

**New Mexico State University
External Review Report**

Diversity, Equity, and Inclusion Organizational Structure and Strategy

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External Review Team

Archie Ervin, Ph.D.
Vice President and Chief Diversity Officer
Institute Diversity, Equity and Inclusion
The Georgia Institute of Technology

Paulette Granberry Russell, JD
Senior Advisor to the President for Diversity and Director
Office for Inclusion and Intercultural Initiative
Michigan State University

Jozi De Leon, Ph.D.
Vice President for Diversity and Inclusion,
California Polytechnic State University San Luis Obispo

Executive Summary

Scope and Objective:

New Mexico State University's Provost and Chief Academic Officer invited the external review team to campus on November 17 and 18, 2019 to meet and conduct interviews with senior administrative officers, faculty, staff and students. The review team was charged to review and determine the optimal structure that will permit the University to achieve its goals for a more diverse, equitable, and inclusive campus community.

Observations and Recommendations:

Based upon the interviews, we believe the campus community members we met with are invested in the success of the institution's diversity, equity, and inclusion (DEI) efforts. There were some expressions of skepticism about whether the necessary change will occur, but also some optimism that the recent changes in leadership and the review itself could lead to positive movement in the creation of infrastructure to support change. In addition, the diversity, equity, and inclusion work that currently exists arises from investments in historically decentralized efforts, with some functions performed centrally, factors not unique to the NMSU, nor necessarily detrimental to success. This includes the unique relationship that NMSU has with the various community colleges within its system.

Decentralized efforts have contributed to certain successes but has its limitations and challenges as well. The team believes there are ways in which decentralization results in unnecessary redundancy, communication issues, lack of connectivity and synergies, and lack of or difficulty in the assessment of programmatic efforts, as well as accountability for results aligned with the goals of NMSU.

Many of those we met with are looking for the University to move with a greater sense of urgency and purpose, and with a definitive commitment of resources that includes a more clearly defined organizational structure. Some prefer the existing structures but believe more resources dedicated to their efforts is essential to support positive change.

In answer to the question of whether NMSU was ready for a Chief Diversity Officer, those we spoke with see the benefits of a more robust infrastructure, inclusive of a senior executive officer that reports, in this case, to the President of NMSU and is responsible for leading campus DEI strategies, and works collaboratively with the community colleges.

Recommendations:

1. The review team recommends that the President appoint a cabinet-level Vice President who will serve as the institution's Chief Diversity Officer (CDO). The CDO will lead and enhance coordination, accountability and sustainability of campus DEI efforts.
2. We recommend that the Office for Institutional Equity and its administrative leader report to the CDO. Further, staffing of the office should be enhanced so that the Title IX Coordinator, and ADA and EEO Coordinator(s) are separately identified and distinguishable from one another.
3. The review team recommends the realignment of the various diversity centers and officers to report to the new Vice President and Chief Diversity Officer, which includes the centers that direct their efforts at racial/ethnic "minority" groups, along with the LGBTQA+ office. We also encourage NMSU to review and realign the office that provides disability support services to report to the newly created CDO position. These realignments should ensure that the centers do not lose any of their current funding as a part of reorganizing them to report to the new CDO structure.
4. Along with the reassignment of the centers, they should undergo an internal review to clarify the vision, mission, metrics for impact, and annual progress reports to supervisors for review.
5. Recommend that the current Diversity Council be reconstituted under the leadership of the new VP/CDO with a specific mission and charge. Membership should be term specific with diverse representation from across the campus.
6. The University should explore opportunities to diversify its "non-faculty" staff. Recruiting, advancing, retaining and rewarding staff in a manner that helps promote diversity, especially when resources are strained, is a challenge. The CDO should explore new opportunities to maximize efforts in diversifying the NMSU workforce, especially where there is underrepresentation of minorities, women, persons with disabilities and other minoritized groups
7. We recommend that the President charge the CDO with the responsibility for co-creating with the NMSU community a clear rationale, definitions, and vision of success regarding diversity, equity, and inclusion, and lay the foundation for a planning process for DEI at the institution.
8. We further recommend that the University engage in a DEI planning process once the infrastructure for the unit is in place. The planning process should align with a framework for DEI where efforts are both centrally driven and unit based, i.e., efforts that reside within the individual academic, administrative, and support units but aligned with the strategic vision for DEI at the university as outlined in NMSU Leads 2025 Strategic Plan.

9. In order to better inform the strategic initiatives (centrally and unit based), the review team is recommending that NMSU conduct a campus climate assessment for students, faculty and staff on their lived experiences at NMSU that can inform the development of strategies at both the central and unit levels.
10. We also recommend that the University conduct an inventory of existing diversity, equity, and inclusion programs and initiatives to assess efficacy, impact, and identify potential connections that can be leveraged for future DEI work. We recommend that the campus inventory of DEI programs and resources be conducted within the first six (6) to twelve (12) months for possible realignment of other campus DEI initiatives into the office of the new VP/CDO.
11. Supplier diversity, while not the focus of this review, should be included in the diversity inventory. We recommend that the University, through the CDO, work collaboratively with the units (central and distributed, including the community colleges) that contract construction projects and purchase goods and services. NMSU should specifically assess the effectiveness of its supplier diversity efforts as a part of the overall diversity planning process and make recommendations for enhancement of such efforts.
12. The University's designation as an HSI and MSI institution represents the diversity among students at NMSU but is not a proxy for being an inclusive community. Campus climate and culture is influenced by whether NMSU is viewed as welcoming and inclusive for ALL. The University is urged to examine how the campus communicates its messaging on DEI and how the campus "looks" to different groups (e.g., pictures in central support buildings, names of buildings, and public art) – how inclusive are representations of campus life, pictorial history of campus and who is represented and who is not, etc.

Introduction and Background

In March of 2019, Interim Provost April Mason initiated a discussion with the President of the National Association of Diversity Officers in Higher Education (NADOHE) on behalf of the executive leadership of New Mexico State University (NMSU). NADOHE's assistance was being requested with identifying individuals to serve on an external review team to make recommendations to the President of NMSU. A stated goal of the external review included identifying gaps, weaknesses and strengths of the current organizational structures.

Prior to her departure at the end of May 2019, Interim Provost April Mason transitioned the management of the discussions between NMSU and NADOHE regarding a potential external review to Deputy Associate Provost Greg Fant who provided additional context on NMSU's climate and culture.

Deputy Associate Provost Fant

Dr. Fant provided additional background on Chancellor Dan Arvizu and President John Floros's decision to include a very public commitment by NMSU to advancing diversity as one of the four strategic goals identified in *NMSU Leads 2025*, NMSU's new strategic plan approved by the Board of Regents in May 2019. Prominently included in the new strategic vision for NMSU was a strong commitment to diversity included as Goal 4. Objective 4.1 – "be a recognized leader in valuing the inclusion of diverse participants and in recognizing diversity as an asset among minority serving, land-grant and space-grant institutions".

In September 2019, newly appointed Provost and Vice President Carol Parker formalized a request soliciting NADOHE's perspectives and input as an external voice regarding NMSU's plans to implement a Chief Diversity Officer position at NMSU. Provost Parker's charge letter to the External Review Team (ERT) requested that the ERT report address the following concerns/issues:

- Identify system roadblocks to inclusion
- Address campus readiness for CDO model of diversity leadership
- Propose the optimal reporting structure for a CDO at NMSU
 - To whom should the CDO report?
 - Who should report to the CDO?
- Advise on resource support for a CDO unit
- Provide performance metric suggestions for CDO
- Gather community input and feedback from a representative sample of campus constituents regarding the state of campus diversity and inclusion and identify "gaps" regarding lived experiences and aspirations for the future.

Provost Parker also requested that the External Review include in its final report short-term/and or low-cost efficient recommendations that can be implemented within six

months and longer-termed recommendations that can be integrated into the NMSU Leads 2025.

Provost Parker, in collaboration with Deputy Provost Fant, identified the following university leaders, faculty, staff and students for inclusion on the formal interview schedule for the site visit:

- Executive leadership including the Chancellor, the President, Provost, and other appropriate Vice Presidents.
- Associate Vice President of Human Resources and Director of Institutional Equity
- Campus Diversity Officers
- Members of the System Diversity Council
- Academic Deans
- Student organizations associated with the various Diversity Officers
- Associated Students of New Mexico State University (Student Government) Officers
- University Faculty from across the campus
- University Staff from across the campus

In late September 2019, Provost Parker and the external review team agreed to schedule the campus visit on November 17 and 18, 2019. The complete campus visit itinerary is included as Appendix II.

Institutional Context

New Mexico State University is a public land grant Research University with the reputation as one of the nation's foremost Hispanic Serving Institutions. NMSU is also designated as a Minority Serving Institution (MSI) and a NASA Space-Grant College. Founded in 1888, it is the oldest public institution of higher education in New Mexico with five branch campuses and extension and research services across the state.

Dr. Dan Arvizu was appointed as Chancellor and Chief Executive Officer of the NMSU System on June 1, 2018, shortly thereafter, on July 1, 2018, Dr. John Floros was appointed President of New Mexico State University. One year later, Dr. Carol Parker joined New Mexico State University as Provost and Vice President for Academic Affairs. In May of 2019, the Board of Regents approved *NMSU Leads 2025*, the University's strategic plan that was led by President Floros during his first ten months as President. As articulated by *NMSU Leads 2025*, "the mission of the New Mexico State University is to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service."

Advancing Diversity and Inclusion at NMSU

The Chancellor, President and Provost share a common vision for diversity and inclusion at NMSU in alignment with *NMSU Leads 2025*. They envision a strategic framework for diversity and inclusion that includes goals and metrics for addressing faculty, staff and student diversity issues and includes attention to campus climate and

culture to support enhancement of the “lived experiences” of all members of the campus and local communities served by NMSU. NMSU’s Executive leadership initially signaled this broader approach to diversity and inclusion in 2018 by establishing a commitment to diversity and inclusion in the *NMSU Leads 2025* strategic planning framework (Goal 4. Objective 4.1) that was approved by the Board of Regents in May 2019. The request for an external review of diversity and inclusion at NMSU was made to provide external expertise regarding appropriate implementation strategies for diversity and inclusion within the context of *NMSU Leads 2025*.

Overview of the Process

The external review team developed and used a two-pronged data collection strategy for the external review. Interviews with institutional leaders, faculty, staff, students and other campus constituents were conducted to obtain data, information, insights, perspectives and opinions to inform the review team’s perspectives about the perceptions and lived experiences of members of the NMSU community. This data provided context for responding to questions/concerns posed in the Provost’s charge letter and helped to shape recommendations the review team would make in its report.

The second data collection strategy utilized was to review published data/reports that included:

- *NMSU Leads 2025* –Strategic Planning Framework
- NMSU President and Chancellor of the NMSU System Report to the Board Regents (Legislative Update-climate survey)
- NMSU Diversity Org. chart (summer 2019)
- NMSU Student/faculty/staff FTE by campus*(Quad-Cultural Hispanic/Latino, White, “Other Minority” (2 or more races, American Indian/Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander)
- Office of Institutional Equity (Title IX/ADA/AA) (<http://equity.nmsu.edu/notice-of-non-discrimination/>)
- Diversity Council (<http://diversitycouncil.nmsu.edu/>)
- NMSU’s demographics all groups
- Confidential Memo regarding reasons for External Review
- Black student and Black Programs Concerns/Issue letter to President (April 2019)
- President’s response and Update to Student Demands (note: Chief of staff copied on correspondence)
- Seven PDF files submitted post-site visit by NMSU faculty containing data from previous surveys from 2012-219 on a variety of diversity issues

Methodology

The external review team conducted thirteen individual interviews and six forums over sixteen and a half hours during the two-day site visit. Each member of the external review team took notes during all individual and group meetings and individually coded

the notes for emergent themes based on responses to specific questions asked during the interviews.

All interviews were conducted using five sets of pre-constructed interview questions and probes that included questions specific to the interviewees' role(s) and forum audience (e.g. senior leaders, faculty, staff, campus and diversity leaders). This interview protocol permitted a deeper dive into issues most important for the cohort being interviewed/participating in a forum (See Appendix I. B-F)

Additionally, individuals and groups were asked a series of common core questions to allow the reviewers an opportunity to determine differences of perspectives, opinions, and positions across campus communities on the range of issues or concerns germane to this report. This permitted a refinement of the themes that emerged in response to our questions disaggregated by the constituencies interviewed.

Each member of the review team initially coded personal notes taken during individual interviews and group forums to identify salient themes, issues, concerns, and findings related to the Provost's charge and other themes not included but related to issues of diversity, equity and inclusion at NMSU.

The review team subsequently met to share notes to identify and agree upon the salient themes, issues, concerns, and findings and relevant data points that emerged from all interviews and forums. These data are the basis for responding to the issues the Provost identified and the observations and recommendations we include in this report.

Initial Findings and Observations Regarding NMSU's DEI Climate

A. Systemic roadblocks to inclusion

The lack of a strategic vision and plan to create and sustain a diverse and inclusive campus community are the most significant obstacles facing NMSU with advancing a diverse and inclusive campus community. Currently, the University employs a "programmatic" approach to diversity and inclusion issues where numerous unconnected programs have evolved over time without strategic direction and accountability. This approach is inadequate to the needs of a major University that has many assets in place that could be leveraged to develop the strategic framework necessary for a successful diversity, equity and inclusion strategy.

The current executive leadership's public commitment to advancing diversity, equity and inclusion is an example of a way to leverage change. As embodied in the *NMSU Leads 2025* Goal 4, Objective 4.1 – "Be a recognized leader in valuing the inclusion of diverse participants and recognizing diversity as an asset among minority-serving, land-grant, and space grant institutions" establishes a vision for diversity and inclusion that should be leveraged into an evidenced-based strategy with goals, metrics, and accountability for addressing the plan's goals.

Skepticism about the University's commitment to diversity and inclusion issues may also present an obstacle moving forward. For example, some faculty suggested that only "lip service" is given to diversifying the faculty. Students suggested that despite the tremendous racial, ethnic, and cultural diversity of NMSU, no major educational efforts are supported by the University to leverage its diversity to increase cross-cultural learning at NMSU. One paraphrased comment summarizes the skepticism: "frequent leadership changes over recent years has limited sustained efforts to improve diversity and inclusion at NMSU and it's likely that current leadership efforts to change the DEI framework at NMSU will dissipate."

Perceptions of cultural barriers presented themselves in some of the discussions. There is a sense that a general and sometimes pervasive "cowboy culture" exists at NMSU that divides the campus physically at Espina Street and divides it culturally and metaphorically. Others speak of cultural differences along class, first generation, recent immigrant as well as gender, sexual orientation, and racial/ethnic lines. The campus also is viewed as existing in a borderland community. The dynamics of difference at NMSU will need to be fully understood and extended into the broader definitions of diversity in order to create equity and inclusion.

Finally, the perception that the NMSU campus is deeply "siloeed" precludes effective collaboration around issues of diversity, equity and inclusion. This has created the opportunity for some sectors of the University to ignore, avoid and even work counter to diversity and inclusion goals of the University.

Campus readiness for a CDO

Among all the major constituents of the University that we met with, there is nearly unanimous agreement that the University will benefit from implementation of a Chief Diversity Officer model for leadership of the institution's diversity, equity and inclusion strategy. However, even with this unusually high level of agreement, there were some important caveats and concerns expressed to the review team regarding this model of DEI leadership.

First, without exception, we heard clearly that the institution would need to be fully committed and supportive to the success of this model of diversity leadership. Most supporters noted that the position should be at the Vice President rank with a university-wide focus to allow it to have impact on all major divisions of the University. Some expressed a concern about the administrative organizational structure for the new CDO role and the alignment of administrative units to the CDO, i.e., reassignment of functions and personnel.

A clear message we heard from most during the review was that the role should not be limited to having a focus on "diversity programs". Instead, a CDO should have the responsibility to work in tandem with the leadership to set university-wide strategy, agendas for going forward, and monitor and report on the progress of administrative units for greater transparency and accountability.

It is the position of the review team that NMSU is “ready” for a CDO.

There are varying opinions as to whether this role should report to the President or Chancellor or some combination of direct report and dotted line report. There are also varying perspectives about whether this position should focus solely on the Las Cruces campus and/or have some relationship to the four community colleges in the NMSU System. The review team offers its thoughts on this issue in the form of a recommendation in this report.

B. Propose the best reporting structure for the Chief Diversity Officer (CDO)

- To whom should the CDO report?
- Who should report to the CDO?

The review team recommends the establishment of cabinet-level CDO with the title of Vice President and Chief Diversity Officer, reporting to the President of NMSU.

The following functions/positions should be reassigned and report to the CDO:

1. The administrator of the Office of Institutional Equity should be reassigned to the office of the CDO and report directly to the VP/CDO
 - There should be separately identified Coordinators for Title IX, ADA and EEO (the current senior administrator for OIE is currently the Title IX, ADA, and EEO Coordinator)
2. The cultural centers and diversity officers responsible for each center should be reassigned to the office of the VP/CDO
3. The director for the LGBTQ+ programs should be reassigned to the office of the VP/CDO
4. Disability Support Services should be considered for reassignment to the VP/CDO
5. The proposed community college diversity leads should have a dotted line reporting relationship with the NMSU CDO.

Our rationale for these various recommendations is contained in later sections of the report.

C. Advise us on the resources needed to adequately support a CDO office

The DEI structure proposed above will require new investments and reorganization of functions; however, much of the proposed structure can be accomplished through the reorganization of existing roles. It is also important that the proposed structure be provided the resources necessary to achieve its goals. These resources include support in the form of administrative assistants, professional staff, funding for professional development internal to the new structure and capacity building externally, and an adequate operating budget.

Promising practices also include that the CDO have administrative oversight of some significant institutional funds earmarked for DEI initiatives to affect change indirectly by incentivizing and sponsoring other units within NMSU (and community colleges) to act. Community colleges can similarly earmark funds for such efforts within their respective units and those funds can be awarded back through a competitive internal grant program administered by the central CDO office.

D. Advise on the appropriate structure to support a CDO office at NMSU

We recommend that the new Vice President and CDO position be structurally modeled similar to currently existing cabinet-level positions at NMSU. Specifically, the new office should be adequately staffed (administrative support staff, professional staff) and operationally resourced with the requisite financial resources to support the recommended functions under the administrative responsibilities of the VP/CDO, which may include:

1. Community Outreach to advance DEI at NMSU, including
 - a. efforts to support students, faculty and staff internal to NMSU and system community colleges;
 - b. external outreach to the broader community (alumni/donors, local surrounding community, including local businesses that do/aspire to do business with the campus; and
 - c. in-state; out-of-state; and international outreach to networks affiliated with NMSU
2. Institutional Equity (workforce diversity and compliance programs and coordinators prescribed by federal regulations, including Title IX (Title IX Coordinator), equal employment opportunity and affirmative action (EEO Coordinator), and disability services for students and the interplay between the ADA, workers compensation, and the federal Family Medical Leave Act, i.e., workforce accommodations (ADA Coordinator)
3. Research and Campus Climate Assessment
4. Education and Development
5. DEI Grants (internal, competitive grants to incentivize DEI efforts, including those efforts within the community colleges
6. Consideration should be given to identifying a diversity lead in academic affairs that partners with the CDO

F. Provide performance metric suggestions for Diversity Officers

There does not appear to be much of an infrastructure for evaluating the success of DEI programs and initiatives at the university, including assessment of outcomes associated with the various cultural centers. This problem is exacerbated by the lack of a clearly articulated vision and measures of what DEI success looks like at the institution level as

well as the specific initiative, program, or unit level. The absence of evaluation data for existing programs not only limits NMSU's ability to spend limited resources in the most effective and efficient manner, it also undermines the university's ability to gain greater buy-in from those who may be indifferent or hostile to the value of integrating DEI into the mission of the university/community colleges.

Climate studies represent one tool for assessing how the campus community views the current state of DEI at NMSU and is a useful mechanism for identifying those programs that contribute to a supportive or unsupportive DEI environment, or where units and their individualized efforts are having a positive effect on campus climate. It would have been helpful had the team been provided outcomes data from the diversity officers for their respective programs. The absence of data leads to speculation on whether the commitment of resources is leading to demonstrable change for the targeted communities, including data by race, ethnicity, and gender/gender identity, sexual orientation and disability (to the extent that such data is collected based on these social identities).

For example:

1. Compare and contrast over time the achievement gap, academic probation, and persistence and graduation rates for students based on race, ethnicity, gender/gender identity, national origin, and disability among those students who participate in cultural center academic support programs and those who do not.
2. Assess the perception of students across social identities on campus climate and include questions on whether students access the services and programs of the centers and how they view those experiences versus those who do not access such services and programs.
3. Identify measures for determining whether such centers contribute to students 'sense of belonging' at NMSU/community colleagues.
4. Analyze faculty hiring, retention, promotion and tenure data by gender, race, ethnicity, national origin and academic departments for potentially actionable inequities.
5. Collect data to influence greater support among donors and alumni, e.g., career outcomes data among the constituencies served by the centers that in turn can lead to enhanced career services for students).
6. The review team was provided materials related to past efforts among faculty to identify campus climate concerns and this data should be shared with the new VP/CDO.

G. Get feedback from various members of the campus community regarding their input on diversity and inclusion to help inform a GAP analysis

All constituents interviewed agreed that NMSU is extremely diverse. Their definition of "diverse" is centered on the representational diversity that exists which includes primarily Hispanics, Native Americans, African Americans and White faculty, staff and

students. There was less understanding of equity and inclusion. In fact, when most traditionally marginalized groups reference their experiences on campus, they describe an environment that is “hostile” and lacking in equity and inclusion despite its representational diversity. Faculty, staff and students provided numerous examples of ways in which they experience marginalization on the campus.

There was a sense of a lack of intentionality in the manner in which diversity, equity and inclusion has been addressed previously. Some decisions that have affected diversity programs or students from diverse communities have been made in isolation and without the full understanding of how such decisions impact individuals, programs and the advancement of diversity on campus.

Some comments implied territoriality and/or boundaries that influenced the manner in which diversity work is carried out and by whom. The Diversity Centers’ directors referenced being part of the organizational structure “under” Student Success or Academic Affairs and the benefit it allowed them in entering certain spaces in their work and not others (i.e., with staff or with faculty). Some of this territoriality will need to be examined more closely in establishing impactful university-wide involvement that is meaningful and inclusive.

While many institutions struggle to maintain or increase their diversity, NMSU has the advantage of being geographically situated in a state with a vibrant multicultural population and 23 Native American Sovereign nations. It is both a Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) and is uniquely positioned to be an example of diversity as a Carnegie Research I and land grant university. It is also located near the Mexican border and on the Central and Latin American corridor, which provides opportunities for enhancing the dimensions of its international diversity in interesting and innovative ways. A wide-range of constituents shared frustrations about the lack of attention that has been paid to diversity at New Mexico State University.

There has been interest in developing a diversity agenda by former leadership, however, it seems to have not created the traction necessary to build the infrastructure needed to sustain those efforts. There is a feeling that while diversity could have been a beacon and opportunity for innovation, it has been taken for granted and minimized. In some sessions, there were comments about the lack of amplification of NMSU’s HSI status. A statement that was made encapsulates the sentiment held by many: “NMSU wants to be many things but has not bothered to seriously examine how diverse perspectives help define what the institution could become”.

H. Help us identify “hidden” frustrations that may exist without administrative knowledge

There is renewed hope in the new leadership at NMSU and there was a sense of optimism about the new administration’s willingness to entertain new ideas. Despite the optimism expressed by some constituents, there was also skepticism that the interest in

creating a sustainable diversity, equity and inclusion vision and actionable agenda would dissipate over time.

Several constituents described the lack of resources for programs and diversity initiatives on campus. Based on the information shared with the team, there is the perception that diversity initiatives in general, are the most under-resourced on campus. The Diversity Centers for students of different affinity groups shared information about their small budgets (\$25,000 or less) but also described in detail some of the extensive work that they do to support students.

Some diversity program leaders spoke of “being pushed down” in the process of organizational restructuring. Their positioning and status was something that they needed to guard against when reassignment or restructuring occurs to avoid being disempowered or minimized. The Diversity Officers seemed to be incredibly sensitive to where they stand in the “pecking order” and whether or not they are in a reporting structure where they will be “heard” and/or supported. This situation speaks to the likelihood that the Diversity Officers and the programs that they oversee, and consequently the students that they serve, may feel additional frustrations that influence their perceptions of their experience at NMSU. This has implications that administration needs to consider in positioning the CDO in relationship to other diversity programs.

Students shared how they go to ASNMSU to get additional funding for some of their special events. There was not much mentioned about the process and no one seemed to complain, however, we recommend that the process for determining funding be examined more closely. As resource-deficient minoritized groups seek resources for their programs through this process, a power dynamic could be created that does little to cement trust and more positive interactions between these student groups and more privileged White students. It was evident in our discussions with students that tensions already exist between ASNMSU and some students from the diversity centers.

Students described situations in the classroom in which they experienced microaggressions and described classic examples of being asked to speak for their racial/ethnic group by faculty who do not seem to understand the impact this has on students. Students also shared that they feel that some academic programs are more sensitive in addressing differences and consequently attract more diversity. They discussed changing majors based on this knowledge. This could have an impact on student choice of majors as well as completion rates in certain majors or programs. As a Land Grant University that was established to create greater opportunity and access for working class students, this aspect may be detrimental to NMSU's institutional mission.

Some student groups do not feel supported on campus and look for spaces, faculty, staff and programs that can provide the support they need. They described a campus that is lacking in a “sense of belonging” and some go as far as describing a hostile environment. Student perspectives are summarized below to bring attention to them:

- Students find the NMSU campus to be a challenging environment;
- Student points-of-connection are limited;
- Inclusion is not universally-occurring or felt by students;
- Students echo the sentiment of others that diversity exists, but not equity and inclusion;
- Students also feel that while the university is an HSI/MSI enrolling university, it does not serve its Hispanic or minority student populations well;
- Students feel there is a lack of understanding about minoritized groups by student government leadership, even though they are attempting to work collaboratively with student government;
- Incidents of bias or hate have a deep and lasting impact on students as they shared an incident about a noose in the dorms that had occurred long before any of them had enrolled at NMSU.

V. General Observations and Recommendations

Observations:

- The current “programmatic” approach to DEI is insufficient and inadequate to the needs of a major 21st Century University. DEI must be strategic and informed by data and in alignment with the broad institutional goals.
- Discussions in both individual and group interviews revealed a large degree of consensus that NMSU needs a DEI model that will provide leadership, set DEI priorities and strategies for achieving goals, and collaborate and coordinate efforts across administrative lines.
- Adequate human and financial resources are essential if the role of a designated senior executive leader of DEI is to be successful.
- As a minority-majority institution with the HSI and MSI designation, NMSU is uniquely poised to leverage this asset for student success. However, the faculty and staff representation are the opposite and the institution should invest in recruiting, advancing, and retaining minoritized faculty and staff.
- Certain student groups do not feel supported and describe the environment as hostile.
- Staff report feelings of marginalization based upon personal identities such as race and gender.
- Faculty appear to be skeptical about the University’s commitment to commit to fully engage with DEI issues, including diversifying faculty hiring outcomes.
- Faculty have a long history of advocating for NMSU to leverage, in meaningful ways, the institution’s designation of being HSI and MSI.
 - Historical documents provided to the team included evidence of the role faculty have played to enhance student success and recruit and retain diverse faculty. For example: undergraduate and graduate student recruitment, persistence, and graduation outcomes; efforts to address classroom climate; microaggressions in- and outside the classroom;

campus climate that targets individuals based on social identity through the use of student climate studies; and faculty experiences with racism and racial micro- macro-aggressions at departmental and university levels.

- Some programs are concerned about being disempowered by a CDO while others see the opportunity to strengthen their DEI efforts.
- Diversity Council – no formal charge was evident
- Decisions made based on personalities rather than what is in the best interest of students or institution
- Perceived culture of not “rocking the boat” or waiting things out until leadership changes and as a result efforts to advance DEI will not occur in any meaningful, or sustainable way
- Structures and programs that have been set up to address diversity are disconnected, unrecognized, and under-resourced.
- D&I is viewed as belonging to certain programs or units rather than the whole university.
- D&I programs that should be regarded as points of pride are not viewed as such, e.g., Teaching Academy, RISE, MARC, CAMP.
- Consistently, the campus is perceived as “siloeed” which makes it resistive to change and oversight especially in matters of DEI.
- There are perceptions that the lived experiences of campus constituencies vary by demographic profiles (race/ethnicity/culture).
- The institution lacks transparency and accountability with respect to DEI efforts and outcomes.
- There is no clear communication strategy or messaging of the institutional values on DEI that is understood across constituencies of faculty, staff, and students.
- NMSU needs to provide attention to the smallest racial/ethnic populations (Black, American Indian) campus experiences where campus climate is regarded as unwelcoming to these students.
- Enrollment Management/Admissions does not have a broad focus on increasing student racial/ethnic diversity as under-resourced diversity centers claim this work is done by their units for the University.
- Decentralization, while not negative, is a part of the culture of NMSU (not unlike other institutions within higher education), and should be acknowledged and understood if organizational changes are to occur in the event a CDO role and office is established.

The following themes emerged regarding the role of a CDO and whether NMSU is ready for such a role.

- A CDO should have power and not be viewed as window dressing or “fixer” of diversity.
- A CDO should report to the President, work collaboratively with the Office of the Chancellor, and have the support of the Provost with the ability to influence faculty recruitment, advancement, and retention.

- Structures are not in place and there is a lack of resources to support the CDO role presently.
- “The university does not lack resources, it lacks priorities” and a perceived lack of a solid vision for diversity, equity and inclusion.
- The legal and regulatory landscape has evolved significantly in the last ten years, especially with respect to Title IX and the complexities associated with the shift in this framework must be carefully weighed:
 - The roles of Human Resources and Institutional Equity should be clearly understood and supported by leadership within the two units
- Ideas about diversity and definitions of “diversity” varied and there was a lack of discussion and understanding of inclusion and equity.
- Community colleges should develop their own DEI focus and hire a person to oversee those efforts with a dotted reporting line to the NMSU-Main CDO

Recommendations:

1. The review team recommends that the President appoint a cabinet-level Vice President who will serve as the institution’s Chief Diversity Officer (CDO). The CDO will lead and enhance coordination, accountability and sustainability of campus DEI efforts.
2. We recommend that the Office for Institutional Equity and the administrative leader report to the CDO. Further, staffing of the office should be enhanced so that the Title IX Coordinator, and ADA and EEO Coordinators are separately identified and distinguishable from one another.
3. The review team recommends the realignment of the various diversity centers and officers to report to the new Vice President and Chief Diversity Officer, which includes the centers that direct their efforts at racial/ethnic “minority” groups, along with the LGBTQA+ office. We also encourage NMSU to review and realign the office that provides disability support services to report to the newly created CDO position. These realignments should ensure that the centers do not lose any of their current funding as a part of reorganizing them to report to the new CDO structure.¹

¹A consideration in establishing a reporting structure for the various center diversity officers: While there is general agreement among those we met with that the CDO position was important to NMSU, there was less understanding and agreement on how the diversity centers fit under a structure with a CDO. We recommend that diversity officers, as well as others, have a full understanding of how the CDO position will function and how it elevates diversity, equity and inclusion on the campus and the connection and empowerment of their programs. Those with DEI programmatic responsibilities at NMSU should not see themselves in competition with the CDO, but rather see themselves as partners in advancing diversity, equity and inclusion. Ultimately, the role of the CDO should be viewed as beneficial and supportive of their programs and the students they serve.

4. Along with the reassignment of the Centers, they should undergo an internal review to clarify the vision, mission, metrics for impact, and annual progress reports to supervisors for review.
5. Recommend that the current Diversity Council be reconstituted under the leadership of the new VP/CDO with a specific mission and charge. Membership should be term specific with diverse representation from across the campus.
6. The University should explore opportunities to diversify its “non-faculty” staff. Recruiting, advancing, retaining and rewarding staff in a manner that helps promote diversity, especially when resources are strained, is a challenge. The CDO should explore new opportunities to maximize efforts in diversifying the workforce, especially where there is underrepresentation of minorities, women, persons with disabilities and other minoritized groups.
7. We recommend that the President charge the CDO with the responsibility for co-creating with the NMSU community a clear rationale, definitions, and vision of success regarding diversity, equity, and inclusion, and lay the foundation for a planning process for DEI at the institution.
8. We further recommend that the University engage in a DEI planning process once the infrastructure for the unit is in place. The planning process should align with a framework for DEI where efforts are both centrally driven and unit based, i.e., efforts that reside within the individual academic, administrative, and support units, but aligned with the strategic vision for DEI at the University.
9. In order to better inform the strategic initiatives (centrally and unit based), the review team is recommending that NMSU conduct a campus climate assessment for students, faculty and staff on their lived experiences at NMSU that can inform the development of strategies at both the central and unit levels.
10. We also recommend that the University conduct an inventory of existing diversity, equity, and inclusion programs and initiatives to assess efficacy, impact, and identify potential connections that can be leveraged for future DEI work. We recommend that the campus inventory of DEI programs/resources be conducted within the first six (6) to twelve (12) months for possible realignment of other campus DEI initiatives into the office of the new VP/CDO.
11. Supplier diversity, while not the focus of this review, should be included in the diversity inventory. We recommend that the University, through the CDO, work collaboratively with the units (central and distributed, including the community colleges) that contract construction projects and purchase goods and services. NMSU should specifically assess the effectiveness of its supplier diversity efforts as a part of the overall diversity planning process and make recommendations for enhancement of such efforts.

12. The University's designation as being an HSI and MSI institution represents the diversity among students at NMSU but is not a proxy for being an inclusive community. Campus climate and culture is influenced by whether NMSU is viewed as welcoming and inclusive for ALL. The University is urged to examine how the campus communicates its messaging on DEI and how the campus "looks" to different groups (e.g., pictures in central support buildings, names of buildings, and public art) – how inclusive are representations of campus life, pictorial history of campus and who is represented and who is not, etc.

Detailed Recommendations on Infrastructure to Support an Inaugural VP/CDO

The team proposes a structure for the administration of diversity, equity and inclusion with the goals of

1. Increasing coordination, collaboration and accountability
2. Impacting the experience of all members of the campus community (students, faculty, staff, alumni and other constituent community members, inclusive of the community colleges)
3. Influencing and having responsibilities across the University (across all units) and inclusive of DEI efforts associated with the community colleges
4. Creating greater synergy and efficiencies in DEI efforts and initiatives through the sharing of resources across units
5. Leveraging existing strengths related to DEI, especially those performed by the various diversity officers of targeted social identity groups
6. Addressing identified vulnerability and opportunities
7. Proven leadership in identifying and implementing a coherent strategy and framework for assessing and indexing progress and success

We provide a general framework for an organizational structure with duties and responsibilities necessary to achieve and maximize the University's (and community colleges') commitment to a more diverse, equitable, and inclusive educational and workplace environment. Our recommendations are not intended to represent our evaluation of the job performance of any current individual(s) in any given role since our time on campus was limited and we were not charged to do so. Our recommendations speak only to the question of whether NMSU is "ready" for a new structure that is reflective of a renewed commitment to DEI at the University. We believe the new structure recommended best fits the current climate and administrative structure that includes a chancellor, president, and provost as the executive leadership at NMSU and the affiliated community colleges. As a result, we recommend the following:

1. The creation of a Vice President level position as part of the Presidential Cabinet that includes the title of Chief Diversity Officer (CDO) of NMSU.

2. The position will be responsible for the oversight of the university's efforts to become more diverse in its composition and equitable and inclusive in NMSU's practices and climate especially given its designation as an HSI and MSI.
 - a. This position will report directly to the President and have a dotted reporting line to the Provost to impact faculty DEI.
 - b. The VP/CDO will provide executive leadership of the DEI strategy at NMSU and work collaboratively with the Provost and other senior executives including Vice Presidents to ensure accountability for achieving the university's DEI goals.
 - c. The CDO will be the public face (along with the Chancellor, President and Provost) of the university's DEI efforts.
 - d. The CDO will be responsible for the development and implementation of a strategic plan for addressing DEI for the university and community colleges.
 - e. To create a culture of transparency, the CDO will produce a public report of the university's (and community colleges are encouraged to create their own public reporting) status with respect to DEI on a regular basis (the team recommends that such reporting be on an annual basis with a regular report to the Board of Regents).
3. We strongly encourage the University to assign the highest priority to identifying resources to establish a Deputy/Associate CDO position as soon as financially feasible. This position will support and enhance the impact and benefit of the new CDO role to NMSU and the NMSU System. The Deputy/Associate CDO will be responsible for enacting the strategic vision of the CDO and can work directly with the community colleges in their DEI efforts that are to be aligned with the overarching DEI goals of the system and NMSU. The Deputy/Associate CDO will also be responsible for the administration of the various cultural centers and supervision of the center diversity officers. In addition:
 - a. The Deputy CDO will be responsible for overseeing the implementation of the strategic planning process.
 - b. The Deputy CDO will help develop and track institutional progress with respect to DEI on a regular basis.
 - c. The Deputy CDO will represent the CDO whenever the CDO is unavailable.
4. The office of the CDO should have three primary foci (with the future goal of senior leadership associated with each). These foci include DEI efforts in support of student recruitment, retention, and success; faculty recruitment, retention and development; and Organizational Equity, Inclusion, and Access.
 - a. As noted above, the Deputy CDO will be responsible for the administration of the various cultural centers and supervision of the center diversity officers.
 - b. The Deputy CDO will have oversight of existing and any new student facing units that has as its primary mission the support of NMSU programs in support of its designation as an HSI and MSI institution and the promotion of DEI (e.g., CAMP, TRIO programs, student disability support services, LBGTQ services)
 - i. The CDO will work with the Provost to ensure that DEI is infused into the entire academic mission of NMSU (and the community colleges)

- ii. The CDO in this role will work with the deans to stimulate cross unit initiatives to achieve DEI goals, and monitor assessment of efforts and provide greater transparency through the annual reporting of unit efforts and outcomes.
- iii. In the absence of a diversity lead in the Office of the Provost, the CDO will also oversee existing academic affairs DEI initiatives that affect faculty recruitment, retention, advancement and development.
- c. The Office of Institutional Equity will be responsible for all equity compliance and education functions at NMSU. The OIE will continue to provide support and oversight of equity compliance efforts of the community colleges.
 - i. The current senior leader for OIE has a terminal degree-J.D., which is consistent with the qualifications typically expected of someone in this role. However, we recommend that this position report directly to the CDO and not to the Office of General Counsel, although consultation with the office of general counsel may, under certain circumstances, be appropriate. *OCR Guidance, including the new proposed rulemaking (proposed Section 34 CFR 106.45(a)-(b)(1) incorporates an expectation that Title IX Coordinators, investigators and decision-makers must not have conflicts of interests or bias for or against complainants or respondents.* Reporting to the Office of the General Counsel could be construed or interpreted as a conflict of interest or bias for or against the parties based on the role, the Office of General Counsel plays within the institution.
 - ii. Serious consideration should be given to separating the responsibilities of the ADA Coordinator and EEO Coordinator from that of the Title IX Coordinator. We recommend that each Coordinator be a seasoned compliance professional in the area of responsibility, i.e., Title IX, ADA and EEO.
 - iii. If a Coordinator is to conduct investigations/appeals in their area of expertise, the Coordinator should be a senior experienced investigator who can also carry out the responsibilities of the separate regulatory areas, i.e., Title IX, ADA, or EEO.
 - iv. The senior leader of OIE will provide oversight of campus (and community college) diversity, equity, and inclusion education efforts and work with other units, including HR and Student Affairs on DEI focused education and development for faculty, staff and students, especially those related to Title IX, ADA, and EEO.

Recommendations for the Office of Institutional Equity (OIE) and Inclusion

Given the concerns and observations expressed above, we provide specific recommendations regarding the administrative structure associated with compliance and education related to DEI.

We recommend that the Office for Institutional Equity and the administrative leader report to the CDO. We are not recommending the title for this position; however, it should be commensurate with the responsibilities and significance of this role in higher education today.

As the primary lead office for equity and compliance at NMSU (and its affiliated community colleges), it should be responsible for equity, compliance, and prevention education for the campus, inclusive of students, faculty and staff. To carry out its responsibilities of this functional area under the CDO requires that it be resourced adequately to address current and future demands based on the evolving nature of the equity and compliance areas (e.g., gender equity, racial/ethnic equity, LGBTQA+, disability, equal employment opportunity and affirmative action, investigations, education and development, communications, and assessment).

- a. OIE should be responsible for investigating complaints under university policy for faculty, staff and students. However, sanctioning for those found responsible for a violation of policy should not be a responsibility of this office.
- b. Staffing of the office should be enhanced so that the Title IX Coordinator, and ADA and EEO Coordinators are separately identified functions, and distinguishable from one another. The duties should be aligned with the federal regulations and organizationally reside within OIE.
- c. The role of EEO Coordinator includes responsibility for NMSU's affirmative action plan that should reside with the responsibilities of the EEO Coordinator, working collaboratively with HR in the monitoring of workforce diversity outcomes (compositional).
- d. HR and OIE must work collaboratively on recruiting and hiring for greater diversity by hiring units.
- e. Outreach to the broader, surrounding community and beyond should remain a function of HR. More collaborations and planning between HR and the OIE, EEO Coordinator should take place to address placement goals established in the annual affirmative action plan and to build closer relationships with communities underrepresented on the NMSU campus and the community colleges--with special emphasis on staff diversity, along with faculty diversity.
- f. OIE should also have education and training capabilities and appropriate staffing with respect to its equity and compliance responsibilities, along with broader DEI subjects (e.g., implicit bias, racial literacy, inclusive leadership, creating inclusive learning environments). Education and training for faculty, staff and students should include discrimination and harassment prevention education,

understanding bias and the role it plays in various aspects of campus life, including decision-making, mentoring, retention and advancement, and other nondiscrimination and equity related topics.

- g. We strongly encourage NMSU to conduct a review of the current equity and compliance functions carried out within units to ensure the interests of the campus community and community colleges are adequately addressed. Further, in order for OIE to carry out these important responsibilities, it is essential that resources be appropriately allocated.

Appendix I-A. Official NMSU Documents Reviewed

- *NMSU Leads 2025* –Strategic Planning Framework
- NMSU President and Chancellor of the NMSU System Report to the Board Regents (Legislative Update-climate survey)
- NMSU Diversity Org. chart (summer 2019)
- NMSU Student/faculty/staff FTE by campus*(Quad-Cultural Hispanic/Latino, White, “Other Minority” (2 or more races, American Indian/Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander)
- Office of Institutional Equity (Title IX/ADA/AA) (<http://equity.nmsu.edu/notice-of-non-discrimination/>)
- Diversity Council (<http://diversitycouncil.nmsu.edu/>)
- NMSU's demographics all groups
- Confidential Memo regarding reasons for External Review
- Black student and Black Programs Concerns/Issue letter to President (April 2019)
- President Flores response and Update to Student Demands (note Chief of staff copied on correspondence)

Appendix I-B Legend for Core Interview Questions for Individuals and Forums

C = Core Question for everyone

EL = Executive Leadership (Chancellor, President, Provost, Vice President for Student Life, etc., VP for Research and Graduate School, Academic Deans Council)

DL = Campus Units/Officials who have DEI roles/mission/impact (Black Studies, Chicano Center, LGBTQ Center, American Indian Center).

DA= Diversity Advocates includes student groups, faculty/staff groups/local constituents/community

LR = Legal and Regulatory/Compliance

C What is NMSU doing well in terms of diversity, equity and inclusion?
Probes

- What has been tried?
- What worked and why do you think it worked?
- What did not work as well and why do you think it didn't work?

C What are opportunities for improvement in the way DEI roles and responsibilities impact various efforts at NMSU, including for example:

- Improved campus climate
- Increased retention and recruitment of UR students, faculty, and staff at all levels; and
- Enhanced leveraging of University resources to advance diversity, equity and inclusion.

C What are the strengths and weaknesses of the current DEI roles that are formally recognized and responsible for DEI at NMSU?

- What are the strengths of the University's current structure and approach to DEI compliance and training?
- What are the weaknesses of the current structure and approach?
- What resources/units are available to address these concerns?
- What changes would you like to see occur?

C Would NMSU benefit by having a senior/chief diversity officer? Why/Why Not?

- If yes, who should this position report to and why? (Looking for president/provost, etc.)
- What responsibilities should be included in the portfolio of the CDO
 - Does that include compliance functions (AAP, Title IX, ADA, Nondiscrimination, complaint investigations, related training), why/why not?

C Is there other information we should be aware of as a part of this review?

Appendix I-C Questions for Vice Presidents

- Please tell us about your vision of Diversity, Equity, and Inclusion (DEI) at NMSU?
- Tell us what role you have in your capacity to impact the DEI mission/vision of NMSU?
- What mechanisms do you currently use to enact your vision of DEI within your administrative purview?
- What do you think are the major obstacles to achieving your vision of DEI at NMSU?
- What are the strengths of the University's current structure and approach to DEI compliance and training?
- Do you think NMSU is a "welcoming and inclusive" community for all populations?
- Are there barriers of any type to "inclusion" for any communities within the NMSU campus? If so, what are they?
- What resources are available to address these concerns?

- What would you recommend the administration do to make diversity and inclusion central to its mission?

- Do you believe that the university has the infrastructure to move forward with a diversity and inclusion agenda? If not, why not? If so, tell us about the infrastructure that exists.

- What are your thoughts about establishing a Chief Diversity Officer position at NMSU?

- Do you think the campus is ready for a Chief Diversity Officer position? How do you think the campus feels about such a position?

- What do you think the administration needs to do to ensure that a Chief Diversity Officer is successful at NMSU?

- What would you recommend in terms of the reporting structure for those diversity and inclusion entities that already exist?
 - What recommendations do you have for how the University can have even greater success in advancing DEI?
 - Probes
 - What priorities would you propose for the next 3 - 5 years?
 - How would you like to see these priorities incorporated into the functioning and mission of the University?
 - What level of resources (human resources, funding of operations, etc.) do you believe is essential to invest towards this effort?

- Is there any other information you want us to be aware of as a part of this review?

Appendix I-D

Questions for DL = Campus Units/Officials who have DEI roles/mission/impact (Black Studies, Chicano Center, LGBTQ, American Indian Center)

- Tell us briefly about the mission of your office/Unit at NMSU and how does your unit contribute to the vision for a diverse and inclusive campus.
- Who does your unit report to and has the reporting line of your unit changed in the last five years? If so, why?
- Is your unit sufficiently resourced to accomplish your mission?
- Is there any level of competition between “diversity units” on campus for funding support from central administration? Or is there sufficient funding for all units?
- What is NMSU doing well in terms of diversity, equity and inclusion?
 - Probes
 - What has been tried?
 - What worked and why do you think it worked?
 - What did not work as well and why do you think it didn't work?
- How do you feel that the university demonstrates its commitment to diversity and inclusion?
- What are the lived experiences of individuals from diverse and marginalized communities at NMSU?
- What would you name as the biggest challenges the university will have in meeting its goal of creating a more welcoming and inclusive campus? What recommendations would you have for them?
- What are the three greatest opportunities in creating a more welcoming and inclusive campus?
- Has the university paid attention to some aspects of diversity and inclusion more than others? If so, what has been prioritized and what still needs more attention?
- What would you recommend that the administration do to make diversity and inclusion central to its mission?
 - What are your thoughts about establishing a Chief Diversity Officer position at NMSU?
- Would NMSU benefit by having a senior/chief diversity officer? Why/Why Not?
 - If yes, who should this position report to and why? (Looking for president/provost, etc.)

- What responsibilities should be included in the portfolio of the CDO?
- Does that include compliance functions (AAP, Title IX, ADA, Nondiscrimination, etc.?)

- What do you think the administration needs to do to ensure that a Chief Diversity Officer is successful at NMSU?

- Do you think the campus is ready for a Chief Diversity Officer position? How do you think the campus feels about such a position?

- What do you think the administration needs to do to ensure that a Chief Diversity Officer is successful at NMSU?

- What are opportunities for improvement in the way DEI roles and responsibilities impact various efforts at NMSU, including for example:
 - Improved campus climate
 - Increased retention and recruitment of UR students, faculty, and staff at all levels; and
 - Enhanced leveraging of University resources to advance diversity, equity and inclusion.

- Is there any other information you want us to be aware of as a part of this review or final words to share with the team?

Appendix I-E

Questions for DA= Diversity Advocates includes student groups, faculty/staff groups/local constituents/community

- Does the University demonstrate a commitment to diversity and inclusion? If so, how does the University demonstrate its commitment to diversity and inclusion?
- Tell us about the lived experiences of individuals from diverse and marginalized communities at NMSU? Are there similarities/differences in the ways different communities experience the campus community?
- What would you name as the biggest challenges the university will have in meeting its goal of creating a more welcoming and inclusive campus? What recommendations would you have for them?
- What are the three greatest opportunities in creating a more welcoming and inclusive campus?
- What is NMSU doing well in terms of diversity, equity and inclusion?
 - Probes
 - What has been tried?
 - What worked and why do you think it worked?
 - What did not work as well and why do you think it didn't work?
- What are opportunities for improvement in the way DEI roles and responsibilities impact various efforts at NMSU, including for example:
 - Improved campus climate
 - Increased retention and recruitment of UR students, faculty, and staff at all levels; and
 - Enhanced leveraging of University resources to advance diversity, equity and inclusion.
- What are the strengths and weaknesses of the current DEI roles that are formally recognized and responsible for DEI at NMSU?
 - What are the strengths of the University's current structure and approach to DEI compliance and training?
 - What are the weaknesses of the current structure and approach?
 - What resources/units are available to address these concerns?
 - What changes would you like to see occur?
- In your opinion(s), would NMSU benefit by having a senior/chief diversity officer? Why/Why Not?

- If yes, who should this position report to and why? (Looking for president/provost, etc.)
 - What responsibilities should be included in the portfolio of the CDO?
 - Does that include compliance functions (AAP, Title IX, ADA, Nondiscrimination, complaint investigations, related training), why/why not?
- Has the university paid attention to some aspects of diversity and inclusion more than others? If so, what has been prioritized and what still needs more attention?
 - What would you recommend that the administration do to make diversity and inclusion central to its mission?
 - Do you believe that the university has the infrastructure to move forward with a diversity and inclusion agenda? If not, why not? If so, tell us about the infrastructure that exists.
 - What are your thoughts about establishing a Chief Diversity Officer position at NMSU?
 - Do you think the campus is ready for a Chief Diversity Officer position? How do you think the campus feels about such a position?
 - What do you think the administration needs to do to ensure that a Chief Diversity Officer is successful at NMSU?
 - What would you recommend in terms of the reporting structure for those diversity and inclusion entities that already exist?
 - Is there any other information you want us to be aware of as a part of this review?
 - What wisdom can you offer us as we respond to our charge to provide recommendations in our report to help NMSU's leadership chart a path toward full inclusion and support for all members of the University Community?

Appendix I-F

Questions for Legal and Regulatory/Compliance Units Leaders (HR, AA, ADA, OIE, Strategy Officer)

- What is NMSU doing well in terms of diversity, equity and inclusion?
 - Probes
 - What has been tried?
 - What worked and why do you think it worked?
 - What did not work as well and why do you think it didn't work?
- What are opportunities for improvement in the way DEI roles and responsibilities impact various efforts at NMSU, including for example:
 - Improved campus climate
 - Increased retention and recruitment of UR students, faculty, and staff at all levels; and
 - Enhanced leveraging of University resources to advance diversity, equity and inclusion.
- Describe your reporting and organizational structure of the units responsible for NMSU's compliance functions, e.g., AAP, ADA, discrimination and harassment under various federal and state laws and university policy?
 - Has this always been the structure?
 - What are some of the challenges and strengths of the various offices and what improvements would you recommend?
 - What is the ideal reporting and organizational structure for such functions and explain why?
 - What role(s) do compliance units play with supporting the DEI vision/mission/programs of NMSU?
- Would NMSU benefit by having a senior/chief diversity officer? Why/Why Not?
 - If yes, who should this position report to and why? (President/provost, etc.)
 - What responsibilities should be included in the portfolio of the CDO?
 - Does that include compliance functions (AAP, Title IX, ADA, Nondiscrimination, complaint investigations, related training), why/why not?
- Is there any other information related to the compliance functions that are performed that you want us to be aware of as a part of this review?
- What roles do these units play with the DEI programs/initiatives/vision?
 - Do you believe that the university presently has the infrastructure to move forward with a diversity and inclusion agenda? If not, why not? If so, tell us about the infrastructure that exists.

- What are your thoughts about establishing a Chief Diversity Officer position at NMSU?
- Do you think the campus is ready for a Chief Diversity Officer position? How do you think the campus feels about such a position?
- Is there any other information you want us to be aware of as a part of this review?

Appendix II

Itinerary for DEI External Review Team

Monday November 18

8:00 – 8:45 Dan Arvizu, Chancellor and John Floros, President – Chancellor’s Office

9:00 – 10:00 Carol Parker, Provost - Guthrie 109 Conference Room

10:00 – 10:45 Laura Gutierrez Spencer, Director, Chicano Programs - Guthrie 109 Conference

11:00 - Noon Laura Castille, Exec. Director, Office of Institutional Equity (AA, Title IX, ADA) - Guthrie 109 Conference Room

Noon Lunch

1:30 – 2:30 Diversity Council – Hadley Hall 130

3:00 – 4:00 ASNMSU President and Leadership Team – ASNMSU Office

4:10 – 5:10 Faculty Open Forum – Corbett Center Auditorium

5:15 – 6:15 Diversity Student Organizations - Corbett Center Auditorium

Tuesday November 19

8:00 – 8:45 Renay Scott, Vice President for Student Success – CC Quay Room

9:00 – 9:45 Michael Ray, Director, American Indian Program – CC Quay Room

10:00 – 10:45 Patrick Turner, Acting Director, Black Programs - CC Quay Room

11:00 – 11:30 Gena Jones, Associate Vice President for Human Resource Services - CC Quay Room

11:45 – 12:30 Zoey Sophia Pook, Director, LGBT+ Programs - CC Quay Room

12:30 – 1:30 Lunch

1:30 – 2:15 Academic Deans – Hadley Hall 130

2:30 – 3:15 Hector Sanchez, Director, Military and Veterans Programs - CC Quay Room

3:30 – 4:00 Trudy Lukin, Director, Student Accessibility Services - CC Quay Room

4:15 – 5:00 Staff Open Forum – Corbett Center Auditorium

5:15 – 6:15 Student Open Forum – Corbett Center Auditorium

7:30 Exit dinner with Provost Parker

Appendix III-A

**Archie W. Ervin, Ph.D.
Vice President and CDO
Georgia Institute of Technology**



Archie W. Ervin, Ph.D. serves as vice president and chief diversity officer at the Georgia Institute of Technology in Atlanta, Georgia. He has served as Georgia Tech's inaugural vice president for Institute Diversity, Equity and Inclusion (IDEI) since 2010. Prior to his appointment at Georgia Tech, Ervin served as associate provost and chief diversity officer at the University of North Carolina at Chapel Hill from 1999 to 2010.

At Georgia Tech, Ervin serves as a member of the president's cabinet and is responsible for identifying institutional priorities, policies, programs, and initiatives that advance the Institute's inclusive excellence agendas for faculty, staff, and student populations. IDEI oversees the Georgia Tech's ADVANCE Program, the Center for the Study of Women, Science, and Technology, GoSTEM Hispanic/Latino/a outreach grant, the LGBTQIA Resource Center, Staff Diversity, Inclusion, and Engagement unit, Title IX and ADA, Impact Learning Community and the Center for Student Diversity and Inclusion. IDEI also leads Implicit Bias workshops for faculty serving on search, promotion, retention, and tenure committees, leading Women@Tech program for staff women leaders; and Inclusive Leaders Academy for staff and research leaders.

Under his leadership, Georgia Tech has been named as a six-time recipient of the Higher Education Excellence in Diversity Award from *INSIGHT into Diversity*.

Ervin was re-elected to his second two-year term (2018-2020) as president of the National Association of Diversity Officers in Higher Education (NADOHE), the largest professional association of higher education chief diversity officers with a membership of more than 600 professionals representing more than 250 colleges/universities. He is a founding member of NADOHE and has served continuously as either a board member and/or officer since its inception. NADOHE is the preeminent voice and thought leader for inclusive excellence in U.S. higher education. Additionally, Ervin serves on numerous national board and committees including TIAA's Hispanic Advisory Board.

Ervin is a nationally recognized expert and commentator on strategic planning and evaluation for diversity, equity, and inclusion in higher education. In addition to regularly presenting at national conferences, he provides consulting services to higher education institutions and private sector organizations on climate assessments and has conducted climate assessments for two nationally ranked U.S. universities.

Ervin earned his Ph.D. in educational organizations and policy studies from the University of North Carolina at Chapel Hill in 1999. You can follow him on Twitter @EDIADVOCATE.

Appendix III-B

JOZI DE LEON, Ph.D Vice President for Diversity and Inclusion, California Polytechnic State University San Luis Obispo

Dr. Josephine “Jozi” De Leon presently serves as the inaugural Vice President for Diversity and Inclusion at California Polytechnic State University San Luis Obispo, one of the premier universities within the California State University system. She served as the inaugural Vice President for Diversity, Equity and Inclusion at the University of New Mexico between 2008-2017. Throughout her career and in her present role she demonstrates a deep passion for education as a transformative force for traditionally underrepresented students and has an extensive career focused on diversity, equity, Inclusion and social justice in education.

She has served on the board of the National Association of Diversity Officers in Higher Education as the First Vice President. She is a member of both the Northern and Southern California Chapters of NADOHE. She also served on the Commission for Access, Diversity and Excellence with the Association for Public and Land Grant Universities as a Regional Director.

Dr. De Leon received a bachelor’s degree in early childhood education from Fayetteville State University in Fayetteville, North Carolina, a Historically Black College and University (HBCU). She obtained a master’s degree in educational psychology from the University of North Carolina-Chapel Hill. Her doctorate in curriculum and instruction with a concentration in the intersection of culture, language and disability (Bilingual Special Education) is from New Mexico State University.

Dr. De Leon served in various leadership roles within the academy as department head, associate dean, and associate provost at New Mexico State University from 1992-2007. She was the first Deputy Secretary for Academic Affairs, Planning and Research for the New Mexico Higher Education Department in 2005. She helped shape policy to create greater accessibility to higher education for all New Mexico students. Her work left a mark on the education of traditionally underrepresented students in the state of New Mexico. At the University of New Mexico her work was viewed as a model for the state and the region.

In her most recent role as Vice President for Diversity and Inclusion at Cal Poly San Luis Obispo, she is collaboratively shaping an agenda that will support and bring diversity and inclusion to the center of the university’s mission. During her two years at Cal Poly, she has established a Collective Impact Model that engages the whole university in the work of diversity, equity and inclusion. She implemented a year-long action plan in response to a major hate/bias incident on the campus. She has also completed overseeing a campus climate survey, called the Cal Poly Experience (CPX) survey and is in the process of leading the construction of a campus action plan and scorecard to monitor progress. The plan will be integral to the university strategic plan and the university’s WSCUC accreditation study. She is also working with the San Luis Obispo Chamber of Commerce, Economic Vision Council, and other external city and

county agencies in assisting them in linking economic development to an increase in diversity in an area that is not very diverse. Dr. De Leon is a leader, scholar and visionary whose work is centered in social justice in education for all, but especially traditionally marginalized populations.

Appendix III-C

Paulette Granberry Russell
Senior Advisor to the President for Diversity
Director, Office for Inclusion and Intercultural Initiatives
Michigan State University

Paulette Granberry Russell joined Michigan State University in 1998 as its senior diversity officer, and director (Office for Inclusion and Intercultural Initiatives). The office is responsible for facilitating MSU's efforts to advance a diverse and inclusive university environment that includes over 50,000 students and over 12,000 employees. The focus of the office includes cutting-edge cross-cultural education and development programs, including an implicit bias certificate program, MSU Dialogues on Race and Gender for undergraduate, graduate and educators (faculty and academic staff), and a Diversity and Inclusion Co-Curricular Certificate Program for undergraduate students (spring 2019). The office engages in community outreach (campus and surrounding community), workforce diversity initiatives and is responsible for MSU's affirmative action program, campus climate assessments, and provides professional and social support for faculty of color and diversity scholars through the office's Diversity Research Network. She leads various all-university committees responsible for campus diversity efforts and the office provides integral support of university compliance with federal and state nondiscrimination laws and regulations. Granberry Russell has held the title of Title IX Coordinator, ADA Coordinator, and EEO Coordinator and has led the university through two successful US DOL, OFCCP audits of the institution's affirmative action program.

Granberry Russell was an integral part of the National Science Foundation ADVANCE grant—Advancing Diversity through the Alignment of Policies and Practices—at MSU, designed to increase the participation of women in science, technology, and engineering and math careers in higher education.

Additionally, Granberry Russell is the Second Vice President and member of the Board of Directors for the National Association of Diversity Officers in Higher Education (NADOHE). She is Chair of the Association's annual conference planning committee that has been instrumental in the professional development of over 600 diversity officers representing more than 250 colleges and universities and co-chair of the Public Policy Committee.

Granberry Russell presents across the country and internationally, including work in South Africa, Tanzania, Senegal, Burkina Faso, Senegal, Brazil, and the United Kingdom. Topics include equal opportunity, affirmative action, and gender equity, strategies for retaining a diverse workforce, and creating inclusive work and learning environments.

A licensed attorney in the state of Michigan, Granberry Russell also consults on labor and employment law.