PROPOSAL FOR A 15-CREDIT “RACE & SOCIAL JUSTICE INTERDISCIPLINARY GRADUATE CERTIFICATE”

EXECUTIVE SUMMARY

The 15-credit transcripted “Race & Social Justice Interdisciplinary Graduate Certificate” is designed as an area of specialization for students pursuing a master's degree or a doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. Against the backdrop of ongoing contemporary and historic racial inequities in housing, health, education, employment and criminal justice, the certificate provides students the opportunity to become part of a vibrant interdisciplinary community as they complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. It is important to underscore the word “interdisciplinary” in the title of the certificate. This will be particularly attractive to both U.S. and international students seeking the benefits of interdisciplinary dialogues, reflection and collective insights that are facilitated when faculty and students from different disciplines converge to explore the contours of race and social justice in the U.S and global context. While other universities and colleges offer trans or cross-disciplinary graduate certificates in race, ethnicity or social justice (e.g., Iowa State University-Education for Social Justice Certificate; Ethnic Studies Graduate Certificate, Northern Arizona University), we would be the first to establish an interdisciplinary graduate certificate in “Race & Social Justice.”

The following are key student learning outcomes:

(1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective;

(2) Students will read write about, discuss, and engage in critical scholarly inquiry, problem-solving and public presentations related to race and social justice;

(3) Students will acquire a basic level of knowledge about U.S. and/or local, global social justice movements that are anchored in racial justice;

(4) Students will be aware of opportunities to go from theory to practice by exposure to community-engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

The transcripted certificate positions our graduates to stand out among potential applicants for academic, policy and other social service employment. The critical thinking and analytical skills that students will develop will prepare them to compete in the multicultural workforce and international and global job markets that increasing
values interdisciplinary approaches. A Google search for jobs in “race and social justice” found over a hundred hits (8/19/15). A common theme in these job postings is a demand for professionals in the non-profit and government sectors that have the ability to understand, do research and influence social and public policy to promote social justice for racially marginalized groups. The city of Seattle, Washington launched a race and social initiative that seeks employees with training in race and social justice. Similarly job searches positions in public policy, human relations, criminal justice, social work, K-12 and higher education administration, seek applicants that demonstrate this expertise.

The proposed certificate formally recognizes the specialized knowledge that many graduate students are already completing at UNM but lack any official mechanism for certifying this specialization and expertise on their transcripts. Graduate students are very interested in having a specialization that helps them stand out in the job market. We have a list of graduate students that have expressed an interest in this specialization. We have gathered email and contact information at a number of recent UNM events including the Race and Media conference in September 2015 sponsored by the Department of Communication and Journalism, as well as several of the speakers series sponsored by the Centro de la Raza and Raza Graduate Student Association in Fall 2014, Spring 2015 and Fall 2016 and American Studies lecture series September 2015.

It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as meeting the student learning outcomes for the certificate already exist in a variety of graduate programs across diverse disciplines, departments and colleges at UNM. We have identified over seventy courses that have the potential to meet the student learning outcomes of the certificate. We have emailed every department chair for any course included in this list requesting that they forward any other syllabi or indicate which if any courses needed to be removed from the list due to restrictions, etc. For a complete list of courses that have the potential to be included see appendix. In the appendix we also indicate whether we have received a syllabus or not. We have also included an excel spreadsheet with information on the frequency of course offerings as well any restrictions on enrollment. We anticipate being able to offer the proposed graduate certificate as early as Fall 2016 (if approved). Because we anticipate that the first year the certificate is inaugurated we may have a larger than normal number of students seeking this designation, Dr. Tyson Marsh and Dr. Ricky Allen will serve as the co-advisors during the 2016-2017 academic year. During the following year we anticipate that one advisor will suffice; Dr. Nancy López will serve as advisors. Building on the Women Studies model for tailored mentoring of graduate certificate seekers, each semester, certificate advisors will work with students to plan a contextualized course of study that addresses students’ individual interests and career plans. Student seeking approval for topics courses will need to provide a syllabus and indicate how the course. The faculty advisor will make approval of courses that will be counted for the certificate. We will also invite all faculty that teach courses that potentially meet the learning outcomes to two meetings during the semester in order to share syllabi and create convergence spaces for dialogues on race and social justice research, pedagogy and praxis. It is important to underscore that this is not a stand-alone certificate; it is only open to currently enrolled graduate students at UNM.
We have secured administrative support for the certificate from the Graduate program in Sociology (See commitment letter appended to the proposal).

The “Race & Social Justice Interdisciplinary Graduate Certificate” will contribute to the development of critical and analytical thinking and praxis (dialogue, reflection and action) that can have a transformative and lasting impact on society. The certificate provides students the opportunity to become part of a vibrant interdisciplinary community as they complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. Ten years from now we will know that we have been successful because our certificate earning graduates will be engaged in advancing innovative research, teaching and solutions to entrenched racial inequities in their respective diverse professions across a variety of fields including education, housing, employment, law enforcement and health.
INSTITUTE FOR THE STUDY OF “RACE” & SOCIAL JUSTICE

PROPOSAL FOR 15-CREDIT “RACE & SOCIAL JUSTICE INTERDISCIPLINARY GRADUATE CERTIFICATE”

1. Program Description and Purpose

   1. What is the program and why should we offer it? Include the program’s major goals.

The 15-credit “Race & Social Justice Interdisciplinary Graduate Certificate” is a transcripted certificate that recognizes advanced cross-disciplinary graduate expertise and training in the area of race and social justice. The key student learning outcomes include investigating and interpreting the social construction of race in a given sociohistorical context as well as reflecting on the premises, concepts and categories used in different disciplines to conceptualize race and racism. Other major student learning outcomes include critical appraisals, investigations and applications of theories of race, racialization, decolonization and social justice across a variety of social domains and institutions.

There are several reasons why the proposed graduate certificate adds value to UNM’s portfolio of innovative, interdisciplinary, community engaged scholarship and praxis:

   1. Transcribed Certificate Formally Acknowledges Student Specialization
   The proposed certificate formally recognizes the work that many graduate students are already completing but lack any formal mechanism for certifying this specialization and expertise on their official transcripts or on their curriculum vitae. It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as potentially meeting the learning outcomes for the certificate already exist across a variety of graduate programs across diverse disciplines, departments and colleges at UNM. We have collected over thirty syllabi in colleges spanning the College of Education, College of Arts and Science, Business School, Community and Regional Planning, and the College of Fine Arts. The array of departments that are represented in the list of courses identified for the certificate include: Art History, Anthropology, Political Science, Sociology, American Studies, Communication and Journalism, Language Literacy and Sociocultural Studies, among others.

   2. Enhances UNM Brand as a World Class University; First Interdisciplinary “Race and Social Justice” Graduate Certificate in the Country

Innovation and forward-thinking strategic programs are the hallmark of twenty-first century universities. As a research one university in majority minority state with one of the most diverse student populations in the country, UNM has a strategic opportunity to serve as an incubator for high quality interdisciplinary, research, teaching and praxis in the area of race and social
justice. A graduate certificate in this area will allow UNM to establish a national and international reputation for this specialization. While other universities and colleges offer interdisciplinary graduate certificates in related areas, our proposed certificate will brand UNM as a leader and cutting edge hub of interdisciplinary research in this area (See Appendix A: List of Graduate Certificates in Other Universities). The Institute for the Study of “Race” & Social Justice is the first in the country to be dedicated to both establishing empirical, conceptual and methodological clarity about race that is also explicitly interdisciplinary and committed to engaging issues of pedagogy and praxis. Indeed our internet search of similar programs has yet to uncover any other Institute or graduate certificate entitled, “Race & Social Justice,” making UNM the first in the country to establish this brand.

3. Cumulative Deep Interdisciplinary Learning and Long-term Value-Added for both Students and Faculty Success; Nurture Diverse Scholarly Communities of Solutions-Oriented Practice

We believe that the value-added by the proposed certificate is cumulative and multifaceted as both prospective and current graduate students as well as prospective, current junior and senior faculty will not only be attracted to UNM but they will thrive in a vibrant and innovative community that embraces engaged and solutions-oriented scholarship that builds on interdisciplinary knowledge, teaching and practice in race and social justice. Both domestic and international graduate students and faculty will find the proposed graduate certificate in race and social justice particularly appealing because it is anchored in interdisciplinary and the value-added via the convergence of scholarship, teaching and community engagement.

Ten and twenty years from now we will know that we have been successful because we will observe an increase in the number of talented graduate student applications that reflect our commitment to inclusive excellence—namely the idea that excellence and inclusion are interdependent (For definition of inclusive excellence visit: diverse.unm.edu as well as http://www.du.edu/cme/resources/inclusive-excellence.html). Most importantly, because it is an interdisciplinary certificate, the proposed graduate certificate in race and social justice has the potential to create a welcoming scholarly home and community for both graduate students and faculty who will be attracted to UNM because our public face will demonstrate that we value innovative interdisciplinary research, teaching and service in the area of race and social justice. This brand will be particularly those students and faculty interested in community engaged research as well as those students and faculty that come from racial and ethnic as well as other communities that continue to be underrepresented in academia. The certificate will create the structural conditions for innovation and simultaneously enhance the retention of students who may lack a community of scholars and researchers interested in race and social justice within traditional discipline-specific departments. According to the National Center for Education
Statistics on Doctoral degrees earned in 2010, 74% are awarded to Whites, 12% to Asians, but only 7% are awarded to Blacks, 6% to Hispanics and less than 1% to American Indians and these trends have not seem major improvements over the decades. Unless deliberate programs are developed that attract diverse graduate students, we will continue to see little progress in advancing inclusive excellence in higher education, which may limit the potential for innovation and groundbreaking scholarship across many disciplines. (For a list of Ph.D. earned by race and gender across social sciences visit: http://www.asanet.org/research/stats/race_ethnicity/doctorate_recipients_1977-2006.cfm)

The Value-Added for the New Mexico Context:
Challenges & Opportunities for Race & Social Justice Scholarship & Praxis
This certificate is of particular relevance to New Mexico. As a majority minority state we face multiple challenges and opportunities for ameliorating contemporary and historic inequalities among racial and ethnic marginalized communities. According to the New Mexico Kids Count 2015 Report, New Mexico has the 2nd highest poverty rate in the nation with 21% of children living at or below the poverty rate. We also have the 2nd highest rate of working families who are low income (42%). Not surprisingly, New Mexico also ranks 49th in child wellbeing. Children growing up in concentrated poverty continues to be at the bottom of quality of life for children and marginalized populations. Data from the Population Reference Bureau from the U.S. Census 2008-2013 found many racial and ethnic patterns of inequity for children growing up in concentrated poverty. Specifically, 59% of Native American, 25% of Hispanic, 20% of Black and 10% of White children grow up in concentrated poverty (See: http://www.nmvoices.org/wp-content/uploads/2015/09/LHHS-Presentation-9-21-15.pdf). More over the 2014 Mission Graduate Report finds that while 24% of Hispanics in the state have less than high school, for whites this figure is 4% (see 2013 Charting Our Course Report, Website: missiongraduate.org). These challenges can be opportunities for innovation via high quality research and practice that builds on connecting scholarship on race and social justice across the disciplines.

This certificate can serve as a catalyst for change in policies, programs, and practices in our state and beyond. We anticipate that students that complete this certificate will be part and parcel of empowering local communities and improving measurable outcomes for diverse communities vis-à-vis P-20 education, health, criminal justice, housing, employment and wealth. It is our hope that this certificate program can fill an urgent need for an incubator for new ideas, policies and practices that will benefit the people of the state of New Mexico and beyond.

4. How does the program fit within the participating unit’s future plans?
The Institute for the Study of “Race” and Social Justice was established in January 2009 with seed funding from the RWJF Center for Health Policy. The Institute mission is to promote the establishment of empirical, theoretical and methodological clarity about "race" that draws on cutting-edge thinking from multiple disciplines and diverse empirical traditions. The Institute seeks to develop ways of empirically measuring "race" and assessing racialization processes in order to develop strategies for ameliorating race-based inequality. We place "race" in quotes to underscore its nature as a socially constructed category of social status in particular historical contexts, rather than as a reified category that is essential or fixed. Despite the fact that "race" is neither rooted in biology (or genetics) or fixed in time and space, racial inequality persists and often remains at the root of socioeconomic inequality, health disparities and other measurements of social stratification in the United States (More info: race.unm.edu).

Over the last six years the Institute has sponsored a study group, speakers series, transdisciplinary working group that came to a consensus about Transdisciplinary Guidelines for Researching “Race,” among other activities. We have also been active in ongoing national debates regarding how racial and ethnic measurements will be counted for the 2020 census and sponsored an interdisciplinary symposium at UNM in September 2011 that included the former director of the Census and key personal in the Office of Management of Budget, current staff at the Census as well as diverse leading scholars across the disciplines with expertise on underrepresented groups, such as Native Americans, Latinas and Latinos and Asian Americans, etc.. We also convened an American Sociological Association Working Group (2012) that forwarded a memo to the Census offering recommendations on the on-going tests in questionnaire formats for the race and ethnicity questions that included major proposed changes to the Census. With Support from the National Institutes of Health we also convened an interdisciplinary workshop with leading scholars on health disparities on the topic of conceptualizing race across the biological, health and social sciences in 2012. Part of the deliverables of this conference included a peer-reviewed co-edited volume entitled, “Mapping ‘Race’: Critical Approaches to Health Disparities Research (2013),” which was recently reviewed in the American Journal of Sociology (2015) and described as “necessary reading” and “masterful” precisely because the interdisciplinary contributions in the volume included innovative models for measuring and conceptualizing race that are only possible through the convening of scholars across the disciplines.

Building on this interdisciplinary initiatives in July 2014, the Institute applied for Agency for Health Research Quality (AHRQ) National Institutes of Health (NIH) grant to harmonize race, gender, and class data collection in the state for equity-based policy. Although the proposal was not funded, in July 2014 we launched the New Mexico Statewide Race, Gender, Class Data Policy Consortium in July 2014, the first of its kind in the nation. Although the Consortium has only been in existence for just over a year, in partnership with a number of UNM and statewide
research centers, we have already improved the collection of detailed parental educational attainment on all UNM applications beginning Fall 2015. We have also been working with LGBTQ Resource Center on improving data on these communities. Because all Institute and Consortium faculty are volunteers, we have also established a UNM Fund with the UNM Foundation so we can enhance the sustainability of the Institute and Consortium. See attached information with flyers and other Institute/Consortium deliverables and publications or visit: race.unm.edu.

Our future plans for the Institute include reinstating our inaugural lecture series on cutting edge approaches to researching race and obtaining research grants for graduate students to conduct interdisciplinary research on race and social justice. Another major goal of the Institute is to connect graduate students with faculty mentors that can guide interdisciplinary workshops on race and social justice. To that end we will hold a potluck over the lunch hour at the Institute for the Study of “Race” and Social Justice (currently housed at the RWJF Center for Health Policy, 1909 Las Lomas NE) once a semester with students enrolled in the certificate program and faculty doing research, teaching and service in the area of race and social justice. In the future, we anticipate applying for significant funding that will sponsor predoctoral and postdoctoral fellowships for scholars conducting research in race and social justice as well as an endowed chair in race and social justice. Eventually we will explore the possibility of establishing a journal on race and social justice theory and praxis. We will continue to partner with the UNM Foundation in order to identify resources to ensure the continued improvements in the quality of the certificate. The Institute has generated much interest across the nation and may be serving as a source of innovation for other institutes. To be sure in October 2015, we have received an invitation to co-found a sister Institute at the Southern University of New Orleans that is inspired by our work. It is our intention that the Institute achieves national recognition for excellence in interdisciplinary research and teaching on race and social justice. Please refer to 2012-2017 Strategic Plan enclosed in the Institute information packet as well as the Transdisciplinary Guidelines for Researching Race embedded in the information packet and also available at race.unm.edu.

2. How does the program fit within the UNM mission and strategic plan? Does this program address particular research priorities?

The interdisciplinary strength of the proposed graduate certificate strategically positions UNM as convergence space for innovation and discovery in addressing the ongoing racial inequalities in housing, health, education, employment and criminal justice, etc. The New Mexico context is ripe for innovation in high quality research and praxis in the area of race and social justice. Among the challenges that remain are historic and contemporary gaps in educational attainment, income and wealth among racial and ethnic minority groups such as Native Americans, Hispanics and Blacks. The proposed certificate program will provide a convergence space for innovations and solutions oriented approaches to
multiple inequities experience by entire categories of people and adds to the portfolio of work already underway in the Innovation Academy.

The high-quality and innovative curriculum along with potential research synergies that emerge from this proposed certificate will contribute to UNM’s brand as a destination university and leader in interdisciplinary teaching, research and service. More importantly, this will provide students with the tools to engage in creative solutions to entrenched and long-lasting racial inequities that have the potential to inform policies and practice that advance transformations in historic and contemporary inequalities (See NM 2015 Progress Report: A Snapshot of NM Status in Education, Health, Economy and Water produced by NM First; last accessed 11/4/15 http://nmfirst.org/library/2015/2015-new-mexico-first-progress-report/index.html). It is our hope that the interdisciplinary certificate will create bridges among race scholars across disciplines and create scholarly homes for both students and faculty, who would otherwise not engage in regular interdisciplinary dialogue.

3. Does the program overlap or duplicate any existing program within UNM? In the state and/or region?

Currently there is no overlap with any other graduate certificates in at UNM or any of the other certificates at universities in the state. While there are other graduate certificates at other universities in Race or Social Justice, if this proposed certificate is established at UNM we would be the first in the country.

5. What is the governance structure of the program?

The Institute for the Study of Race and Social Justice Advisory Board will govern the certificate. The director of the Institute will serve as the director of the program. As previously mentioned, for any given academic year (Fall 2016 Spring 2017, one or more Institute Advisory faculty advisor(s) will be advise students for every academic year. Each Spring a new advisor will be appointed by the Institute Advisory Board for a term beginning in July of that year through June of the following year. All past and current faculty and staff advisors will be posted on the Institute website: race.unm.edu.

The Institute for the Study of “Race” and Social Justice Advisory Board as well as a number of faculty across the colleges at the University of New Mexico center race and social justice in their research, teaching and service and participate in Institute activities and/or offer courses that contribute to the “Race & Social Justice Interdisciplinary Graduate Certificate.”

The Institute for the Study of “Race” and Social Justice consists of nine voting members of the UNM Faculty and one non-voting visiting faculty member. All Institute Advisory Board member have earned a doctoral degree or medical degree. All members of the Institute advisory a record of scholarship, research,
publications, teaching and service in the area of race and social justice. These members are: Dr. Ricky Lee Allen, Associate Professor, Language, Literacy, Sociocultural Studies, College of Education; Dr. Lisa Cacari-Stone, Associate Professor, Family and Community Medicine Department, School of Medicine; Dr. Shiv Desai, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Kiran Katira, Director, Community Engagement Center; Instructor, Peace Studies, College of Arts and Sciences; Dr. Karla Kingsley, Associate Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Tyson Marsh, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Jamal Martin, Director, Peace Studies; Lecturer III, Africana Studies, College of Arts and Sciences; Clinical Assistant Professor Family and Community Medicine Department, School of Medicine; Dr. Nancy López, Associate Professor, Sociology, College of Arts and Science; Director & Co-founder, Institute for the Study of Race and Social Justice, RWJF Center for Health Policy; Founding Coordinator, New Mexico Statewide Race, Gender, Class Data Policy Consortium; Dr. Anne Simpson, Professor, Internal Medicine, Geriatrics; Vice Chancellor for African American Health; Director, Institute for Ethics, School of Medicine; Dr. Steven Verney, Associate Professor, Psychology, College of Arts and Sciences.

We welcome submission of syllabi from any faculty member teaching courses that they would like considered in the certificate. Faculty interested in supervising independent studies and field experiences; please contact the individual faculty if you wish to work with them on an independent study or field experience. A Faculty Advisor who serves as the point person for the certificate and is in charge of signing program of study and certificate completion forms as well as mentoring students administers the certificate. If you have questions about the certificate, please contact the faculty advisor. For Fall 2016-2017 we will have two faculty advisors: Dr. Tyson March (publicpedagogy@unm.edu) and Dr. Ricky Lee Allen (rlallen@unm.edu); for Fall 2017-2018, Dr. Nancy López: (nlopez@unm.edu) will serve as the faculty advisor. The staff coordinator is Shoshana Handel (shandel@unm.edu); Tel.: 505 277-2501, Rm 1103 Social Sciences Bldg (main office of the Sociology Department).

6. For interdisciplinary programs, describe the responsibilities of each participating unit?

The 15-credit transcripted “Race & Social Justice Interdisciplinary Graduate Certificate” will not require formal responsibilities for participating units. As previously mentioned, the Sociology Department has agreed to provide administrative support for processing applications.

7. What is the program development and implementation timeline?
Conceived as an interdisciplinary experience, a total of 15 credits of graduate-level courses will be required. No more than six (6) credits can be completed in the same department, including the student’s home department. No more than three (3) credits may be designated as independent study or field courses; no more than six (6) credits in one department apply to independent study credits. While students can request that independent study courses count toward the certificate, it will be subject to the approval by the faculty advisor. It is important that students meet with the faculty and staff advisor at the beginning of the certificate program of study so that they can design a coordinated course of study for the student.

Who may participate?

The 15-credit transcripted “Race & Social Justice Interdisciplinary Graduate Certificate” is open to all graduate students currently enrolled in any college or school at the University of New Mexico in any degree program. It is not a stand-alone graduate certificate and therefore not open to nonmatriculated students. Please keep in mind that for some of the preprofessional graduate programs, there may be restrictions on enrollment for specific courses. This information will be posted on the race.unm.edu website. To our knowledge, none of these restrictions exist for the College of Arts and Sciences and the College of Fine Arts. For more information about course enrollment restrictions by individual programs, please consult the course catalog, class schedule, and website for the Institute: race.unm.edu.

APPLYING FOR THE CERTIFICATE

The certificate is only available to current graduate students already matriculated in a graduate degree-granting program (e.g., master’s or doctoral program) at the University of New Mexico, regardless of field of study. To apply, you must submit a two-page letter of intent. This application must be approved by the faculty advisor and processed by the staff advisor. Only courses with a grade of B or better will count towards the certificate credits. For a current listing of the faculty and staff advisor, please visit: race.unm.edu. Students are strongly encouraged to complete this process before they have completed more than six (6) credits toward the certificate.

2. Student Impact
   1. How many students are projected to enroll?

   We expect 15-20 students to enroll in any given year.

   2. From where will these students be drawn?

   Graduate students from a variety of graduate programs have expressed interest in applying for the transcripted “Race & Social Justice Interdisciplinary Graduate Certificate.” These students span the social
sciences including, anthropology, economics, sociology, psychology, as well as the fine arts and professional schools including business, public health, nursing, law, etc. After completing this certificate, students will have a firm foundation in understanding race as a social construction and they will be better prepared to compete for academic positions and/or work that requires these skill sets.

3. What are the demographic characteristics and educational goals of the target students?

We expect this certificate will be of interest to an array of students from across the disciplines that include diverse racial, ethnic, class, sexual orientation and other backgrounds. This graduate certificate will be particularly attractive to students interested in conducting collaborative, participatory, community-engaged research that may inform the local community, policy makers and equity-oriented research and praxis. We expect that this certificate will be particularly attractive to students from traditionally underrepresented backgrounds. For example, this certificate may be particularly attractive to graduate students who may be the first in their families to have access to higher education.

4. What are the employment goals of the typical target student?

This certificate will be attractive to future scholars, journalists, policy makers, social workers, teachers, lawyers, and teachers alike. It may be particularly attractive to those seeking public office who hope to arrive at large scale solutions to entrenched historic and contemporary inequalities in many policy arena such as early childhood and education, health and housing as well as employment and criminal justice.

We also expect that many of these students will seek to work in professions that are directly serving underrepresented racial and ethnic communities and particularly those that are planning to engage in policy-relevant research on inequities in education, health, housing, criminal justice as well as employment.

3. Curriculum Plan

1. Describe the curriculum and its impact on existing courses, including courses in other departments. NOTE: Certificates with new courses must be reviewed by the HED.

As previously mentioned, all of the courses for the certificate already exist in the UNM catalog. We include a list of courses that we have identified as potentially meeting the student learning outcomes (See Appendix and Spreadsheet). We are in the process of requesting syllabi for other courses that have the potential to meet the learning outcomes for the graduate list.
RESTRICTIONS: In order to ensure an interdisciplinary experience, no more than six (6) credits may be from the same department. This includes a maximum of three (3) credits of independent study and/or field experience. Please keep in mind that each department may have restrictions on student enrollment form other departments. Students may transfer up to three (3) credits from a previous graduate program; however the restrictions mentioned above will still apply.

2. What instructional model(s) will be used in delivering the program?

The interdisciplinary list of courses cover a variety of instructional modes for delivery the program. The gamut spans from seminar with a focus on reading, critical dialogue and research papers to praxis oriented workshops that focus on community-based action research. Because no more than six of the fifteen credits, can be in one department we will ensure that students have exposure to all types of instructional modes including pedagogies anchored in on-going critical reflection, dialogue and action.

3. What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

A major goal of the certificate is to provide students with the opportunity to critically interrogate the relationship between race and social justice theory and practice, while coming to broader understandings of how to connect research on racial inequities to inform research and practice that can be translated into their communities. This can be the beginning of having students consider/rethink the relationship of research on race and social justice to communities that are affected by inequities related to race across a variety of policy arenas.

The program consists of several student learning outcomes:

(1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective;

(2) Students will be able to critically read/write about, discuss, and engage in scholarly inquiry, problem-solving and public presentations related to race and social justice;

(3) Students will acquire a basic level of knowledge about U.S. and/or local, global social justice movements that are anchored in racial justice;
(4) Students will be aware of community-engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

4. Budgetary Impact
   1. How many faculty are necessary for program delivery and what are their qualifications?

      It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as meeting the student learning outcomes for the certificate already exist in a variety of graduate programs across diverse disciplines, departments and colleges at UNM.

   2. How will this program affect the workload of current faculty and support staff?

      Again, all of the courses already exist so it will not require any new courses. Enclosed is a letter from the chair of sociology who has agreed to provide staff support for processing applications for the certificate. We anticipate 15-20 student seeking this certificate every year. While the faculty advisor assigned to any given year will experience a modest increase in advising load, this responsibility will rotate yearly among members of the Institute Advisory board and the volume of work would fall in the realm of regular advising duties.

   3. Will additional faculty or staff be required? What is the cost?

      No additional faculty will be required. Some staff support will be required; however the sociology department has agreed to provide the staff support necessary to process the applications and transcripted graduate certificate.

   4. What faculty and staff development services will be needed?

      No additional faculty will be required. Some staff support will be required; however the sociology department has agreed to provide the staff support necessary to process the applications and transcripted graduate certificate.

   5. What impact will enrollments in the certificate program have on student support (GA &TA positions, scholarships, etc.)?

      This certificate will not have any impact on student support, GA or TA positions.
6. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?

Again, since all of these courses already exist, we do not anticipate that any of these courses will require any additional equipment or instructional supplies.

7. Are there any needs for additional or renovated space?

All of the advising will take place in the office of the faculty for the academic calendar year. All of the processing of forms will take place in the Sociology Department main office by the administrative assistant serving as the Graduate Coordinator.

8. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

There will not be any need for additional student support services beyond those already available to graduate students in the Graduate Resource Center.

9. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

Not applicable.

5. Accreditation Plan
   1. How does the program affect any existing accreditation and licensure requirements?

      Not applicable.

   2. If new accreditation is required, describe the accreditation process and the expenses involved

      Not applicable.

6. Additional Information
   
a. Provide any additional information needed to make the case for development of a full proposal. (For full proposal, provide any additional information to support the request for the proposed degree program.)

EVALUATION AND ASSESSMENT
The Institute Advisory via a portfolio evaluation of student projects, examinations, assessment activity or other student work will assess each of the student learning outcomes every five years. Each year we will email the four student learning outcomes to all instructors teaching courses listed as part of the certificate and ask for volunteers for assessing these learning outcomes. We will then develop a three year rotation for all courses taught in the Fall and Spring semester. We will then select two departments for voluntary evaluation of all four learning outcomes in their listed classes. In addition, every five years the Institute will designate an assessment committee to assess the long-term impact of the certificate program by tracking the types of job placement and substantive work pursued by certificate earners five years after the certificate has been earned. In order to build ensure quality control, the student learning outcomes for the certificate will be continually assessed and updated to build on the lesson learned from previous assessments with the overall goal of creating improvements in student success.

7. Additional Attachments for submission to NMHED for CIP Code approval (submitted by Provost’s Office)

1. A copy of the Form D with signatures
2. The final executive summary, proposal, and supporting documentation
3. Minutes from the Board of Regents meeting, noting approval
PROPOSED CATALOG NARRATIVE

The fifteen (15) credit transcripted “Race and Social Justice Interdisciplinary Graduate Certificate,” aims to expose students to a vibrant interdisciplinary community of scholars at the University of New Mexico doing research, teaching and service in the area of race and social justice. The key student learning outcomes include investigating and interpreting the social construction of race in a given sociohistorical context as well as reflecting on the premises, concepts and categories used in different disciplines to conceptualize race and racism. Other major student learning outcomes include cross-disciplinary critical appraisals, investigations and applications of theories of race, racialization, decolonization and social justice across a variety of social domains and institutions. The interdisciplinary focus provides an opportunity to examine how social justice can be embedded in all policies at the individual, institutional and structural levels across the disciplines. Up to six (6) credits can be in one department, including a maximum of three (3) credits of independent study. Courses can double count with any departments core or elective requirements. For information on the current faculty advisor and staff advisor as well as a list of approved courses for the certificate, please visit the website for the Institute for the Study of “Race” and Social Justice: race.unm.edu.