



**BOARD OF REGENTS  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

**MEETING AGENDA**

**November 3, 2016  
1:00 PM  
Roberts Room  
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING

November 3, 2016 – 1:00 p.m.

Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** **TAB A**
- III. Reports/Comments:**
  - Provost's Administrative Report
    - i. Chaouki Abdallah, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. UNM Gallup: Diabetes Prevention Certificate Program Deletion** **TAB B**  
*Greg Heileman, Associate Provost for Curriculum*
  - B. Work Plan Update** **TAB C**  
*Chaouki Abdallah, Provost & Executive Vice President*
  - C. UNM Seal Update** **TAB D**  
*Josephine De Leon, Vice President for Equity & Inclusion*
  - D. UNM Proclamation on Indigenous Peoples Day** **TAB E**  
*Josephine De Leon, Vice President for Equity & Inclusion*
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING

October 6, 2016 – 1:00 p.m.

Roberts Room, Scholes Hall

**Meeting Summary**

**(All “TABS” correlate to the October ASAR E-Book)**

**Committee members present:** Regent Bradley Hosmer, Regent Susan Quillen, Regent Ryan Berryman, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle

**Regents’ Advisors present:** ASUNM President Kyle Beiderwolf, GPSA President Glenda Lewis

**I. Call to Order 1:11 p.m.**

**II. Approval of Summarized Minutes from Previous Meeting:**

**TAB A**

**Motion: Provost Abdallah**

**Second: Regent Berryman**

**Motion Passed**

**III. Reports/Comments:**

Provost’s Administrative Report

*i. Chaouki Abdallah, Provost & EVP for Academic Affairs*

- See attached handouts
- School of Engineering Dean search has begun
- Search committee has been assembled for the Taos Branch Campus CEO
- UNM was recently awarded an NSF Advance grant
- Valencia was awarded a Title III grant
- College of Education was awarded \$1.2mil for Native American education Training
- UNM will be looking at how to handle the state mandated 5% cuts
- The Law Schools spoke in regards to Bar Exam scores (handout attached)

**Member Comments**

*Faculty Senate*

- Large push from the Faculty Senate to email state legislators about UNM funding being cut
- Glad that cuts were only 5% and not the anticipated 8%

**Advisor Comments**

*ASUNM*

- Large push from ASUNM e to email state legislators about UNM funding being cut
- Student Regent applications are currently being accepted
- UNM Seal presentation at joint council meeting

*GPSA*

- Large push from GPSA to email state legislators about UNM funding being cut
- Student Regent applications are currently being accepted

**IV. Action Items:**

**A. UNM Proclamation on Indigenous Peoples Day**

**TAB B**

*Josephine De Leon, Vice President for Equity & Inclusion*

- Presentation available upon request
- Discussion about wording of the proclamation
- Revisions to the proclamation were asked for before it could move forward

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

October 6, 2016 – 1:00 p.m.

Roberts Room, Scholes Hall

**B. Posthumous Degree: Janice Flores**

*Lisa Lindquist, Program Manager, Dean of Students Office*

**Motion: Provost Abdallah**

**Second: Regent Berryman**

**Motion Passed**

**VI. Information Items:**

**A. Higher Learning Commission Accreditation Update**

**TAB C Sunil**

*Ahuja, Higher Learning Commission VP for Accreditation Relations*

- Presentation available upon request
- Overview of the accreditation process
- Discussion of the accreditation cycle
- Discussion around items schools seek to improve upon

**B. Foundational Math Update**

**TAB D**

*Sonia Rankin, Associate Dean, University College*

- Presentation available upon request
- Overview of the success of the fundamental math program
- Discussion of how students flow through the program
- Metrics on the amount of students in the program
- Discussion how this impacts degree completion

**C. Branding Update**

**TAB E**

*Cinnamon Blair, Director, University Communications & Marketing*

- Presentation available upon request
- Overview of the branding process
- Explanation of how the university is trying to brand itself
- Examples of the various media pieces used i.e. social media graphics
- Video of the “Silent lights” event hosted by UCAM & Student Activities

**VII. Faculty Presenter:**

**TAB F**

**Mark Childs, Associate Dean, School of Architecture & Planning**

**“The Zeon Files”**

- Presentation available upon request
- A history of the signage along Route 66/Central Ave
- Explanation of how street space as it pertains to architecture
- Explanation of the different types/styles of signs
- Discussion about why the historical signs are so unique

**VII. Public Comment - None**

**VIII. Adjournment**

**Motion: Faculty Senate President Pyle**

**Second: Provost Abdallah**

**Motion Passed**



# THE UNIVERSITY of NEW MEXICO

College and university accreditation in the United States includes non-governmental, federal and state government entities.

The quality assurance function is one of the three main elements of oversight governing the Higher Education Act's federal student aid programs. In order for postsecondary students to receive federal student aid from the U.S. Department of Education, institutions must be accredited by a "nationally recognized" accreditor, be authorized by the state in which the institution is located, and receive approval through a program participation agreement.

UNM students receive \$181,000,000 of federal student aid. Directives on performance can originate from any sector on this graphic and information is confusing when initiatives are released from multiple areas simultaneously.

Congress can pass legislation anytime mandating performance tied to federal aid. Most of the time it is connected to Higher Education Act (HEA) reauthorization. Recently, the AREA Act and bipartisan ASPIRE Act were introduced. If passed, AREA will have minimum graduation rates, among other things, tied to accreditation and ASPIRE would require institutions in the lowest 5% of 6-year grad rates to have a plan to improve within 5 years or lose federal financial aid.

Under the HEA the Department of Education (Ed.) approves accreditors. Ed. can also act unilaterally or in conjunction with accreditors to sanction institutions (Corinthian, ITT).

NACIQI has a new dashboard of multiple data points to help it and Ed. evaluate accreditors. The current graduation metric in the dashboard is 150% of normal time (6-year graduation rate).



Ed. staff and National Advisory Committee on Institutional Quality and Integrity (NACIQI) review and recommend accreditor recognition to senior Ed. administrators

Higher Learning Commission Regional Accreditor (financial aid eligibility)

Other Regional, National, Specialized and Programmatic Accreditors

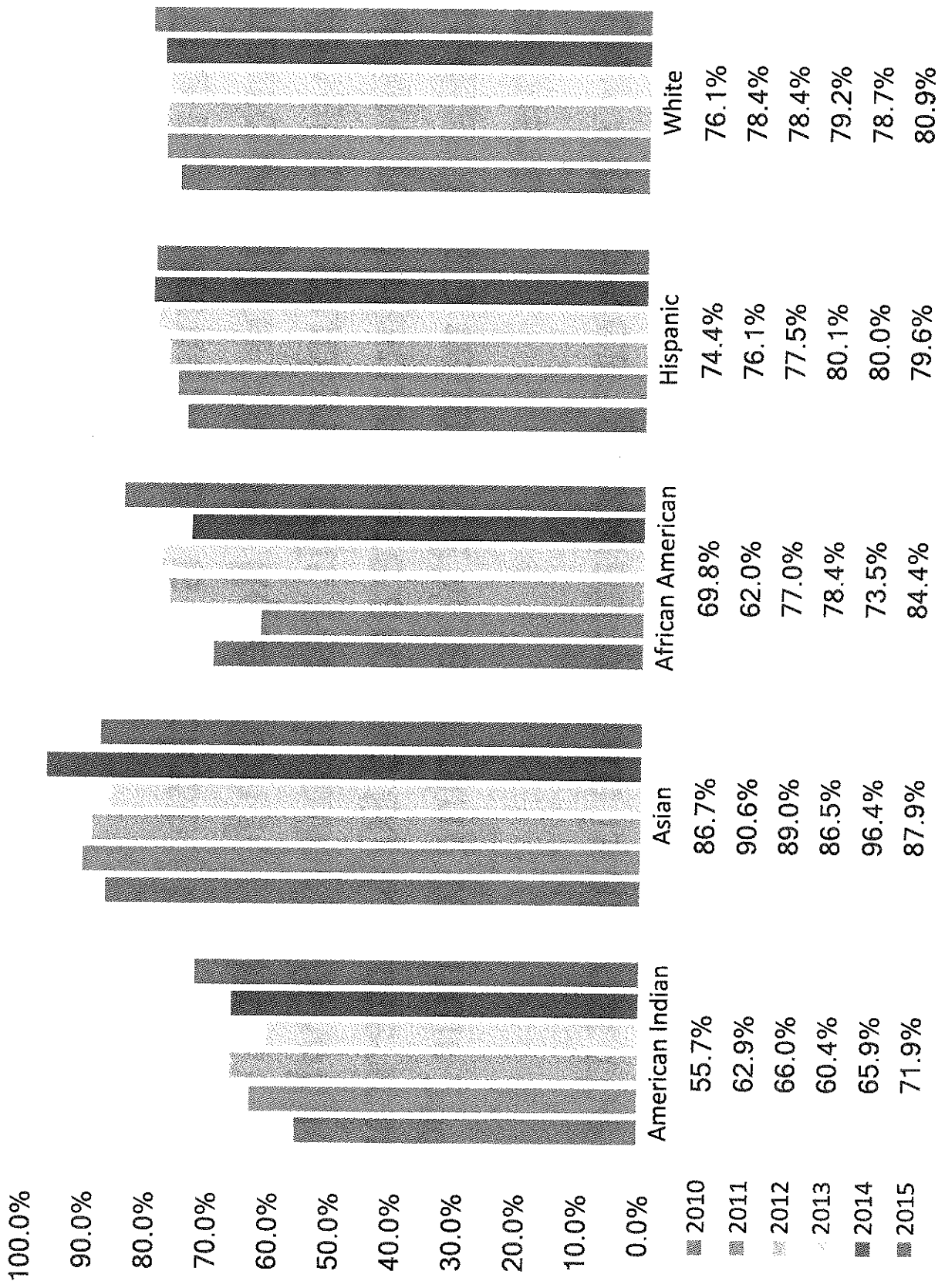
UNM Main Campus HSC Branches

UNM health, law, engineering, business etc.

Regional accreditors make up the Council of Regional Accrediting Commissions

This council recently agreed to a "new research initiative" collecting more detail regarding institutions with <25% 4-year grad rates (UNM Letter from HLC).

Retention to 3rd Semester



- The achievement gap is not closed but we are narrowing the divide. Retention for African American students this year is over 84% while white and Hispanic are around 80%. American Indian has a record 72% returning to their 2<sup>nd</sup> fall semester.
- Our 42% 5-year graduation rate is almost the same as our 6-year grad rate in 2009 and is higher than the 6-year rates of the mid 2000s.

# Report on Bar Exam Results

Deans Alfred Mathewson and Sergio Pareja  
UNM School of Law

## I. Introduction

## II. How is the UBE different from the prior bar exam?

- 50% MBE, 30% MEE, 20% performance
- Scaled essay score
- Not testing Admin, Community Property, Equitable Remedies, Indian Law
- Civ Pro on MBE
- “Holistic” grading rather than issue spotting
- No testing of New Mexico law

## III. Why have our students been struggling with the UBE?

- They are not weaker students or studying less hard
- The law school’s teaching is as strong as ever
- Our faculty historically has not “taught to the test” – we teach to be NM lawyers
- We do not have a mandatory 2L and 3L curriculum – bar courses are not mandatory
- Budget and other factors have reduced the size of our faculty significantly
- Poorer students need to work while studying for the bar exam
- Commercial bar prep companies have struggled with preparing minority students
- Concerns about test bias on MBE (race, ethnicity, and gender)

## IV. What are we doing to improve the situation?

### Short-term solutions:

- Adding the bar preparation program developed by Prof. Mario Mainero
- Assistance from Justin Goodman on essay and performance tests
- Recommendations for faculty: incorporation of bar exam materials in teaching, crafting bar-style questions, cautioning against open-book exams
- Collecting information regarding curriculum offered by commercial bar prep companies that can be integrated into J.D. program
- Permitting recent graduates to have intranet access and after-hours building access
- Meeting with Erica Moeser, President NCBE, to discuss exam
- Meetings with Justice Chavez, State Bar Committee on Diversity, Board of Bar Commissioners, Board of Bar Examiners, and student organizations
- Special lectures focusing on bar exam by law school professors

### Long-term solutions:

- Formed bar preparation and bar passage outcomes taskforce
- Providing information to curriculum committee and related committees for consideration of potential curricular changes
- Considering negotiating an institutional rate with commercial bar prep company and incorporating fee into law school fees
- Considering whether alternate paths to admission could make sense for New Mexico

For updates: <http://lawschool.unm.edu/about/deans/initiatives.php>



## Diabetes Program Justification for Program Deletion

1. The program has not been taught since 2013 due to the inability to obtain teachers.
2. This academic year adjunct teachers were found, but only three students enrolled. It was not financially feasible to pay adjuncts to teach the courses.
3. The program had an AA, but that was deleted a number of years ago.
4. There is no articulation for the diabetes program.
5. There are few if any jobs requiring this certificate.
6. In the past, students who took the courses, did so primarily because they had a family member or close friend who had diabetes indicating that a non-credit community offering would be better suited to our population.
7. In talking with diabetes educators, they state there is a need for more diabetes educators. None of the current DPS offerings articulate into a diabetes educator program.
8. If we were to keep diabetes courses, they would need to align with another program within the health field.
9. The diabetes program if it were to remain open, would need a total over-haul.
  - a. The program calls for a HED 280 Community Health Course. This course has prerequisites of English 102, and HED 260 and 261, none of which are required in the current DPS Program.
  - b. The program has four courses with labs. The labs are not defined and for the most part need to be eliminated or reviewed in detail.
  - c. There is no communication course, which should be essential for the students in this field.

## **Work Plan Update**

*Chaouki Abdallah, Provost & Executive Vice President*

Presentation to be added



# The UNM University Seal: Report and Recommendations

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PRESENTED BY:

JOZI DE LEON, VP FOR EQUITY AND INCLUSION

# Introduction

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- ❖ For years, various groups have questioned the appropriateness of the UNM University Seal as a representation of the University
- ❖ In 2015-2016 the UNM Kiva Club was joined by the community group, Red Nation, in its opposition of the Seal
- ❖ President Frank and Provost Abdallah directed that forums be held to gain input on recommendations to change or keep the seal



# Process for Gathering Information

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- ❖ Five (5) Fora and two (2) meetings were held
- ❖ Emails were sent via listservs for faculty, staff, students, alumni, diversity groups and others
- ❖ Outreach was extensive including a custom website
- ❖ Comments were gathered during fora (oral and written) and via email
- ❖ The Division for Equity and Inclusion served as the repository for all comments, emails and notes, analyzed the data and compiled the results into a report

# Analysis

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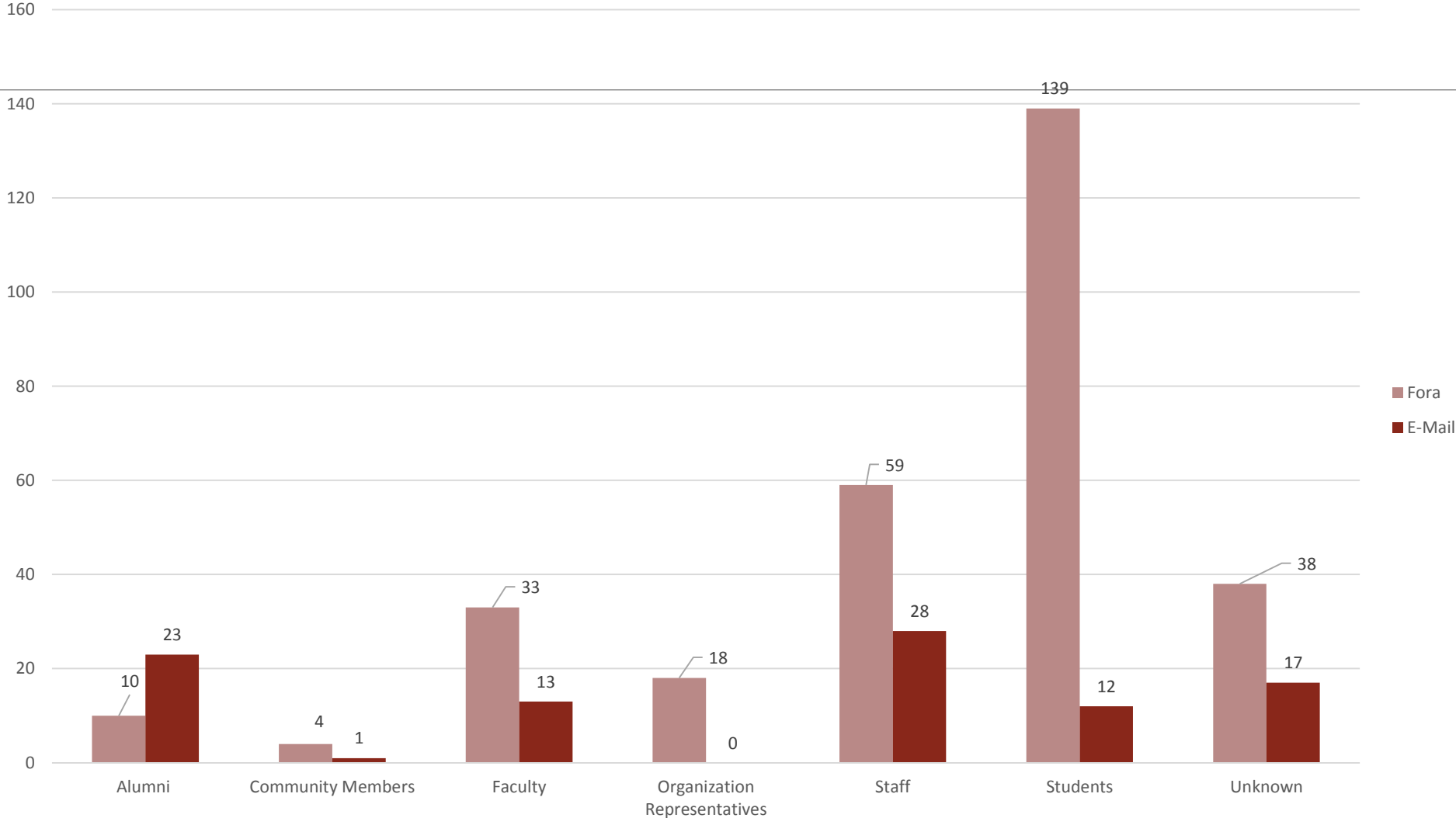
- ❖ All data was collected, collated, organized and coded according to type
- ❖ Becoming familiar with data – All input was read several times to determine nuance and meaning
- ❖ Thematic analysis was applied
- ❖ Codes were generated – Change, Do Not Change, Reasons
- ❖ Emergent themes were determined
- ❖ Themes were named and defined

# Themes

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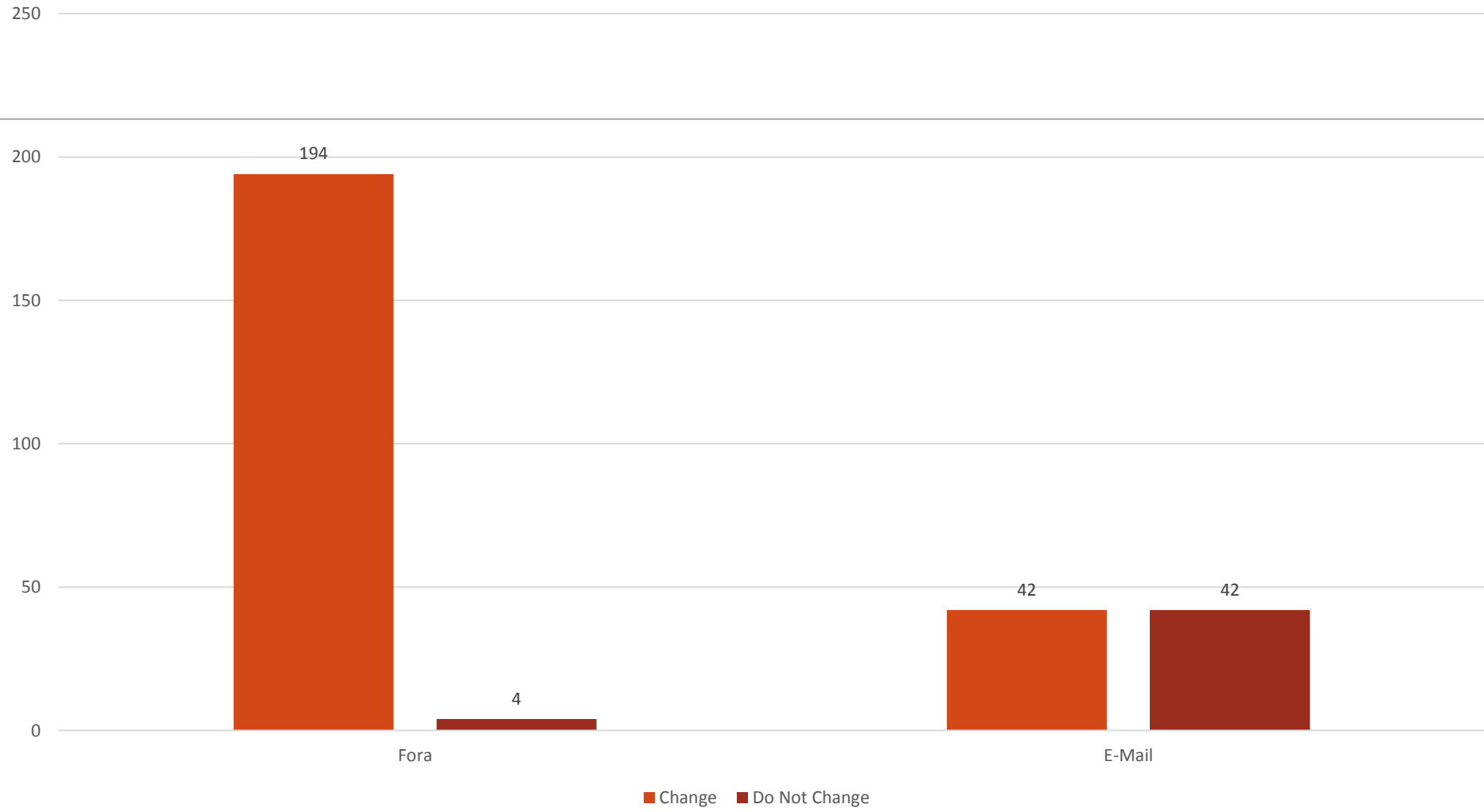
- ❖ Bigger Challenges
- ❖ Diversity/Inclusion
- ❖ Hiding History
- ❖ Offensive
- ❖ Symbols Problematic
- ❖ Tradition

# Number and Affiliation of Respondents

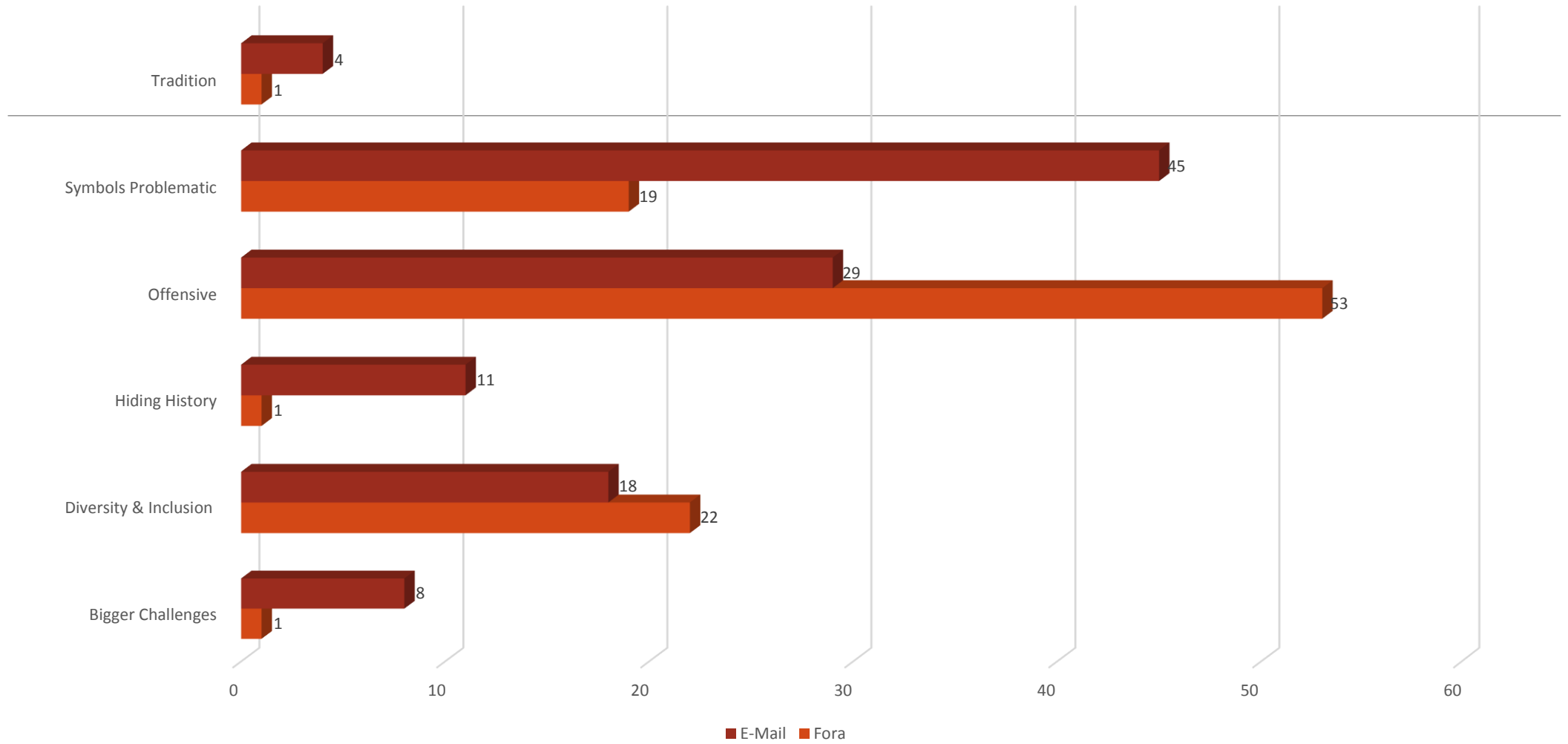




## Recommendations



# Themes



The seal seems to represent that the sword is mightier than the pen.

The frontiersman and conquistador are reminders of a past that is filled with much bloodshed, turmoil and unrest and should not represent the university.

### Quotes from the Seal forums and E-mails

This is not an image that has a long-standing or beloved heritage at UNM. It is offensive to the majority of the UNM populations, as it excludes women in addition to indigenous people and other groups.

The current seal suggests nothing about UNM being an institution of learning. It suggests preoccupation with a violent local past that isn't even directly related to the institution.

The seal as currently rendered neglects the rich history of this state and her Native people. We are one of the most ethnically diverse flagship universities in the US, and it is a shame that we do not have an official seal that honors this diversity.

**Quotes from the Seal forums and E-mails**

The seal accurately depicts the cultures that NM embraced. It's on my undergrad degree.

It seems to me it has served its purpose well and there is no reason to change it.

There is simply no way to acknowledge the dizzying yet wonderful array of cultural diversity in our state by including two, three, six or even a dozen individuals on the seal.

# Recommendations

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- ❖ Change the seal by either removing the existing figures and replacing with something more inclusive, aspirational, honoring diversity and/or defining UNM as an institution of higher education
- ❖ Determine the appropriate mechanism for redesigning the new seal by appointing an inclusive committee
- ❖ Engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it
- ❖ Develop a short-term response to students who are graduating and do not wish to wear the regalia with the seal
- ❖ Develop a plan for how diplomas will be transitioned and option to purchase a new diploma
- ❖ Communicate next steps widely

**UNIVERSITY SEAL REPORT**  
Prepared by Jozi De Leon, Ph.D  
Vice President, Equity and Inclusion  
Division for Equity and Inclusion  
October 2016

For years comments have circulated on the problematic nature of the UNM University Seal. In 1991, Irene Blea, the former director of the Hispanic Student Services, wrote the following to President Richard Peck:

*"[R]ecently I concentrated on the symbol on the rich red banner behind the speakers [at a forum]. I found the symbolism somewhat contradictory to what was being said. A review of the banner will exhibit two white European males (no females) holding military arms in traditional male garb. This symbol completely overlooks the fact that women and Native Americans were very much present in the region UNM serves before the appearance of the European. I suggest a review of the banner and a different design that is inclusionary and more contemporary."*

The Kiva Club and other Native American students and faculty have also repeatedly voiced their concerns and opposition to the use of the university seal. In 2015-16 the UNM Kiva Club and the community group Red Nation, yet again, voiced opposition by redesigning a facsimile of the university seal to depict the absence and victimization of Native Americans. They also engaged in a peaceful protest outside of Scholes Hall. In addition, President Robert Frank was presented with a petition with 185 names requesting that the university abolish the seal. In response, President Frank and Provost Chaouki Abdallah decided to solicit input from university and external constituents to determine whether to change the university seal.

### Method of Gathering and Analyzing Input

Individuals had the opportunity to provide feedback to the administration and the regents. They could: (1) respond to email requests for reactions and suggestions sent through faculty, staff, student or alumni listservs and e-mail their feedback to [unmseal@unm.edu](mailto:unmseal@unm.edu); or (2) could attend one of several fora that were held between June and October 2016. During each forum, participants could voice their opinions verbally or write their feedback on index cards.

### Fora

A total of five (5) fora and two (2) special meetings were held to engage individuals in a conversation and solicit their feedback. Fora were held on May 12<sup>th</sup> (faculty, staff and students), June 16<sup>th</sup> (faculty, staff and students), July 12<sup>th</sup> (staff), September 20<sup>th</sup> (faculty & students), and September 28<sup>th</sup> (alumni). The Division for Equity and Inclusion staff made it public that they would make themselves available to meet with any group requesting information on the seal and wishing to provide their input. On September 28<sup>th</sup> a special meeting was requested and held to accommodate members of Hispanic organizations and other Hispanic community members who had traveled to campus to attend the September

13<sup>th</sup> forum that had been rescheduled. On October 3<sup>rd</sup> a special meeting was held for Native American community members.

Fora were announced for specific target groups to ensure faculty, staff, student and UNM alumni involvement and were open to everyone. Target groups were given priority in speaking at meetings designated for their group. With each conversation, special attention was paid to fairness, respect, inclusion, free speech and openness. The first two fora provided individuals with an opportunity to share their perspectives in front of the whole group. Each individual was timed and ground rules for participation were established. Every forum began with a PowerPoint of the history of the University Seal (see attached). The forums and special meetings on and after September 20<sup>th</sup> were structured as facilitated roundtable conversations to ensure that all participants were able to share their perspectives and engage in respectful dialogue. This structure also allowed for greater understanding, minimized inflammatory comments and provided for more robust participation.

### Analysis of Input

Sign in sheets were present at every forum or meeting to determine participant affiliations which were then used to code data according to participant groups. Notes were taken during the meetings to capture the comments by participants. These comments were transcribed and placed on a spreadsheet. Written and emailed comments were collected and numbered.

A thematic analysis was used to make sense of the data. According to Braun and Clarke (2006), a theme captures something important about the data in relation to the question of interest and represents some level of patterned response or meaning within the data set. The following process was applied in arriving at meaning from the input provided via emails or during forums: (1) becoming familiar with data by reviewing all input several times; (2) generating initial codes; (3) searching for themes; and (4) defining and naming the themes.

### Themes

The themes that emerged from the data are defined accordingly:

- ***Bigger Challenges (BC)*** – UNM has bigger challenges to address and changing the seal is viewed as frivolous or the cost of changing the seal during this financial climate is problematic;
- ***Diversity/ Inclusion (D/I)***- UNM is a different university today than when the seal was created and the seal does not speak to the institution's value statement about diversity and inclusion nor is it inclusive or various groups i.e., women, African Americans, a growing international population;
- ***Hiding History (HH)***– any changes to the seal will be negating or hiding a historical past that is important to remember or can be used as a teaching moment;

- **Offensive (O)**– the seal is offensive because of its focus on a painful and violent history toward Native Americans and other New Mexico populations or racist in its sole inclusion of White European colonizers and aggressors.
- **Symbols Problematic (SP)**– the frontiersman, conquistador, the swords/weapons, UNM Script and the absence of Native Americans is problematic; include symbols that represent UNM as an educational institution or use NM symbols/imagery – i.e., Sandia Mountains, Sun, Rio Grande
- **Tradition (T)**– any changes to the seal will impact UNM tradition or the seal is an important symbol representative of the UNM experience;

**TABLE 1. Participation and Recommendations Individuals at Forum I Faculty, Staff & Student Forum 5-12-16**

	Participants	Recommendations	Totals
Alumni	0		
Community	0		
Faculty	1		
Organization	0		
Staff	0		
Students	20		
Unknown	0		
<b>Participants</b>			<b>21</b>
<i>Change</i>		7	7
• D/I		2	
• O		3	
• SP		2	
<i>Do Not Change</i>		3	3
• BC		1	
• HH		1	
• T		1	
<b>Combined Responses</b>			<b>10</b>



**TABLE 2. Participation and Recommendations by Individuals at Forum II Faculty, Staff & Student Forum 6-16-16**

	<b>Participants</b>	<b>Recommendations</b>	<b>Totals</b>
Alumni	0		
Community	2		
Faculty	7		
Organization	6		
Staff	19		
Students	21		
Unknown	16		
<b>Participants</b>			<b>71</b>
<i>Change</i>		34	34
• D/I		5	
• O		28	
• SP		1	
<i>Do Not Change</i>		1	1
• BC		0	
• HH		0	
• T		0	
<b>*Combined Responses</b>			<b>35</b>

\*Includes written responses

**TABLE 3. Participation and Recommendations by Individuals at Forum III Staff Forum 7-12-15**

	<b>Participants</b>	<b>Recommendations</b>	<b>Total</b>
Alumni	0		
Community	1		
Faculty	2		
Organization	1		
Staff	17		
Students	32		
Unknown	7		
<b>Participants</b>			<b>60</b>

<i>Change</i>		4	4
• D/I		0	
• O		4	
• SP		0	
<i>Do Not Change</i>		0	0
• BC		0	
• HH		0	
• T		0	
<b>Combined Responses</b>			<b>4</b>

**TABLE 4. Participation and Recommendations by Individuals at Forum IV Faculty & Student Forum 9-20-16**

	<b>Participants</b>	<b>Recommendations</b>	<b>Total</b>
Alumni	1		
Community	1		
Faculty	19		
Organization	3		
Staff	18		
Students	54		
Unknown	11		
<b>Participants</b>			<b>107</b>
<i>Change</i>		107	107
• D/I		0	
• O		107	
• SP		0	
<i>Do Not Change</i>		0	
• BC		0	
• HH		0	
• T		0	
<b>Combined Responses</b>			<b>107</b>

**TABLE 5. Participation and Recommendations by Individuals at Forum V  
Alumni Forum 9-28-16**

	Participants	Recommendations	Total
Alumni	4		
Community	0		
Faculty	2		
Organization	1		
Staff	5		
Students	6		
Unknown	0		
<b>Participants</b>			<b>18</b>
<i>Change</i>		18	18
• D/I		0	
• O		18	
• SP		0	
<i>Do Not Change</i>		0	0
• BC		0	
• HH		0	
• T		0	
<b>Combined Responses</b>			18

Includes written responses

**TABLE 6. Participation and Recommendations by Individuals at Forum VI  
Community Forum 9-28-16**

	Participants	Recommendations	Total
Alumni	3		
Community	4		
Faculty	0		
Organization	7		
Staff	0		
Students	0		
Unknown	0		
<b>Participants</b>			14

<i>Change</i>		14	
• D/I		14	
• O		0	
• SP		0	
<i>Do Not Change</i>		0	0
• BC		0	
• HH		0	
• T		0	
<b>Combined Responses</b>			14

**TABLE 7. Participation and Recommendations by Individuals at Forum VII  
Community Forum 10-3-16**

	<b>Participants</b>	<b>Recommendations</b>	<b>Total</b>
Alumni	2		
Community	0		
Faculty	2		
Organization	0		
Staff	0		
Students	6		
Unknown	0		
<b>Participants</b>			<b>10</b>
<i>Change</i>		10	10
• D/I		0	
• O		10	
• SP		0	
<i>Do Not Change</i>		0	0
• BC		0	
• HH		0	
• T		0	
<b>Combined Responses</b>			10

**TABLE 8. Quantitative Data for All Fora**

	<b>Participants</b>	<b>Recommendations</b>	<b>Totals</b>
Alumni	10		
Community	4		
Faculty	33		
Organization	18		
Staff	59		
Students	139		
Unknown	38		
<b>Participants</b>			<b>301</b>
<i>Change</i>		194	194
• D/I		21	
• O		150	
• SP		3	
<i>Do Not Change</i>		4	4
• BC		1	
• HH		1	
• T		1	
<b>*Combined Responses</b>			198

\*Includes written responses submitted on index cards

**TABLE 9. Email Data**

	<b>Participants</b>	<b>Recommendations</b>	<b>Total</b>
Alumni	23		
Community	1		
Faculty	13		
Organization	0		
Staff	28		
Students	12		
Unknown	17		
<b>*Participants</b>			<b>94</b>
<i>Change</i>		42	42
• D/I		13	
• O		13	
• SP		14	

<i>Do Not Change</i>		42	42
• BC		10	
• HH		12	
• T		9	
<b>*Combined Responses</b>			84

\*Includes individuals that did had other questions/concerns

**Summary of Outcomes**

Table 10 incorporates all of the compiled data on fora and email. The majority of participants were students followed by staff, faculty, alumni, organization representatives from internal and external organizations and community members respectively. Some individual affiliations were not known since input was provided by email or they had not indicated their affiliation on sign-in sheets. Participation by students indicate their high interest in the change or retention of the university seal.

There was greater participation in fora than via email despite the use of multiple listservs. Fora also included repeat participants inflating some of the participation numbers. Email responses were more varied and were evenly split between those stating that they wanted the university seal changed and those that did not want it changed. Fora participation provided an opportunity for individuals to listen to speakers and formulate their ideas. Several individuals expressed to the facilitators that they had arrived with an opinion that was different than the one they had adopted by the end of the forum or meeting.

The majority of respondents felt that the seal needed to be changed because it was offensive or racist. Multiple descriptions of the offensive nature of the seal were cited with the most frequent being the frontiersman and conquistador as representatives of a violent history inflicted upon Native Americans. Please note that all participants of Forum III conducted on September 20<sup>th</sup> reached a consensus that the seal should be changed and unanimously voiced their concern that the seal was offensive and racist.

The depiction of two European males as representative symbols of the university were viewed as problematic. In addition, some individuals felt that the figures were exclusionary and not aligned with our values of diversity and inclusion. Individuals that voiced opposition to changing the seal did so because it was tradition, they felt the university was negating history rather than using it for educational purposes or they felt the institution had bigger challenges to manage at this time.

Multiple suggestions were provided to improve the seal. Some participants suggested removing the frontiersman and conquistador and leaving the rest of the seal intact, changing the UNM script to something more readable, adding education-related symbols, or adding NM landscape symbols – Mountains, Rio Grande River, sun/Zia, eagle, and roadrunner.

**Table 10. Email and Fora Outcomes**

	<b>Forum Outcomes</b>	<b>Email Outcomes</b>	<b>Total</b>
<b>Participants</b>			
• Alumni	10	23	33
• Community	4	1	5
• Faculty	33	13	46
• Organization	18	0	18
• Staff	59	28	87
• Students	139	12	151
• Unknown	38	17	55
<b>Participants</b>	<b>301</b>	<b>94</b>	<b>395</b>
<b>Recommendations</b>			
<b>Change*</b>	194	42	236
• D/I	21	13	34
• O	150	13	183
• SP	3	14	17
<b>Do Not Change</b>	4	42	46
• BC	1	10	11
• HH	1	12	13
• T	1	9	10

*\*Includes 107 participants that formed consensus on change in Forum IV*

**Recommendations**

We provide the following recommendations from the feedback provided as well as considerations to be taken into account if the University Seal is changed.

- The University Seal should be changed by removing the existing conquistador and frontiersman and creating a seal that is more inclusive, aspirational, honors UNM’s diversity and/or defines us as an institution of higher education.
- The President should determine the appropriate mechanism for creating a new seal. We propose that he appoint a diverse committee including faculty, staff, students and alumni to solicit potential designs and make recommendations.
- A comprehensive cost analysis needs to be completed and a plan should be developed to determine a phased-out approach in implementing the changes to the seal as well as the steps to eliminate the usage of the present seal.
- A plan should be developed to determine usage of regalia for students graduating during the transition period. We recommend that students be allowed to cover the seal on their regalia or not wear regalia.

- Diplomas featuring the new seal should be made available to those individuals wishing to purchase them.
- The University should communicate their process and the next steps widely to the whole university community and especially to the Native American communities.

### **Reference**

Braun, V. and Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3: 77-101.



## Appendix A

### Quotes

*The seal seems to represent that the sword is mightier than the pen.*

*The frontiersman and conquistador are reminders of a past that is filled with much bloodshed, turmoil and unrest and should not represent this University.*

*The current seal suggests nothing about UNM being an institution of learning. It suggests preoccupation with a violent local past that wasn't even directly related to the institution.*

*This is not an image that has a long-standing or beloved heritage at UNM. It is offensive to the majority of the UNM population, as it excludes all women in addition to indigenous people and other groups.*

*There is simply no way to acknowledge the dizzying yet wonderful array of cultural diversity in our state by including two, three, six or even a dozen individuals on the seal.*

*The seal as currently rendered neglects the rich history of this state and her Native people. We are one of the most ethnically diverse flagship universities in the U.S., and it is a shame that we do not have an official seal that honors this diversity.*

*The seal accurately depicts the cultures that NM embraced. It's on my undergrad degree.*

*It seems to me it has served its purpose well and there is no reason to change it.*



UNM

*Division for Equity & Inclusion*



# Proclamation on Indigenous Peoples Day of Resistance and Resilience

Jozi De Leon, Ph.D

Vice President, Equity and Inclusion

# Proclamation

- WHEREAS, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Indigenous Nations to the International Conference on Discrimination Against Indigenous Populations in the Americas sponsored by the United Nations; and
- WHEREAS, the University of New Mexico recognizes that Indigenous Peoples' Day of Resistance and Resilience would bring an awareness of the on-going struggles of Indigenous People on this land, and
- WHEREAS the University of New Mexico honors all that the Indigenous People of New Mexico bring through their culture, language, arts, knowledge and values to the state and to the University; and
- WHEREAS, the University of New Mexico recognizes that its campuses in its entirety is the ancestral land to the Indigenous People who have lived here since time immemorial; and
- WHEREAS, the University of New Mexico is one of a few flagship universities with a long history of enrolling, educating, and employing Indigenous People to enrich and strengthen academic experiences for all; and
- Whereas the University of New Mexico remains committed to the advancement of Indigenous People in the State of New Mexico; therefore
- BE IT PROCLAIMED THAT THE BOARD OF REGENTS OF THE UNIVERSITY OF NEW MEXICO, HEREBY RECOGNIZE THE SECOND MONDAY IN OCTOBER AS:

INDIGENOUS PEOPLES' DAY OF RESISTANCE AND RESILIENCE

University of New Mexico  
Proclamation  
Indigenous Peoples' Day

- WHEREAS, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Indigenous Nations to the International Conference on Discrimination Against Indigenous Populations in the Americas sponsored by the United Nations; and
- WHEREAS, the University of New Mexico recognizes that Indigenous Peoples' Day of Resistance and Resilience would bring an awareness of the on-going struggles of Indigenous People on this land, and
- WHEREAS the University of New Mexico honors all that the Indigenous People of New Mexico bring through their culture, language, arts, knowledge and values to the state and to the University; and
- WHEREAS, the University of New Mexico recognizes that its campuses in its entirety is the ancestral land to the Indigenous People who have lived here since time immemorial; and
- WHEREAS, the University of New Mexico is one of a few flagship universities with a long history of enrolling, educating, and employing Indigenous People to enrich and strengthen academic experiences for all; and
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