensated like other high level administrative positions and in parity with other unit deans.
- The position should come with infrastructure and fiscal support to avoid patronizing support akin to a foster program.

¹ See endnote on the effects of 'Cultural Taxation' experienced by URM faculty in the academy and in academic medicine (emphasizing the need to value, count, and guard the skill, time, and talent of the overwhelming under-represented minority faculty called upon to assist the institution's equity and excellence agenda).

² SOM has clinician educator tracks which differ from main campus tenure lines. Appropriate tracks should be applied per equivalents on main campus and those in the School of Medicine.

- UNM DEI or Chief Diversity Officers and college dean/ unit heads should provide leadership, support, and collaboration on equity-and-inclusion goals to aid the college position and/ or consult with outside DEI experts if internal experience is lacking.
- In keeping with the principles of **equity and transparency**, unit positions should also be accordingly compensated with parity to equivalent positions within the broader university. In other words, DEI Associate Deans across all of the units should be equally supported and remunerated.
- An official DEI Standing Committee should be established in each school/ college at UNM. This committee should have clear directives for action. It should actively include representation from all departments and centers within the unit.³ Standing working committees can help to ensure the project of DEI is shared across all unit departments and centers, and that the priorities for the committee’s work are shaped with bi-directional communication within the unit, alongside reporting upward to the central DEI officer (VP for Division of Equity Inclusion or otherwise).
- Alongside committee formalization, there should also be methods for inclusion (or through parallel structures) to support non hierarchical/ground up collaboration between and among faculty/staff/students/administration, as appropriate for each college. Staff, student, and administration champions should be coordinated by the unit DEI head, but the unit DEI head should not be expected to handle faculty, staff, student, and administration equity and inclusion issues without designated assistance.
- As per the DEI Task Force report, “No part of UNM should be immune from the requirements of excellence and equity, including structures of faculty governance, student governance, tenure-and-promotion, and staff advancement.” Therefore, faculty, staff, and administration performance evaluation at UNM should include proficiency in and contribution to DEI, especially when also considering UNM is officially a Minority Serving Institution. Clearly communicated expectations to this end *of all faculty, staff and administration* will help to encourage participation in standing committees, related initiatives, and help to advance the goals across the university. Performance evaluation inclusive of DEI contributions will also help to ensure the project becomes the shared responsibility of all, rather than the burden of the handful of underrepresented minority faculty within each college.
- Administrative support for DEI Associate Deans is necessary for success.
- In keeping with the DEI Task Force recommendation that UNM advocate / allocate “resources necessary to more assertively advance equity, excellence, and inclusion at all levels of the tenure-track faculty and in central administration”, fiscal support for

³ This recommendation to be applied within reason, with the recognition that some schools at UNM are very large. Arts & Sciences, for example, holds 30+ programs and departments. Thus, a Standing Committee with 30+ members may not be tenable.

ongoing professional development should be provided to DEI unit leaders. This includes support for subscriptions, conference attendance, workshops, external professional training, and related travel to remain current with best practices in the field (annual budget range \$5,000-\$10,000).

- Clear articulation, by the Vice President of DEI, of the equity-excellence goals and milestones for the unit levels. Without clear goals and milestones, the effort splinters into many areas - climate, programming, curriculum, complaints, etc. and this may enable units to avoid working on the most critical areas identified for advancing equity and excellence at UNM.

The above recommendations should be deployed uniformly throughout all sixteen UNM colleges/ schools.

Conclusion

The college or unit level DEI position plays a key role in facilitating the work of UNM's Division for Equity & Inclusion office. These recommendations regarding these positions are based on the experience of faculty currently serving in unit level positions. Uniformity of titles and basic structure of the positions across schools will aid in establishment of a strong network to accomplish the work of UNM's restructured DEI. Equity is a cornerstone of our mission at this institution and it applies to compensation (in time and money) for DEI positions. Faculty development in matters of diversity, equity and inclusion cultivates human capital and builds organizational capacity by improving UNM's ability to use diversity as a driver of excellence.

Authors

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ENDNOTE

Cultural Taxation

Literature within the academic and medical communities illuminates institutional inequities experienced by minority faculty (and women-minority faculty especially) due to the extra burden of responsibilities they carry to advance diversity efforts on behalf of the academy. This experience is widely known as the “Cultural Tax” or “Minority Tax” that faculty of color pay. It is the tax of extra undervalued and/or uncounted diversity-based service where DEI is seen as a ‘natural load’ for invested faculty of color, the invisible/undocumented work of mentoring the disproportionate number of minority students (relative to the few URM faculty numbers within the academy), and providing ‘emotional labor’ and ongoing race-based education to the institution and its administrators.

The net effect constitutes a tax burden of additional professional responsibilities that negatively affect workload, results in under-compensation for such extra labor, and compromises research productivity (the conventional metric for tenure, promotion, merit raises), and concomitantly diminishes discipline advancement from diverse perspectives.

Unlike a standard tax paid by all, the cultural tax is a penalty paid by the few faculty of color within the academy. It yields an unwelcoming institutional climate where URM faculty are overburdened and undercompensated in comparison to White faculty / White faculty workloads. It affects URM faculty performance, morale, promotion and retention. Cultural taxation is experienced by those faculty serving on both officially recognized committees as well as on informal/‘uncounted’ committees. Moreover, URM leaders/administrators are also not immune to the cultural tax.

As standard institutional practice, the cultural tax / service burden disparity on women and URM faculty should *actively* be taken into account by unit administrators and central administration, and compensations offered to the affected individual as a matter of routine, rather than have such compensatory policies applied only when approached with a request. Compensations could involve adjusting assignment of responsibilities, providing research leaves, course releases, or service sabbaticals to enable research time for professional advancement. Promotion and salary raises should also assign value to diversity based work.

UNM must recognize that repairing and then protecting a positive institutional climate for URM faculty is inseparable from the stated goals of the excellence and equity project in order to recruit and retain a diverse workforce. Remediating the existing cultural tax and implementing structures to mitigate it going forward are integral to the ‘equity’ part of the equation in the diversity-equity-inclusion-excellence agenda.

Cultural taxation” is a term coined by Amado Padilla in 1994 as a way of describing the unique burden placed on ethnic minority faculty in carrying out their responsibility to service the university.

He defined “cultural taxation” as the obligation to show good citizenship towards the institution by serving its needs for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group, which, though it may bring accolades to the institution, is not usually rewarded by the institution on whose behalf the service was performed.

This “cultural taxation” phenomenon, as stated earlier, is the price that most faculty of color must pay for admission to and retention in the Academy.

“Cultural taxation” is a stealth workload escalator for faculty of color. And like stress, it can be a silent killer of professional careers and aspirations.^a

The hands-on attention that many minority professors willingly provide is an unheralded linchpin in institutional efforts to create an inclusive learning environment and to keep students enrolled. That invisible labor reflects what has been described as cultural taxation: the pressure faculty members of color feel to serve as role models, mentors, even surrogate parents to minority students, and to meet every institutional need for ethnic representation. [...]

On many campuses, cultural taxation--a term coined in the 1990s by Amado M. Padilla, a professor of psychological studies in education at Stanford University--is exacerbated by a student population diversifying faster than the faculty. [...]

Faculty members of color nationwide describe how frequently they advise current and former underrepresented-minority students and their friends, many of them first-generation students who need extra support to navigate college life. The professors intervene on behalf of students in sticky situations with other instructors and try to educate white colleagues on the nuances of race-related issues that impact the lives of minority students. Their offices feature tissue boxes and "crying chairs." And that's just the time spent with students. Those same faculty members are also tapped to serve on a seemingly endless stream of committees, for their "unique perspective." [...]

Students aren't the only ones who ask minority faculty members for their perspectives or guidance. Administrators, for a different purpose, do the same. They often request that faculty members of color serve on committees and task forces of various kinds. [...]

Faculty members of color take extra commitments in stride even as they struggle to balance them. That's because, many say, they realize that if they don't step up, students may not ask for or get help elsewhere, or a committee might be all white. [...]

^a The “Cultural Taxation” of Faculty of Color in the Academy

For the most part, faculty members of color still struggle to get administrators to recognize cultural taxation and how it affects them. Recent action in the California State University system is an exception.^b

The demand for women's service is especially acute at universities emphasizing shared governance. This demand is often over-looked when successful, senior, mostly male colleagues denigrate faculty (disproportionately female and/or non-white) for spending too much time with students, performing "too much service," and not "just saying no" to service. The presumption that faculty service commitments and student mentoring are optional and under faculty control diverts attention from how structural inequities and bureaucratic hierarchies breed gender differentials in service labor and contribute to women's slower advancement in faculty careers. [...]

Faculty need to resist the "Just Say No" to service discourse and educate those who engage it about how the denigration of service labor promotes institutional gender discrimination. Those faculty saddled with high service loads should not be demeaned or punished with stagnating careers, but rather rewarded with course releases, pay raises, research assistance, or similar forms of compensation. Administrators are compensated for a high service load; why should the situation be different for faculty? Faculty can request better accountability among "service pushers" and a more equitable distribution of service labor.^c

One example of the invisible work taken up by women and faculty of color is the work of making the academy a better place. As institutions are increasingly confronted with the leaky pipeline, they must take steps to better understand and alleviate the problem. Potential solutions might include researching and writing official reports, creating and serving on committees and task forces, and increased mentoring (Light 2009). Not surprisingly, this work is most often taken up by those who are already the most disadvantaged. All of this work is undervalued and, according to Bird, Litt, and Wang (2004), can actually hinder one's chances at promotion: "Indeed, faculty who devote considerable time to service work are likely to be penalized in their efforts to achieve tenure and promotion" [...]

Cultural taxation may manifest itself in a variety of ways, including expectations that faculty of color will serve on diversity committees, advise students of color, and give public lectures on diversity. Faculty of color may also be called upon to speak for their race or other minorities in faculty meetings (Griffin, Bennett and Harris 2011, Hollenshead and Thomas 2001; Shavers, Butler and Moore 2014). In addition to the added diversity work, faculty of color are expected to teach the same course load and have the same research obligations as their white peers. Because women and faculty of color spend disproportionate amounts of time in service and mentoring

^b The Invisible Labor of Minority Professors

^c Service and Gender Inequity Among Faculty

around issues of diversity, they are often missing out on opportunities for professional socialization that can help advance academic careers and they also have less time for more highly rewarded academic activities (Shavers et al. 2014). [...]

Like all faculty members seeking tenure or promotion, faculty of color fear that declining requests for service work will reflect negatively on their case for advancement. This risk is compounded, however, for faculty of color who, by virtue of their racial identities, do not fit the popular image of a college professor. Persistent racism and sexism in the academy, and society at large, can certainly affect the way colleagues view faculty of color's "fit" and collegiality within the institution (Griffin 2013). In other words, the negative repercussions of declining invitations to participate in service activities may be intensified for those who are already marginalized from the academy. [...]

In Presumed Incompetent (y Muhs et al. 2012), for example, the cultural taxation faced by women of color in the academy impacted every facet of their career, making it clear that there are no easy answers to creating equitable institutions. Further, there is little work on the cultural taxation of queer or transgender faculty, particularly those who are multiply marginalized. However, future research should seek to identify the specific challenges and needs of faculty who are marginalized by these various axes of inequality. If we hope to plug the leaky pipeline, we must find ways to protect these faculty from bearing a disproportionate burden of the invisible work of academia.^d

Faculty members of color do "double duty," bearing the burden of extra responsibilities because they act as a support system for students of color...^e

Faculty members being reviewed for tenure are also in part judged on their University service, largely in the form of their mentorship and committee work. This can present another challenge for minority faculty members, for whom the pressure to serve in these capacities can be even greater than for their non-minority peers. And often, faculty members say, they feel that these extra contributions—though usually welcomed, on their part—go unnoticed.

Specifically, some minority professors report that administrators and department chairs ask them to contribute more "service" or committee work in an effort to diversify individual committees. There then is an implicit pressure to serve for tenure-track faculty members who worry that declining to serve on a committee could adversely affect their chances of receiving a tenure offer.

^d The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments

^e Structural Bias Poses Obstacles to Faculty of Color

“I also get asked to be on lots of committees, not just within the department, but in general,” Revuluri says. “When I mention that to some of my more senior colleagues, especially white male colleagues, they seem surprised, because they’ve never been asked to be on all those committees, and that’s a little strange.” [...]

Minority students, both undergraduate and graduate, disproportionately approach minority faculty members for advice, according to both faculty and administrators, presenting some faculty members with an extra commitment... [...]

Because there are so few minority faculty members at Harvard, McCarthy says, they can become designated as “the one” adviser to students or “the one” representative on committees. The result is a higher, and often informal, advising commitment.^f

Such interactions are part of what Dr. Henry and other academics refer to as the “emotional labour” that often falls disproportionately on faculty of colour, as black, Indigenous and other non-white students increasingly turn to a relatively small segment of university teaching staff for support. [...]

Dr. Ayesha Chaudhry, who teaches in the University of British Columbia’s Institute of Gender, Race and Social Justice, said such emotional labour includes supporting students and educating administrators about race and racism. [...]

*...in addition to hiring more faculty members of colour, **universities need to change their culture to recognize the unique experiences of non-white faculty.**^g*

The proportion of black, Latino, and Native American faculty in U.S. academic medical centers has remained almost unchanged over the last 20 years. Some authors credit the “minority tax”—the burden of extra responsibilities placed on minority faculty in the name of diversity. This tax is in reality very complex, and a major source of inequity in academic medicine. [...]

The minority tax has been defined as the tax of extra responsibilities placed on minority faculty in the name of efforts to achieve diversity [2,3]—but this unfair tax is, in reality, complex. [...]

URMM [Underrepresented Minorities in Medicine] faculty are disproportionately represented in institutions’ diversity efforts, illustrating the disparity that exists in this area. These diversity-related pursuits have been devalued in some institutions, and not taken seriously as promotion-earning activities [4]. Importantly, these efforts are time consuming and result in URMM faculty

^f Few in Number, Harvard’s Minority Faculty Face Additional Burdens

^g The Extra Load That Professors of Colour Have to Bear

having less time to engage in pursuits that are more valued by their institutions. Some URMM faculty find that this extra work presents a conflict of interest because the institution's espoused goals for diversity and care of the underserved are not aligned with the reality of what is rewarded and supported by the organization.^h

Rather, Moody suggests minority students are witness to the challenges faced by minority faculty across academia of isolation and lack of socialization. They are alert to the perception that minority faculty are disproportionately burdened with tasks such as committee assignments, student mentoring, and being perceived as the voice for all minorities on campus. These factors are believed to be serving as a deterrent to minorities pursuing careers as faculty members. Therefore, as Moody puts forth institutions must be cognizant of their overall climate and treatment of their minority faculty member while attempting to develop new initiatives aimed at recruiting.ⁱ

^h Addressing Disparities In Academic Medicine: What of the Minority Tax?

ⁱ Minorities in Academic Medicine

Citations

1. [Recommendations for the Future Goals and Structure of the UNM Division for Equity and Inclusion](#), Final Report of the DEI Task Force (December 18, 2017)
2. *Association of American Medical Colleges-Diversity and Inclusion*

Endnote Citations

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- b. Audrey Williams, [“The Invisible Labor of Minority Professors”](#), *The Chronicle of Higher Education* 62.11 (Nov. 13, 2015): pA32+
- c. Karen Pyke, [“Service and Gender Inequity among Faculty”](#), *PS: Political Science and Politics* Vol. 44, No. 1 (January 2011): 85-87
- d. University of Oregon Social Sciences Feminist Network Research Interest Group. 2017. [“The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments.”](#) *Humboldt Journal of Social Relations* 1 (39): 228-245
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- i. Marc A. Nivet, Ed.D, [“Minorities in Academic Medicine: Review of the Literature”](#), *Journal of Vascular Surgery* Volume 51, Issue 4, Supplement, April 2010, Pages S53-S58