THE UNIVERSITY OF NEW MEXICO

HLC Accreditation
Evidence Document

Title: Diversity Plan

Office of Origin: Division for Equity and Inclusion

Description: The Diversity Plan that was produced out of BOR led strive towards improving various aspects of university functions and programs to increase the success of minority student populations in the university.

Date: 2008

The University of New Mexico

Three Year Plan for Diversity, Equity and Inclusion

2008-2011

May 2008

Office of the Vice President for Equity and Inclusion

THE UNIVERSITY *of* NEW MEXICO

Background

The Regents of the University of New Mexico (UNM) approved the creation of a Division of Institutional Diversity in July 2007. Under the leadership of University President David Schmidly and Interim Provost Viola Florez, this Division was charged with the development of an Institution-wide plan for Diversity, Equity and Inclusion. Efforts were led by the Interim Vice President for Institutional Diversity (IVPID), Rita Martinez-Purson.

The State of New Mexico has a historically diverse population, and today stands as one of four states in the U.S. that can claim minority/majority status – that is where the minority population of the state outnumbers the non-minority population. Moreover, our state is one in which diversity and cultural richness has been recognized through the centuries, and the University of New Mexico recognizes that diversity needs to be articulated, cultivated and made meaningful in our planning process. New Mexico has unique traditions, languages and a multi-cultural heritage which can provide inspiration for UNM to cultivate an important model for university diversity efforts.

The Division of Institutional Diversity was formed to strengthen organizational capacity to serve UNM's diverse student body. The state of New Mexico is comprised of 58% minority population, and as its flagship institution UNM boasts 43% minority students at its main campus. In its branch campuses of Gallup, Taos, and Valencia County, minority students outnumber non-minority students, and the UNM Los Alamos branch serves 48% minority students.

UNM needs solid strategic action to strengthen minority student success at all of its campuses, including a path forward to bolster the representation of minority faculty and administrators. Of major concern are the retention and graduation rates of UNM, particularly those of ethnic minority students. The chart below indicates these UNM demographics in comparison to national averages of member institutions of the American Association of Universities.

	AAU	UNM Overall	American Indian	Hispanic	African American
Freshman Retention	89%	76.6%	66.3%	76.8%	74.8%
Graduation Rates (6 yr)	71%	44%	21.2%	39.9%	29.6%

Source: UNM Office of Equal Opportunity.

In conjunction with this Diversity Plan was the development of a Diversity Report Card, to track institution-wide progress in diversity efforts, with special emphasis on the diversification of the University's workforce and success rates with regards to historically

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underrepresented students. The Diversity Report Card is thus meant to monitor the University's progress of goals in the Diversity Plan, and to provide transparency in our reporting to stakeholders. Details of the Report Card may be found in a separate document titled the UNM Diversity Report Card, available through the Division of Institutional Diversity.

The Diversity Imperative

The definition of diversity varies widely, and is often broadly defined. We adopt such a definition, which includes all aspects of human differences, including but not limited to economic status, race, ethnicity, nationality, sex/gender, religion, sexual orientation, disability and age.

In order to make a broad definition of diversity practical and dynamic, our planning efforts have centered on *actions that need to be taken* to advance the university's mission of student success and public service, with regards to diversity and equity initiatives. This is a growing necessity because of social and demographic changes nationwide, as well as pressing economic and workforce development needs. A section titled "The Need for University-wide Diversity Planning and Leadership" describes these major drivers more fully. These drivers create not only a moral imperative for diversity planning, but a "business case" for its success within our institution and our state.

A collaborative and inclusive approach was imperative to this effort. With a focus on priority actions that need to be taken at UNM regarding diversity, key issues and actions have stood out in the planning process. These priorities were expressed in myriad ways throughout the dialogues captured in Fall 2007 Focus Groups and recent UNM Task Group efforts, leading to the creation of this document and the recommendations herein.

Underpinnings: Diversity as an Asset

Academic diversity is an asset, and is seen as contributing to excellence in higher education at the University of New Mexico. As a comprehensive research university, UNM includes diversity in its values and mission statements, and commits to educating students to function and thrive in a pluralistic and global society. We also acknowledge that to have community credibility, we need diversity at all levels – from our student body, to our accomplished graduates, to our faculty, staff and administrative ranks. Furthermore, in an institution that is committed to excellence, we must also commit to scholarship that engages issues of diversity. Thus diversity is seen as integral to excellence in several key dimensions of its mission and base of operations.

We must continue to meet diversity needs at UNM through affirmative action/equity, culturally aligned services, programs and initiatives, and academic diversity. In addition, we need to consider an overarching model that embraces organizational development as a way to create a truly vibrant intellectual environment that advances the success of all students. Moreover, we must commit to advancing equity, diversity and a healthy organizational climate for all that work and study at the university.

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The Need for University-wide Diversity Planning and Leadership
There are four major drivers for diversity planning in universities across the country: legal and political dynamics, changing demographics, economic and workforce development needs and persistent social inequities. As a framework for discussion, we consider these in the context of our state and university.

Legal and Political Dynamics
Changing laws, policies and social movements have been the visible manifestations of affirmative action and equity across the country. Energized by the civil rights movement of the 1950's and '60's, legal and political dynamics have inspired colleges and universities to eliminate overt discrimination and the need to increase numbers of federally protected groups of historically underrepresented minorities, women, the disabled community and Vietnam-era veterans[1].

It is the University of New Mexico's policy to meet all applicable EEO laws and regulations prohibiting discrimination and retaliation in the workplace on the basis of race, color, religion, gender, national origin, ancestry or ethnicity, age, physical/mental disabilities, special disabled veterans, serious medical conditions, sexual orientation, gender identity and marital or family status. Affirmative Action is one of the tools used to create a balanced workforce, and EEO and AA initiatives at UNM are an important part of the university's commitment to achieving parity in the workforce with respect to underrepresented groups. Goals include full utilization of women and minorities at all levels and in all segments of the work force where deficiencies exist. Reasonable accommodations for qualified individuals with known disabilities are also called for within policy.

It is important to recognize that although EEO/AA parameters are important to diversity goals at UNM, these parameters need to be distinguished from our definition of diversity and the diversity goals we are setting in this document. Our broader goals also need to tie in to strengthening an organizational culture that advances the success of all students and employees and creates an environment that promotes individual and institutional success.

Changing Demographics
Today, African American and Hispanic individuals account for a quarter of the total U.S. population, a figure that continues to grow. It is estimated that by 2024, 65 percent of our country's population growth will be within those groups currently labeled as "minority," including Black, Latino, Asian and Native American. These figures are given in the publication "Now is the Time," issued by the American Association of State Colleges and Universities and National Association of State Universities and Land Grant Colleges, which also states:

> While the potential for significantly more diverse college campuses is within sight, the harsher reality is higher education's mixed record of success in retaining and graduating diverse students. While overall

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[1] Damon A. Williams and Katrina C. Wade Golden, The Chief Diversity Officer: A Primer for College and University Presidents. American Council on Education. 2007

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enrollment numbers of underrepresented students are increasing, African American and Hispanic students continue to enroll at lower rates than their white peers: only 40 percent of African American and 34 percent of Hispanics attend college, compared with 45 percent of white students. African American and Hispanic students also lag behind their white peers in graduation rates, with almost two-third of white undergraduates completing a bachelor's degree in five years compared to only four out of ten black and Hispanic students. It is not enough to bring more diverse students to our campuses. We must also find ways to help them succeed, graduate and join the professoriate[2].

This national concern also plays out at UNM, where retention and graduation rates need strengthening, particularly with minority students.

Economic and Workforce Development
According to the New Mexico Higher Education Department, our state is facing a crisis in the educational attainment of our citizens. We face significant losses of students in the educational pipeline from 9th grade to college graduation, placing us 44th in the country in public high school graduation rates and 48th in the country in terms of six-year graduation rates of bachelor's students[3]. This hampers our state's capacity to create a high wage workforce and participate more fully in a global economy.

The picture of our changing workforce calls for concerted action in terms of education for workforce development, which is a nationwide concern. Statistics show that the U.S. is falling behind other leading countries in percentage of adults with an associate's degree or higher. Furthermore, our nation's economic growth is based on creative ideas for new business processes, products and markets. An educated and diverse workforce can bring greater creativity to our organizations, providing the steam to the economic engine that can keep us globally competitive[4].

Because the median age of the total population is advancing, looming retirements of the large "boomer-age" population will create vacancies in unprecedented numbers, with significant impact in the professional fields, which call for advanced education. There is a growing imperative to increase the success rates of all students, with particular emphasis on those currently being squeezed out of higher education – low income minority students[3].

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[2] American Association of State Colleges and Universities and National Association of State Universities and Land Grant Colleges. (2005). *Now is the time—Meeting the Challenge for a Diverse Academy.* Washington, DC: AASCU/NASULGC.

[3] Malry, Len. Promoting Economic Development through Workforce Education: Strategic Plan. New Mexico Higher Education Department. Retrieved on January 3, 2008. from http://hed.state.nm.us/content.asp?CustComKey=301395&CategoryKey=301397&pn=Page&DomName=hed.state.nm.us

[4] Kohl, Kay. "Learning Opportunities for Changing Needs." UCEA Autumn Regional Conferences. Fall 2006. Malry, Len. Promoting Economic Development through Workforce Education: Strategic Plan. New Mexico Higher Education Department. Retrieved on January 3, 2008. from http://hed.state.nm.us/content.asp?CustComKey=301395&CategoryKey=301397&pn=Page&DomName=hed.state.nm.us

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Advanced degree completion by minorities will help fulfill some of the more pressing workforce needs of our state and nation. For example, in 2005 the U.S. Bureau of Labor Statistics "2000-2014 Employment Projections" told us that 1.7 million new jobs in the health care practitioner and technical fields would emerge during this fourteen year period, with roughly the same number of new jobs in education, training and library fields, 967,000 in computer and mathematical sciences and 315,000 in architecture and engineering. Positions that require at least some postsecondary education will make up more than two-thirds of new jobs[5]. There is a growing gap between supply and demand in terms of the available trained workforce nationwide.

This concern at a national level plays out within the State of New Mexico, where targeted professional development is needed in areas such as health care, manufacturing, education, engineering/construction, and the emerging film industry[6]. Since New Mexico is one of four states that can claim minority/majority status, our pipeline of graduates to fill new positions needs to include strong representation of minorities.

According to the Education Trust[7], Black and Latino college students are more likely to attend two-year and proprietary colleges and less likely to attend 4-Year public universities. Although we value the achievements of significant numbers of minority students at UNM's branch campuses, we need to foster higher graduation rates from those campuses and more movement of those students into bachelors and graduate degree programs in our university.

Beyond pipeline issues is the recognition of the commitment we must have to social justice, which is an important underpinning to diversity, equity and inclusion efforts.

Diversity as Integral to Social Justice
Social justice refers to efforts that work towards creating equity and changing systems of oppression within educational institutions and other social institutions. Diversity has the ability to be a catalyst for institutional changes resulting in social justice for individuals of oppressed groups. UNM recognizes that the diversification of employees, students and ideas in the institution increases the opportunity for equity and inclusion. Individuals tend to create institutions that meet their needs and the needs of the groups with whom they identify. It should be the goal of our university-wide diversity initiatives to create institutional change resulting in an organization that is more apt to serving a diversity of people, cultures and ideas.

Understanding the issue of diversity, equity and social justice in higher education requires a paradigm shift. This entails an intentional focus on how differences in race,

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[5] Carnevale, A. P., & Desrochers, D. M. (2003). *Standards for What? The Economic Roots of K-16 Reform.* Princeton, N.J., Educational Testing Service.
[6] State of New Mexico Department of Labor. (2007). New Mexico Workforce Connection Report. Government Document.
[7] Haycock, Kati. ACCESS AND SUCCESS IN HIGHER EDUCATION: What Do We Know? Can We Do More? The Education Trust. Retrieved on January 3, 2008 from http://www2.edtrust.org/edtrust/Product+Catalog/recent+presentations

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class, disability status, and gender intersect, are mutually constructing and intertwined. Our challenge is to create an institutional structure that is able to provide excellent and equitable educational access and outcomes to all students regardless of their backgrounds. This would require constant attention to how our own institutional policies, practices and ideologies create barriers and opportunities for entire categories of students by social class, social race, ethnicity, sexual orientation and disability.

Demographics of the State and the University

State Demographics

The State of New Mexico has a historically diverse population. Within each major ethnic group there are many other groups, identifying with different origins, cultural mores, languages and traditions.

According to the 2005 population estimates in the U.S. Census for the State of New Mexico[8], the following figures represent the ethnic make-up of our state's citizenry, which numbers just under two million people.

**State Demographics
By Ethnicity**

(Population Total 1.9 Million)
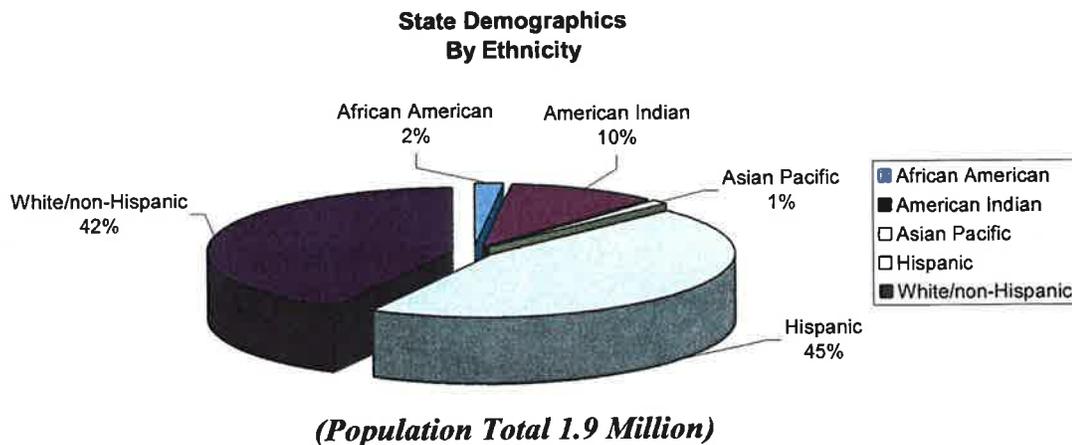
Ethnicity	% of Population
African American	2%
American Indian	10%
Asian Pacific	1%
Hispanic	45%
White/non-Hispanic	42%
Total (1.9 Million)	*100%*

Altogether, 58% of the state's population can be categorized as ethnic minority.

In terms of sex/gender, the state's population is approximately half female, and half male.

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[8] US Census Bureau. *State & County New Mexico QuickFacts 2005.* Retrieved 11/2007 from: http://quickfacts.census.gov/qfd/states/35000.html

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**State Demographics
By Gender**
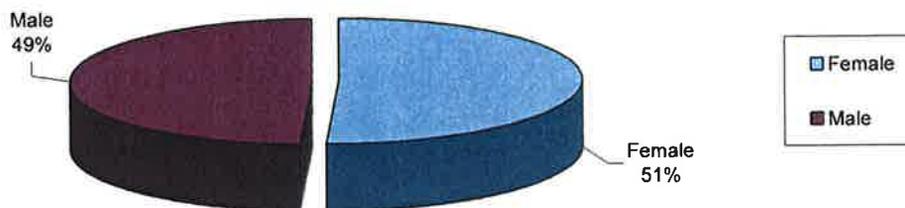
(Population Total 1.9 Million)

Sex	% of Population
Female	50.8%
Male	49.2%
Total (1.9 Million)	*100%*

University of New Mexico Demographics

The following tables provide data that enable us to understand ethnic and gender diversity within the University of New Mexico. These figures form a baseline for the UNM Diversity Report Card, from which future progress can be measured. All of these tables in this section are based on data reported in the UNM Factbook[9], except for the Degrees Awarded by Gender tables, which are from the Banner Academic Outcomes Report[10]. Figures and charts are provided for the UNM Main Campus in Albuquerque, and followed by those of the Branch Campuses.

Main Campus Demographics

Student Enrollment - Main Campus (Fall 2006)
In terms of ethnicity, roughly 42.8% of our Main Campus student enrollment can be categorized as minority status – that is, including African American, American Indian, Asian Pacific and Hispanic. It is important to recognize that in comparison to statewide demographics, Hispanic and American Indian students are underrepresented at UNM. We see it of concern that our UNM enrollment of 30.5% Hispanic students does not approximate statewide percentages of our 45% Hispanic population.

We are also concerned that although the state demographics include 10% American Indian population, our enrollment includes only 5.9% of this ethnic group. In addition, we would like to strengthen our numbers of African American students beyond the demographic representation currently held at UNM.

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[9] UNM Office of Institutional Research. (2007) UNM Fact Book 2006-2007. University of New Mexico: Albuquerque, NM
[10] UNM Office of Institutional Research. (2008) Banner Academic Outcomes Report. University of New Mexico: Albuquerque, NM

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UNM Student Demographics
By Ethnicity
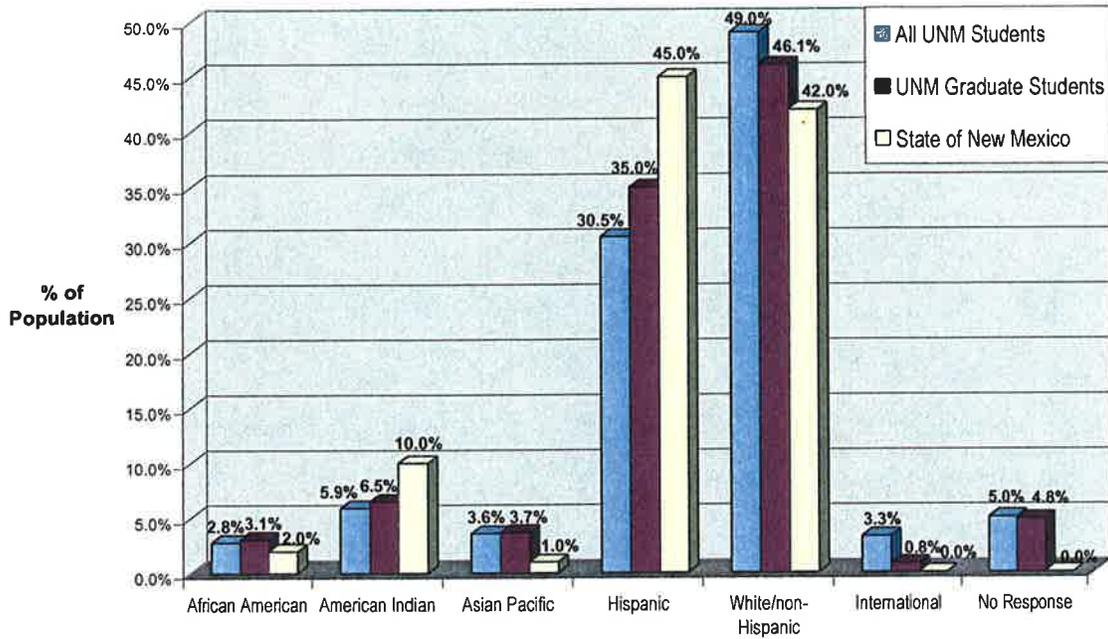
UNM Enrollment

Ethnicity	Actual Number Enrolled	% of University Population	% of State Population
African American	715	2.8%	2%
American Indian	1,525	5.9%	10%
Asian Pacific	923	3.6%	1%
Hispanic	7,881	30.5%	45%
White/non-Hispanic	12,640	49%	42%
International	847	3.3%	0%
No Response	1,286	5%	0%
Total	*25,817*	*100%*	*100%*

Graduate Enrollment

Ethnicity	Actual Number Enrolled	% of University Population	% of State Population
African American	566	3.1%	2%
American Indian	1,189	6.5%	10%
Asian Pacific	682	3.7%	1%
Hispanic	6,361	35%	45%
White/non-Hispanic	8,387	46.1%	42%
International	149	0.8%	0%
No Response	865	4.8%	0%
Total	*25,817*	*100%*	*100%*

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Although the picture of gender diversity within UNM varies from college to college, the percentage of female students at UNM's Main Campus (57%) outpaces the state's percentage of 50.8%. Although the growing number of female students in colleges nationwide is a success story if we compare these numbers to just a few decades ago, it is a growing concern that numbers of male students are beginning to lag. Most strikingly is the declining percentage of minority graduations as one compares the undergraduate and graduate UNM degrees awarded. For example, 32% of BA's, 22% of MA's and 9% of PhD's were awarded to Hispanics; 6% of BA's, 3% of MA's and 1% of PhD's were awarded to American Indians; and 2% of BA's, 2% of MA's and 1% of PhD's were awarded to African Americans.

UNM Student Demographics By Gender
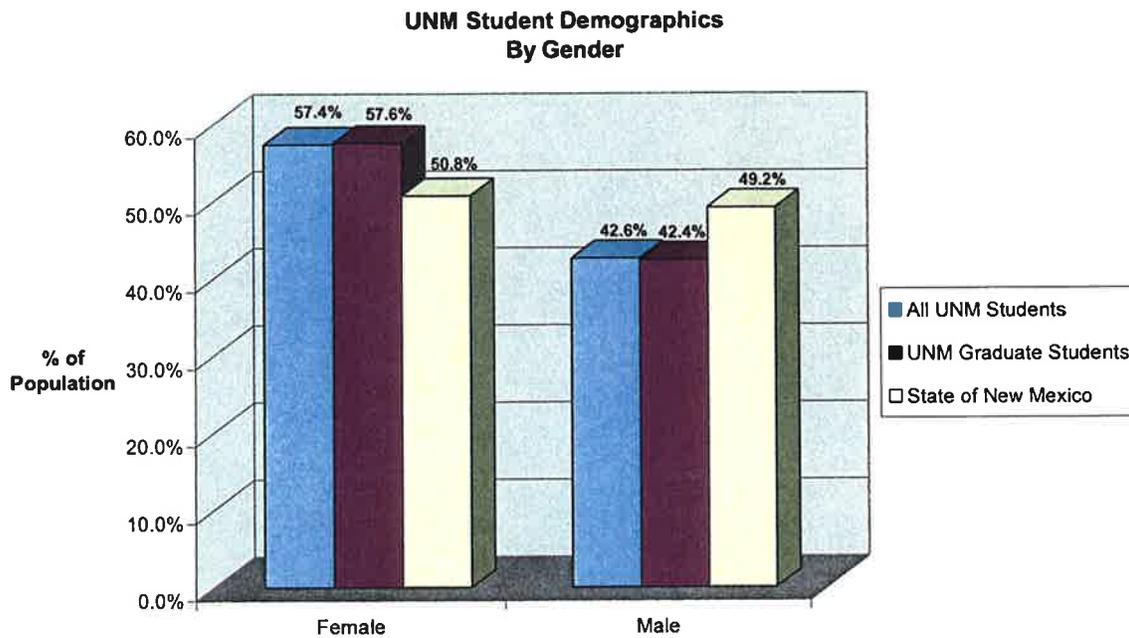
UNM Enrollment

Sex	Actual Number Enrolled	% of University Population	% of State Population
Female	14,823	57.4%	50.8%
Male	10,994	42.6%	49.2%
Total	*25,817*	*100%*	*100%*

Graduate Enrollment

Sex	Actual Number Enrolled	% of University Population	% of State Population
Female	2,513	57.6%	50.8%
Male	1,853	42.4%	49.2%
Total	*4,366*	*100%*	*100%*

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Bachelor's Degrees Awarded – Main Campus (2005-06)

Enrollment of minorities only tells part of the picture of our pipeline. More telling are the numbers in our graduating classes, given by ethnic category.

Bachelors Degrees By Ethnicity
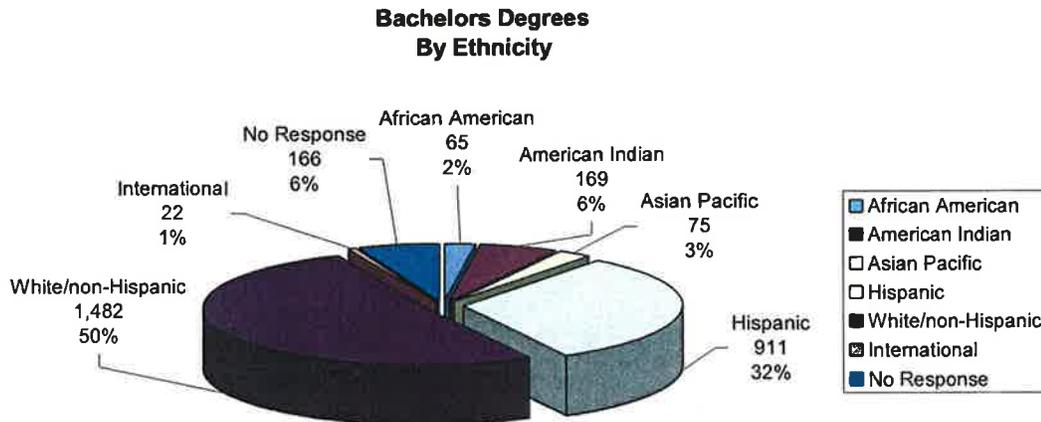
Ethnicity	Actual Number of Bachelor's Degrees Awarded	% of Total Bachelor's Degrees Awarded
African American	65	2%
American Indian	169	6%
Asian Pacific	75	3%
Hispanic	911	32%
White/non-Hispanic	1,482	51%
International	22	0.7%
No Response	166	6%
Total	*2,890*	*100%*

Bachelors Degrees By Gender
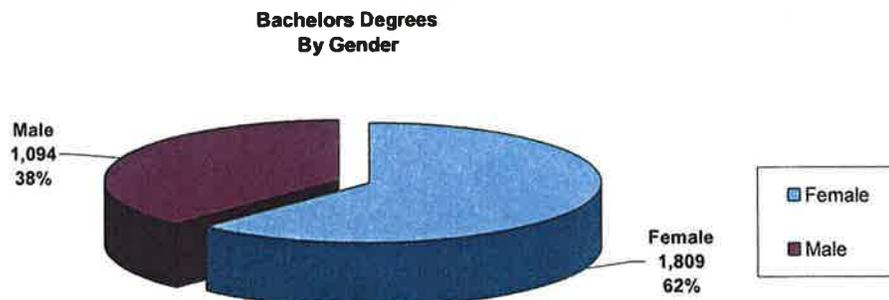
Sex	Actual Number of Bachelor's Degrees Awarded	% of Total Bachelor's Degrees Awarded
Female	1,809	62%
Male	1,094	38%
Total	*2,903*	*100%*

**Note: There is a slight difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

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Masters Degrees Awarded – Main Campus (2005-06)

**Masters Degrees
By Ethnicity**

African American
19
2%

No Response
67
6%

American Indian
41
3%

International
141
12%

Asian Pacific
33
3%

Hispanic
263
21%

White/non-Hispanic
651
53%

- African American
- American Indian
- Asian Pacific
- Hispanic
- White/non-Hispanic
- International
- No Response
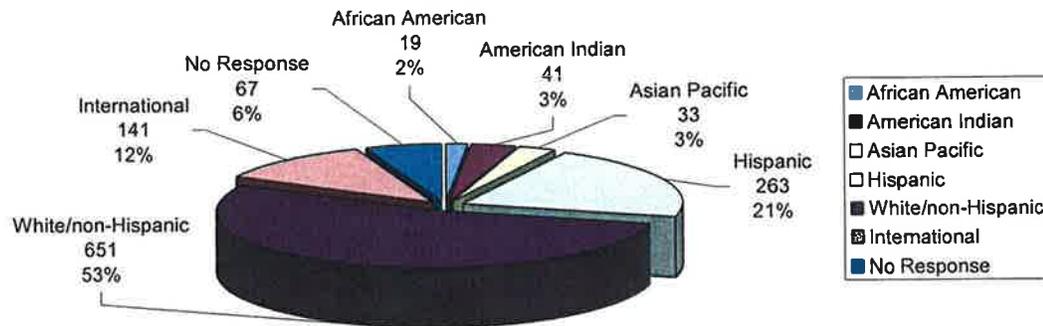
| Ethnicity	Actual Number of Master's Degrees Awarded	% of Total Master's Degrees Awarded
African American	19	2%
American Indian	41	3%
Asian Pacific	33	3%
Hispanic	263	22%
White/non-Hispanic	651	54%
International	141	12%
No Response	67	6%
Total	**1,215**	**100%**

**Masters Degrees
By Gender**

Male
458
38%

Female
755
62%
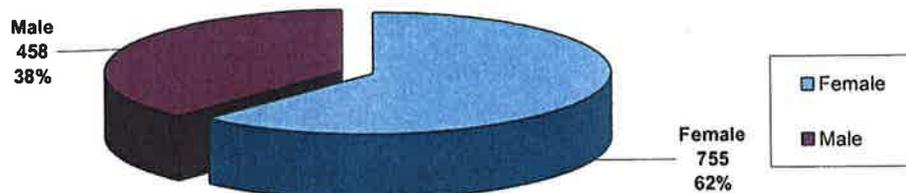
- Female
- Male

Sex	Actual Number of Master's Degrees Awarded	% of Total Master's Degrees Awarded
Female	755	62%
Male	458	38%
Total	**1,215**	**100%**

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Doctorate Degrees Awarded – Main Campus (2005-06)

**Doctorate Degrees
By Ethnicity**
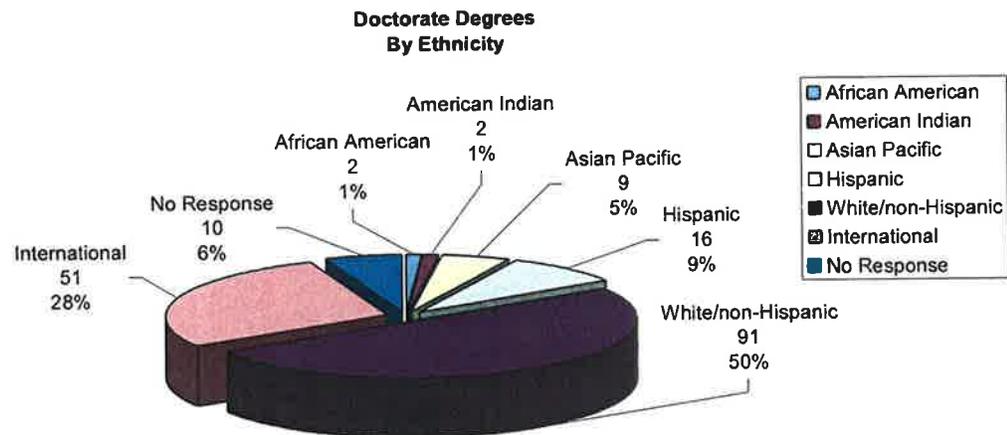
Ethnicity	Actual Number of Doctorate Degrees Awarded	% of Total Doctorate Degrees Awarded
African American	2	1%
American Indian	2	1%
Asian Pacific	9	5%
Hispanic	16	9%
White/non-Hispanic	91	50%
International	51	28%
No Response	10	6%
Total	**181**	**100%**

**Doctorate Degrees
By Gender**
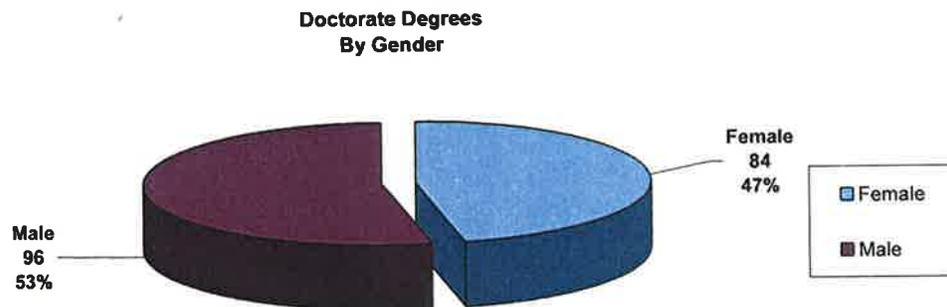
Sex	Actual Number of Doctorate Degrees Awarded	% of Total Doctorate Degrees Awarded
Female	84	47%
Male	96	53%
Total	**180**	**100%**

**Note: There is a slight difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

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Branch Campuses Demographics

The following sections provide student enrollment data on UNM Branch Campuses in terms of Ethnic and Gender Diversity. As a whole, our branch campuses attract a higher percentage of diverse students than does our main campus.

The UNM Gallup Campus is rich in its opportunity to serve 77% American Indian students, with 88% total ethnic minority student representation. Forty-seven percent of UNM Los Alamos students are ethnic minority, at UNM Taos, fifty-three percent, and at UNM Valencia sixty-seven percent of students are ethnic minority. In these three campuses, Hispanic students comprise the largest percentage of these students.

Gender diversity becomes less balanced at the branch campuses, with these campuses reporting between 62.2% to 69% female student enrollment. The following charts summarize the demographics pertaining to diversity.

UNM Gallup Campus

Student Enrollment (Fall 2006)
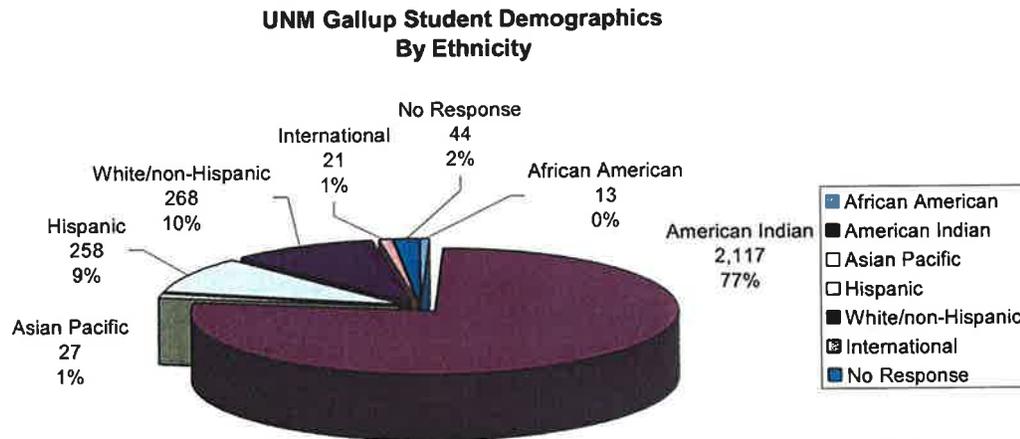
UNM Gallup Student Demographics By Ethnicity

Ethnicity	Actual Number Enrolled	% of UNM Gallup Campus Population	% of State Population
African American	13	0.5%	2%
American Indian	2,117	77.0%	10%
Asian Pacific	27	1.0%	1%
Hispanic	258	9.4%	45%
White/non-Hispanic	268	9.8%	42%
International	21	0.8%	0%
No Response	44	1.6%	0%
Total	*2,748*	*100%*	*100%*

**UNM Gallup Student Demographics
By Gender**
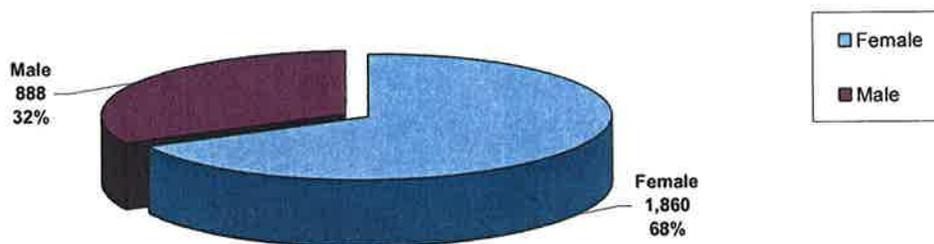
Sex	Actual Number Enrolled	% of UNM Gallup Campus Population	% of State Population
Female	1,860	67.7%	50.8%
Male	888	32.3%	49.2%
Total	**2,748**	**100%**	**100%**

Degrees Awarded—Associates and Certificates (2005-06)

**UNM Gallup Degrees
By Ethnicity**
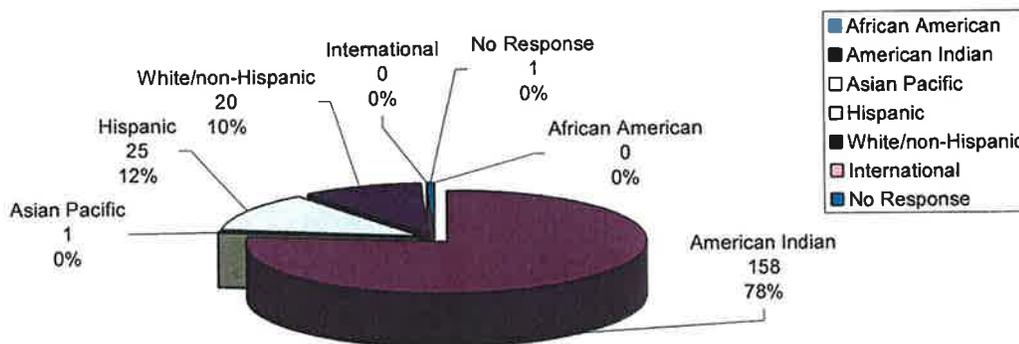
Ethnicity	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Gallup Campus
African American	0	0%
American Indian	158	77%
Asian Pacific	1	0.5%
Hispanic	25	12%
White/non-Hispanic	20	10%
International	0	0%
No Response	1	0.5%
Total	**204**	**100%**

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**UNM Gallup Degrees
By Gender**
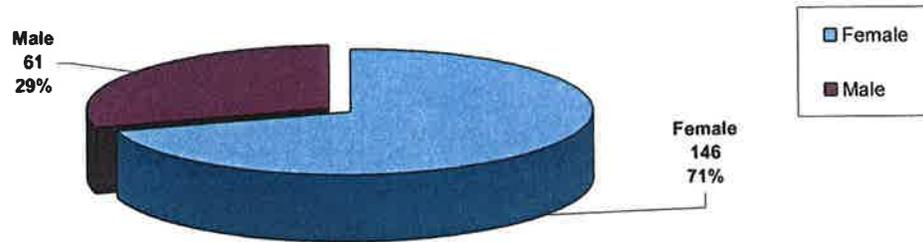
Sex	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Gallup Campus
Female	146	71%
Male	61	29%
Total	*207*	*100%*

**Note: There is a slight difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

UNM Los Alamos Campus

### Student Enrollment (Fall 2006)

**UNM Los Alamos Student Demographics
By Ethnicity**
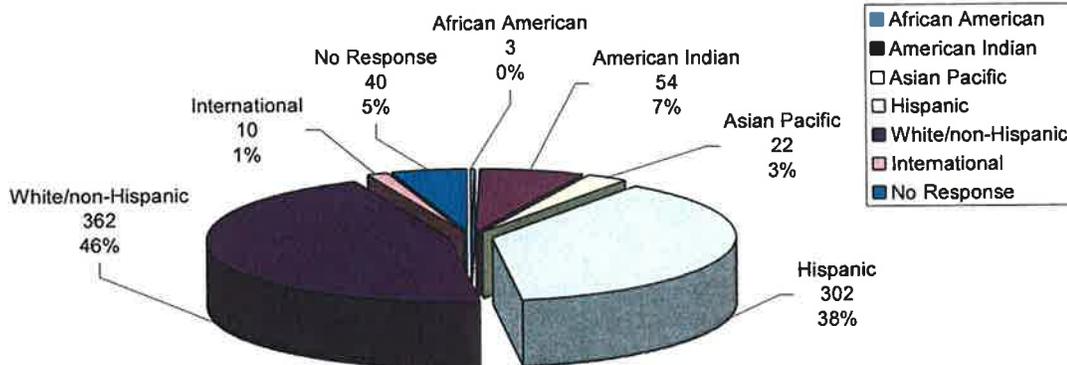
| Ethnicity	Actual Number Enrolled	% of UNM Los Alamos Campus Population	% of State Population
African American	3	0.4%	2%
American Indian	54	6.8%	10%
Asian Pacific	22	2.8%	1%
Hispanic	302	38.1%	45%
White/non-Hispanic	362	45.6%	42%
International	10	1.3%	0%
No Response	40	5.0%	0%
Total	*793*	*100%*	*100%*

UNM Los Alamos Student Demographics
By Gender
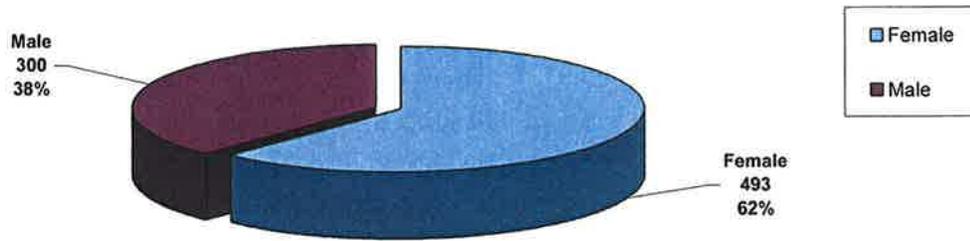
Sex	Actual Number Enrolled	% of UNM Los Alamos Campus Population	% of State Population
Female	493	62.2%	50.8%
Male	300	37.8%	49.2%
Total	*793*	*100%*	*100%*

Degrees Awarded—Associates and Certificates (2005-06)

UNM Los Alamos Degrees
By Ethnicity
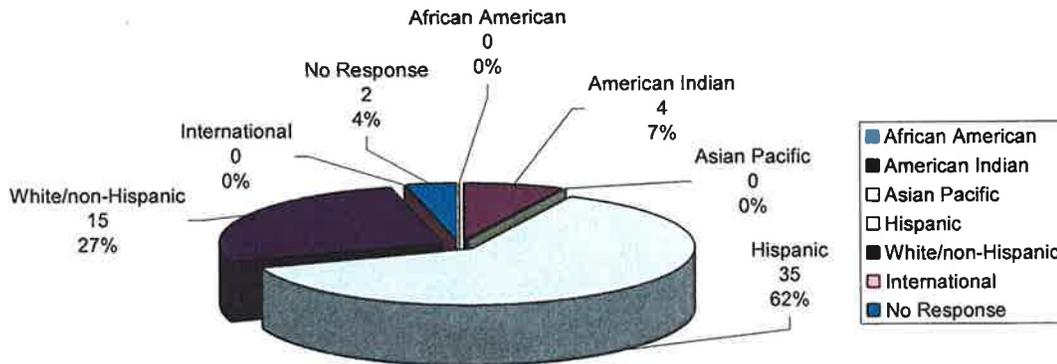
Ethnicity	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Los Alamos Campus
African American	0	0%
American Indian	4	7%
Asian Pacific	0	0%
Hispanic	35	63%
White/non-Hispanic	15	27%
International	0	0%
No Response	2	4%
Total	*56*	*100%*

**UNM Los Alamos Degrees
By Gender**

Male
11
19%

Female
47
81%
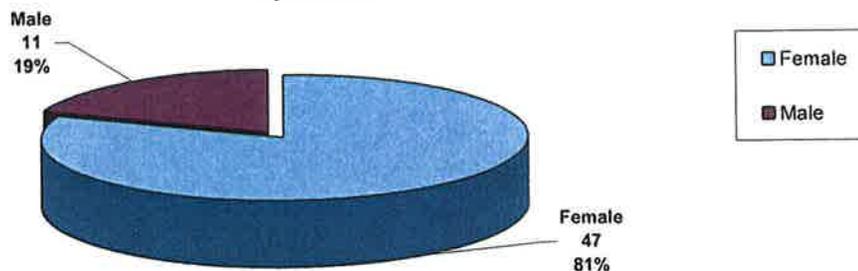
Female

Male

Sex	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Los Alamos Campus
Female	47	81%
Male	11	19%
Total	**58**	**100%**

**Note: There is a difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

UNM Taos Campus

Student Enrollment (Fall 2006)

**UNM Taos Student Demographics
By Ethnicity**
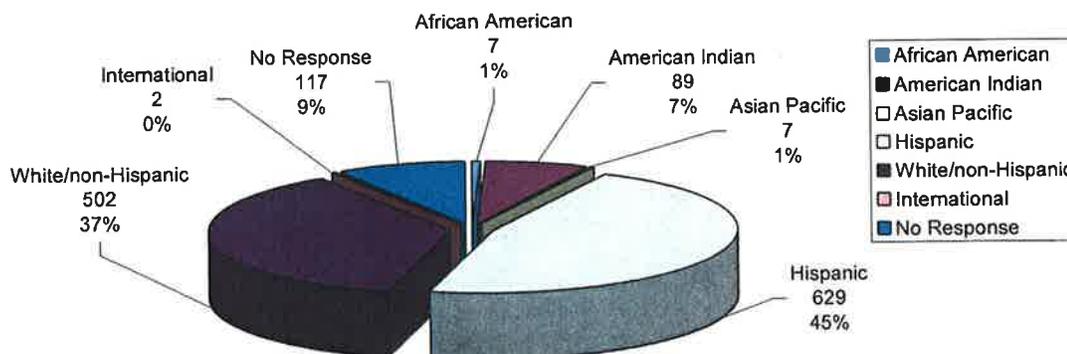
African American
7
1%

No Response
117
9%

International
2
0%

American Indian
89
7%

Asian Pacific
7
1%

White/non-Hispanic
502
37%

Hispanic
629
45%

African American

American Indian

Asian Pacific

Hispanic

White/non-Hispanic

International

No Response

Ethnicity	Actual Number Enrolled	% of UNM Taos Campus Population	% of State Population
African American	7	0.5%	2%
American Indian	89	6.6%	10%
Asian Pacific	7	0.5%	1%
Hispanic	629	46.5%	45%
White/non-Hispanic	502	37.1%	42%
International	2	0.1%	0%
No Response	117	8.6%	0%
Total	**1,353**	**100%**	**100%**

**UNM Taos Student Demographics
By Gender**
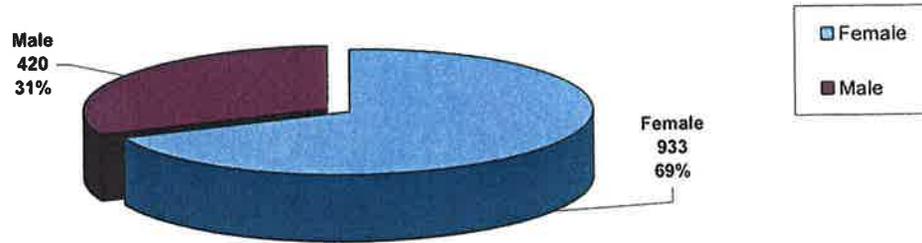
Sex	Actual Number Enrolled	% of UNM Taos Campus Population	% of State Population
Female	933	69.0%	50.8%
Male	420	31.0%	49.2%
Total	*1,353*	*100%*	*100%*

Degrees Awarded—Associates and Certificates (2005-06)

**UNM Taos Degrees
By Ethnicity**
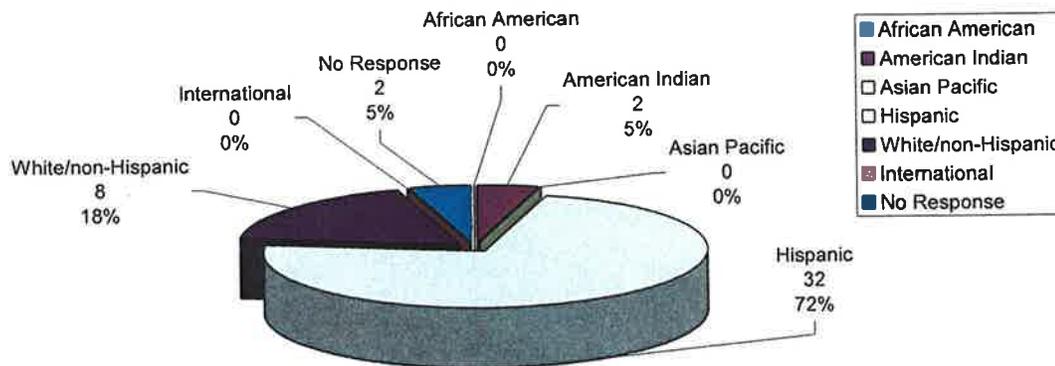
Ethnicity	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Taos Campus
African American	0	0%
American Indian	2	5%
Asian Pacific	0	0%
Hispanic	32	73%
White/non-Hispanic	8	18%
International	0	0%
No Response	2	5%
Total	*44*	*100%*

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UNM Taos Degrees
By Gender

Male
12
26%

Female
35
74%
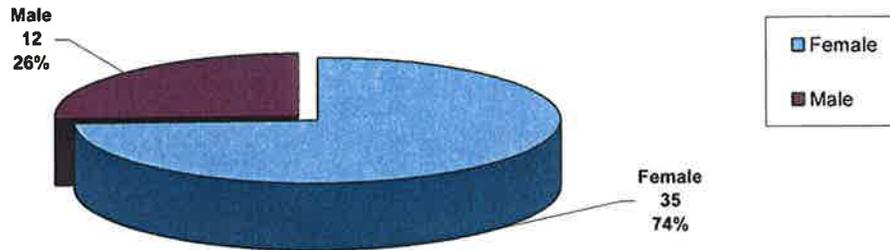
- Female
- Male

Sex	Number of Degrees Awarded	% of Total Degrees Awarded at the UNM Taos Campus
Female	35	74%
Male	12	26%
Total	*47*	*100%*

**Note: There is a difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

UNM Valencia Campus

Student Enrollment (Fall 2006)

UNM Valencia Student Demographics
By Ethnicity
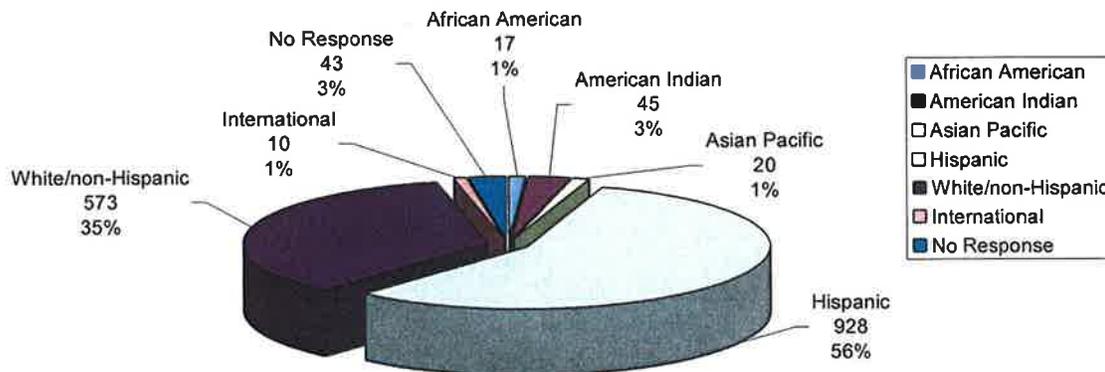
No Response
43
3%

African American
17
1%

American Indian
45
3%

International
10
1%

Asian Pacific
20
1%

White/non-Hispanic
573
35%

Hispanic
928
56%

- African American
- American Indian
- Asian Pacific
- Hispanic
- White/non-Hispanic
- International
- No Response

Ethnicity	Actual Number Enrolled	% of UNM Valencia Campus Population	% of State Population
African American	17	1.0%	2%
American Indian	45	2.8%	10%
Asian Pacific	20	1.2%	1%
Hispanic	928	56.7%	45%
White/non-Hispanic	573	35.0%	42%
International	10	0.6%	0%
No Response	43	2.6%	0%
Total	*1,636*	*100%*	*100%*
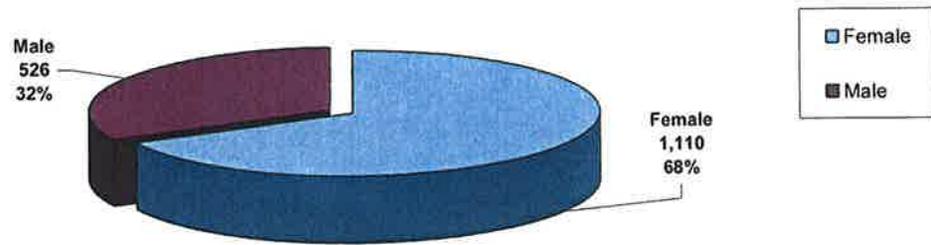
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UNM Valencia Student Demographics
By Gender

Male
526
32%

Female
1,110
68%

Female
Male

Sex	Actual Number Enrolled	% of UNM Valencia Campus Population	% of State Population
Female	1,110	67.8%	50.8%
Male	526	32.2%	49.2%
Total	**1,636**	**100%**	**100%**

Degrees Awarded—Associates and Certificates (2005-06)

UNM Valencia Degrees
By Ethnicity

African American
0
0%

No Response
1
1%

American Indian
4
4%

International
0
0%

White/non-Hispanic
42
40%

Asian Pacific
1
1%

Hispanic
56
54%

■ African American
■ American Indian
□ Asian Pacific
□ Hispanic
■ White/non-Hispanic
▨ International
■ No Response
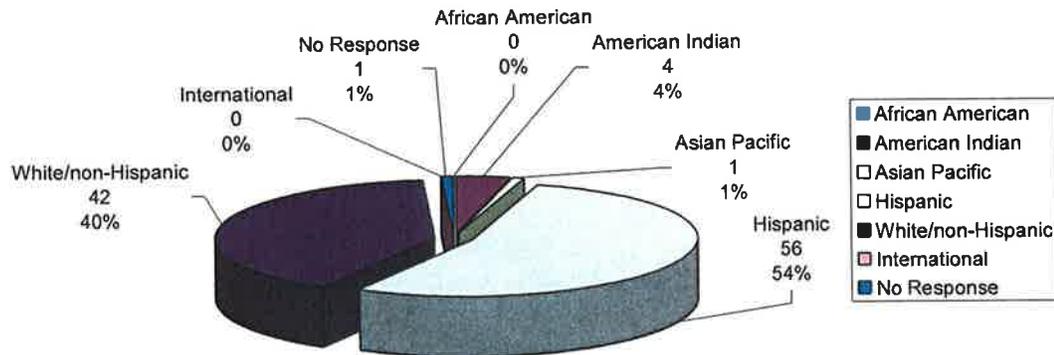
Ethnicity	Number Degrees Awarded	% of Total Degrees Awarded at the UNM Valencia Campus
African American	0	0%
American Indian	4	4%
Asian Pacific	1	1%
Hispanic	56	54%
White/non-Hispanic	42	40%
International	0	0%
No Response	1	1%
Total	**104**	**100%**

UNM Valencia Degrees By Gender
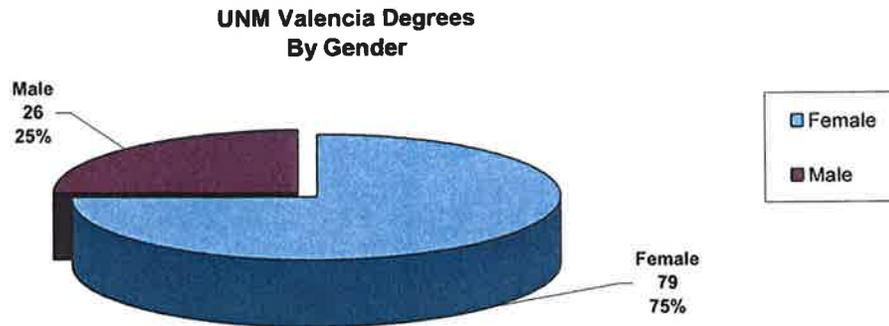
Sex	Number Degrees Awarded	% of Total Degrees Awarded at the UNM Valencia Campus
Female	79	75%
Male	26	25%
Total	*105*	*100%*

**Note: There is a difference in numbers of total degrees awarded by ethnicity in comparison to information by gender, because the data came from two separate reports on different dates.

University of New Mexico Employee Diversity

UNM recognizes that to have community credibility and a stronger capability to meet the needs of a diverse student body, employee diversity at all levels is important. It is also recognized that all employees need to demonstrate a commitment to valuing the diversity of our academic communities and work environments.

UNM employee diversity is important to the institution's commitment to excellence. In particular, the diversity of our faculty can promote exposure to different ideas and teaching techniques[11], provide role models for students[12], help students challenge assumptions and stereotypes[13], and help students become prepared to live and work in an increasingly diverse world[14]. According to Jeffrey Milem, "College is likely to be the first opportunity that many students have to engage others from diverse backgrounds... if we fail to engage students in diversity related activities and initiatives while in college, our students are likely to return to the pre-college environments from which they came and that remain highly segregated." He clarifies that unless colleges disrupt the cycle of segregation that exists in society, segregation will tend to perpetuate itself[15].

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[11] Springer, A. D., & Baez, B. (2002, December). *Affirmative action is not discrimination*. Chronicle of Higher Education 49(15).

[12] Williams, R. (2000, August 21). *Faculty diversity: it's all about experience*. Community College Week 13(1).

[13] Baron, D. (2004, August 13). *A diverse department*. Chronicle of Higher Education 50(49)

[14] Smith, D. G., & Moreno, J. F. (1997). *How diversity influences learning*. Liberal Education 83 (2).

[15] Milem, J. F., Umbach, P. D., & Liang, C. T. (2004). *Exploring the perpetuation hypothesis: the role of colleges and universities in segregating society*. Journal of College Student Development. 45(6).

Efforts to recruit and retain a diverse workforce are integral to diversity efforts at our university, and will strengthen our leadership and human resources as a whole toward fostering diversity. The following sections summarize the status of diversity in our current workforce.

Main Campus Faculty Diversity

**UNM Main Campus
Faculty Diversity**
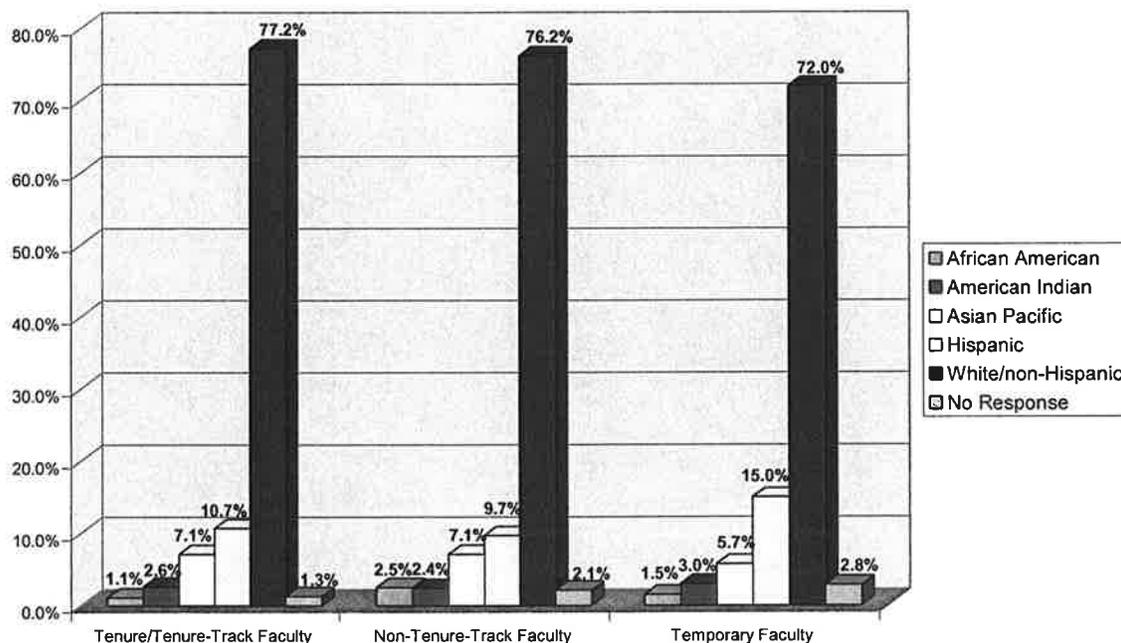
Ethnicity	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
African American	12	1.1%	21	2.5%	19	1.5%
American Indian	29	2.6%	20	2.4%	38	3.0%
Asian Pacific	79	7.1%	59	7.1%	73	5.7%
Hispanic	119	10.7%	80	9.7%	192	15.0%
White/non-Hispanic	860	77.2%	632	76.2%	920	72.0%
No Response	15	1.3%	17	2.1%	36	2.8%
Total	*1,114*	*100%*	*829*	*100%*	*1,278*	*100%*

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UNM Main Campus Faculty
By Gender

| Sex	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
Female	449	40.3%	410	49.5%	683	53.4%
Male	665	59.7%	419	50.5%	595	46.6%
Total	1,114	100%	829	100%	1,278	100%

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<u>Gallup Branch Campus Faculty Diversity</u>

UNM Gallup Branch Campus Faculty Diversity

Ethnicity	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
African American	0	0%	1	3.4%	3	2.7%
American Indian	4	9.8%	4	13.8%	21	19.1%
Asian Pacific	3	7.3%	0	0%	3	2.7%
Hispanic	2	4.9%	2	6.9%	13	11.8%
White/non-Hispanic	31	75.6%	21	72.4%	64	58.2%
No Response	1	2.4%	1	3.4%	6	5.5%
Total	*41*	*100%*	*29*	*100%*	*110*	*100%*

UNM Gallup Branch Campus
Faculty By Gender

Sex	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
Female	24	58.5%	16	55.2%	56	50.9%
Male	17	41.5%	13	44.8%	54	49.1%
Total	*41*	*100%*	*29*	*100%*	*110*	*100%*

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Los Alamos Branch Campus Faculty Diversity

**UNM Los Alamos Branch Campus
Faculty Diversity**

Ethnicity	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
African American	0	0%	0	0%	1	0.9%
American Indian	0	0%	0	0%	2	1.8%
Asian Pacific	0	0%	0	0%	2	1.8%
Hispanic	0	0%	3	18.8%	17	15.5%
White/non-Hispanic	0	0%	13	81.3%	84	76.4%
No Response	0	0%	0	0%	4	3.6%
Total	*0*	*100%*	*16*	*100%*	*110*	*100%*

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UNM Los Alamos Branch Campus
Faculty By Gender

| Sex	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
Female	0	0%	10	62.5%	63	57.3%
Male	0	0%	6	37.5%	47	42.7%
Total	**0**	**100%**	**16**	**100%**	**110**	**100%**

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Taos Branch Campus Faculty Diversity

UNM Taos Branch Campus Faculty Diversity

Ethnicity	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
African American	1	11.1%	0	0%	2	2%
American Indian	0	0%	0	0%	3	3%
Asian Pacific	0	0%	0	0%	1	1%
Hispanic	2	22.2%	1	100%	30	29.7%
White/non-Hispanic	5	55.6%	0	0%	61	60.4%
No Response	1	11.1%	0	0%	4	4%
Total	**9**	**100%**	**1**	**100%**	**101**	**100%**

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UNM Taos Branch Campus
Faculty By Gender

Sex	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
Female	3	33.3%	0	0%	50	49.5%
Male	6	66.7%	1	100%	51	50.5%
Total	**10**	**100%**	**1**	**100%**	**101**	**100%**

Valencia Branch Campus Faculty Diversity

UNM Valencia Branch Campus
Faculty Diversity

Ethnicity	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
African American	0	0	0	0	0	0%
American Indian	1	6.3%	0	0	1	1.1%
Asian Pacific			0	0	1	1.1%
Hispanic	3	18.8%	0	0	29	33%
White/non-Hispanic	12	75.0%	4	33.3%	55	62.5%
No Response			8	66.7%	2	2.3%
Total	*16*	*100%*	*12*	*100%*	*88*	*100%*

UNM Valencia Branch Campus
Faculty By Gender

Sex	Tenure/Tenure-Track Faculty (Fall 2006)		Non-Tenure-Track Faculty (Fall 2006)		Temporary Faculty (Fall 2006)	
	Actual Number	% of Population	Actual Number	% of Population	Actual Number	% of Population
Female	10	62.5%	7	58.3%	57	64.8%
Male	6	37.5%	5	41.7%	31	35.2%
Total	*16*	*100%*	*12*	*100%*	*88*	*100%*

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**Senior Administration (Executive VPs and VPs as of May 2007)**

**UNM Senior Administration
(Executive VPs & VPs as of May 2007)**

Minority
11%

☐ Minority

■ Non-Minority
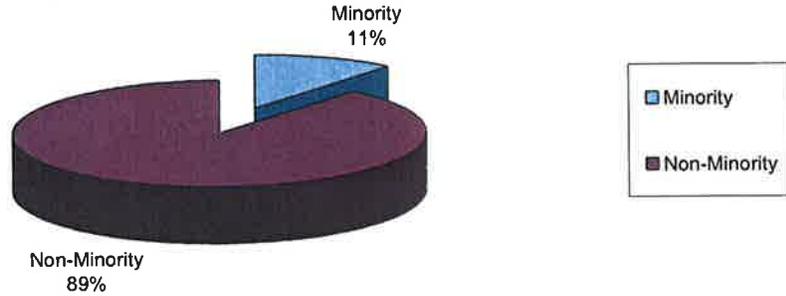
Non-Minority
89%

Total (9 Employees)

Ethnicity	% of Population
Minority	11%
Non-Minority	89%
Total (9 Employees)	*100%*

**UNM Senior Administration
(Executive VPs & VPs as of May 2007)**

Female
11%
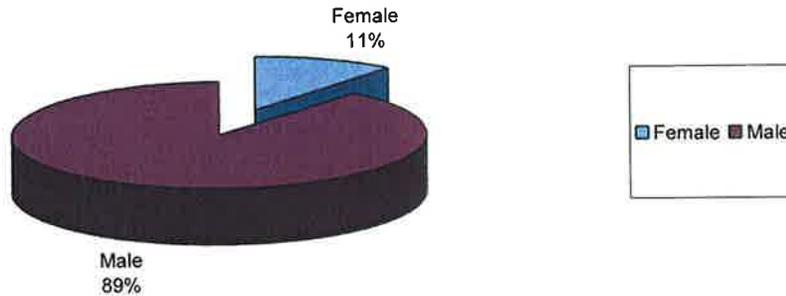
☐ Female ■ Male

Male
89%

Total (9 Employees)

Sex	% of Population
Female	11%
Male	89%
Total (9 Employees)	*100%*

**Note: Actual numbers are not given due to the small numbers represented in this chart and to ensure to confidentially of identity.

It should be noted that at the time of this writing, there are no Native Americans or African Americans in Senior Administration, and minimal Hispanic representation.

Regular Staff – All Campuses (Fall 2006)

UNM Regular Staff
By Ethnicity
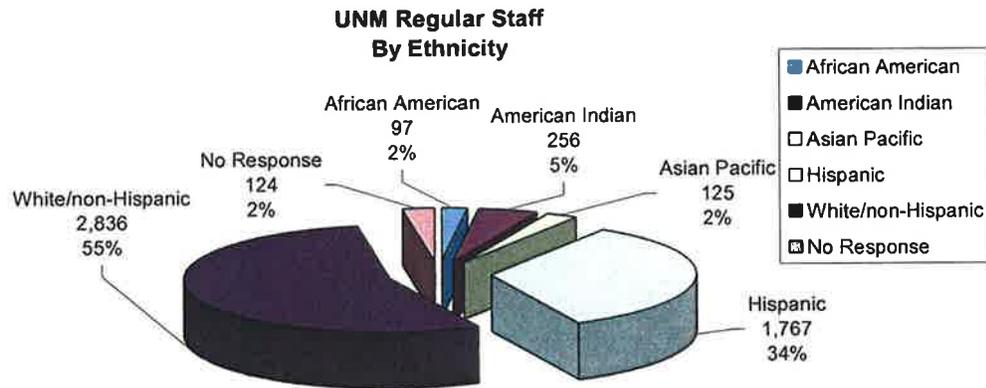
Ethnicity	Actual Number	% of Population
African American	97	1.9%
American Indian	256	4.9%
Asian Pacific	125	2.4%
Hispanic	1,767	33.9%
White/non-Hispanic	2,836	54.5%
No Response	124	2.4%
Total	**5,205**	**100%**

UNM Regular Staff
By Gender
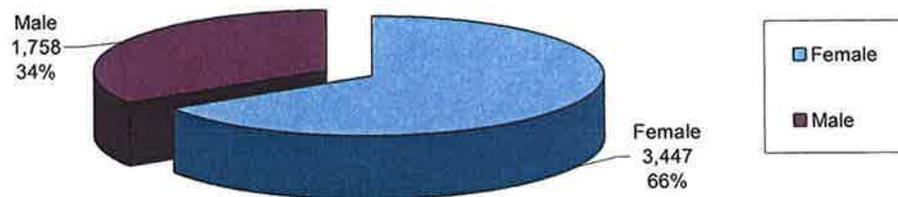
Sex	Actual Number	% of Population
Female	3,447	66.2%
Male	1,758	33.8%
Total	**5,205**	**100%**

The figures provided in the charts for each campus of the university speak to a need for a planned effort for the diversification of our workforce, particularly in faculty and senior administration positions.

Overview of the Process for the Development of the Diversity Plan

The following elements and steps provided the framework for the planning process in the development of this plan:

1. Identification and review of recent internal planning documents providing recommendations pertaining to diversity.

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2. Identification of key stakeholders throughout the campus community.
3. Organization of an ad-hoc Diversity Steering Committee to guide the planning effort. A 15-member group was organized in August 2007, and met from September through December, 2007.
4. Utilization of a proven planning strategy, the Technology of Participation Strategic Planning method to dialogue on issues, the planning environment (SWOT analysis), and emerging strategic goals.
5. Meetings with key constituent groups to provide information on the diversity planning process and its university context, with focus group dialogue eliciting input on issues and recommendations.
6. A synthesis of key themes, issues and recommendations from documents and focus groups
7. Identification of goals
8. Identification of best practices to meet the goals, drawing from both internal and external sources
9. Formulation of strategic objectives and actions for each goal
10. Outline of timeline and budget recommendations
11. Formal presentations of the proposed plan to key approving bodies within the university.

The core of this Diversity Plan was developed over a three-month period (September-November, 2007), and refined as additional input was provided from representative groups.

The Role of the Diversity Steering Committee
The Diversity Steering Committee (DSC) was organized by the IVPID in September. The role of this ad hoc committee was to provide guidance in institutional-wide data collection and analysis, to synthesize issues and recommendations into overarching goals and strategies for the plan, and to recommend a structure of accountabilities for the implementation of the Diversity Report Card and the Diversity Plan. This Steering Committee included the following individuals:
- Rita Martinez-Purson, Interim Vice President for Institutional Diversity (Chair)
- Pamela Agoyo, Special Assistant to the President for American Indian Affairs & Director of American Indian Student Services
- Kristin Buick, Faculty Member, College of Fine Arts
- Joseph Garcia, President, Graduate and Professional Student Association
- Jim Gilroy, CIO, UNM Taos
- Art Gonzales, Director of the Office of Equal Opportunity
- Sandrea Gonzales, Director, Women's Resource Center
- Tim Gutierrez, Associate Vice President of Student Affairs
- Meriah Heredia-Griego, Staff member, El Centro de la Raza
- Richard Holder, Associate Vice Provost
- Valerie Romero Leggott, Chief Diversity Officer, UNM Health Science Center
- Nancy Lopez, Faculty Member, College of Arts and Sciences
- Cedric Paige, Executive Director, UNM Los Alamos
- Jenny Zing, Representative, ASUNM

Felisha Herrera, Administrative Coordinator for the Division of Institutional Diversity, provided invaluable support to diversity planning activities.

It is important to note that the major data for planning was provided by 2006-07 task groups which provided input on diversity issues and recommendations, as well as Fall 2007 Focus Groups -- most notably in the identification of diversity issues and recommendations for action. Thus we owe the participants of the task groups, focus groups, and other major planning committees a large measure of gratitude for the foundation they built for this plan. As such, this planning process has been under way since 2006, and has included hundreds of participants – students, faculty, staff, community members and administrators.

Document Review

The development of the Diversity Plan began with the review of several key planning documents which were developed by Task Groups in 2006 and 2007 in response to requests by the Office of the Provost.

The following documents were reviewed and summarized to capture the key issues and recommendations. A list of web-based links to these documents are included in the Appendix, and hard copies of these documents are available through the Office of the Vice President for Equity and Inclusion.

UNM Task Force on Program and Policy Development for Improving Native American Education

The Task Force was established in 2005 by then-Interim Provost Reed Dasenbrock to determine the University's responsiveness to Native American faculty, staff, and student educational needs. The Task Force included senior administrators, faculty members, program directors, staff, and one student. This group focused on assessing Native American programs for strengths and weaknesses. Data was collected from meetings, surveys, forums, and published information. The results of these assessments were used to make recommendations to the Provost.

Hispanic Issues Task Force Report of January 24, 2006

Interim Provost Reed Dasenbrock formed a Task Force in 2005 to recommend strategies to improve the academic success of Hispanic students and the challenges faced by Hispanic faculty and staff. This Task Force was comprised of staff, faculty, students, administrators, and a community leader. Information was collected from focus groups of students, faculty, staff, and community members. The Task Force also heard reports from four expert guest speakers on these issues. The information gleaned from these sources resulted in a lengthy list of recommendations to improve the experience of Hispanics in the UNM community.

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Graduation Task Force Report (Fall 2006)
Report titled: *Finishing What We Start: Improving Degree Completion at the University of New Mexico.*
Provost Reed Dasenbrock formed a Graduation Task Force in June 2006 charged with developing a set of strategies to improve degree completion at UNM. The steering committee of this group was comprised of faculty and staff who focused on six elements affecting degree completion: preparation, affordability, engagement, success, progress, and equity. Subcommittees studied each element in detail. Together, the committees produced eight major recommended strategies.

Equity Committee Report of the Graduate Task Force (Fall 2006)
This committee report is included in the document *Finishing What We Start: Improving Degree Completion at the University of New Mexico.*
The Equity sub-committee was formed by the steering committee of the Graduation Task Force to determine how UNM can become more accessible for all students. The sub-committee was comprised of sixteen faculty and staff. The committee chose to focus on institutional-level strategies to improve access for all students, as opposed to common approaches, which focus on the individual traits of students. The committee reviewed statistics that showed how disparities contributed to graduation rates and discussed reasons for equity disparities. The results of these deliberations were ten action items that were presented to the Graduation Task Force.

2005-2007 Survey to Assess the Climate for Women at UNM: Student, Staff and Faculty Responses
The UNM Women's Resource Center (WRC) has provided services to students, faculty, and staff for 35 years. In order to assess the climate for women on the UNM campus, the Women's Resource Center undertook a two-year project. Results from this project included extensive data on campus climate for women. Data was collected via voluntary online and paper surveys sent to all members of the UNM community, including students and employees. The WRC used the results to formulate eleven recommendations to improve the campus climate for women.

Hispanic Round Table, Ten Point Plan
The Hispano Round Table of New Mexico is a community advocacy group. Its members include businesses, civic, and educational institutions. The Ten Point Plan was presented in October 2006. It was a response to the low numbers of Hispanic high school graduates in New Mexico. The focus of the Plan is to bolster Hispanic graduation rates by addressing such issues as increasing Hispanic tenured faculty, sustaining community collaborations, and college readiness issues.

Faculty Compensation at UNM: Is the Reward System Equitable? (Jan. 2007)
This report is a result of initial efforts begun in 2004 by former Dean of Arts of Sciences Reed Dasenbrock, Senior Associate Dean Vera Norwood, and some members of the research team. The initial study analyzed salary and equity issues in the College of Arts and Sciences to elucidate the salary and reward structure and the equity of that structure.

Individual data on faculty, including publications records, was collected. Later funding allowed for a faculty-wide web-based survey that collected faculty characteristics and attitudes.

Key findings:
- White male faculty members earn higher salaries than do women and Hispanic men at UNM.
- Human capital and department affiliation account for most – but not all – of these raw gaps.
- The reward structure at UNM is not uniform across groups. Rewards for teaching, publishing, grant writing and holding administrative posts vary substantially across groups.

Focus Groups (Fall 2007)
The Division of Institutional Diversity believes that practicing inclusion is fundamental to the plan's success. In order to solicit input from key constituents and brief them on the nature of a university-wide diversity plan, the Interim Vice President for Institutional Diversity held Focus Groups and dialogue sessions with the following on-campus groups:
- Associated Students of the University of New Mexico (ASUNM)
- Accessibility Services Staff
- Accessibility Services Board
- ASUNM Social Services Organizations
- Graduate and Professional Students Association Board
- Graduate and Professional Students Association
- Deans Council
- Provost's Cabinet
- Provost's Diversity Committee
- Women's Faculty
- Women's Faculty Board
- Women's Resource Center Staff
- Disabilities Services Staff
- Diversity Steering Committee
- Faculty Senate
- UNM Staff Council
- Native American Faculty Institute
- African American Faculty and Staff Association
- Southwest Hispanic Research Institute Faculty
- College of Arts and Science Faculty
- Executive Cabinet
- Ethnic Centers Staff

The IVPID held additional one-on-one meetings with these individuals:
- Joseph Garcia, GPSA President and member of the Hispanic Round Table
- Melanie Armstrong, GPSA Council Chair
- Finnie Coleman, Africana Studies

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- Scott Carreathers, African American Student Services
- Steve Peterson – College of Pharmacy
- Valerie Romero Leggott – UNM Health Sciences Center
- Roberto Ibarra, Department of Sociology
- Alejandro Aceves – Math Department
- Felipe Gonzales, Diversity Representative for College of Arts and Sciences
- Jackie Hood, Faculty Senate President
- Antoinette Sedillo Lopez, Law School and Chair of the Hate Incidents Task Force

In each of the above meetings, the IVPID presented information on the diversity planning process and elicited input to identify issues and recommendations pertaining to diversity. Minutes from the Fall 2007 Focus Groups are included in the appendix.

Spring 2008 Forums
The Interim Vice President for Institutional Diversity conducted meetings with executives and other constituent groups at UNM's Branch Campuses in Spring 2008 to provide information and elicit input on the proposed diversity plan. In addition, several forums were held on Main Campus, one to provide an update on the proposed Diversity Plan, and two additional "Best Practices" sessions, one pertaining to faculty recruitment and retention, and the other to campus climate. All sessions were announced to the entire campus community. Also, the Special Emphasis Committee for the University Self-Study worked with the IVPID in honing several of the objectives in the proposed plan.

Prominent Issues
The issues that surfaced most frequently in planning documents and focus group dialogues clustered in a number of key themes:
1. Strengthen Minority Student Success
2. Diversification of faculty, with a focus on increasing the numbers of women and minority faculty. Student groups stated that they need faculty who understand them and "look like them," serving as role models, and mirroring the demographics of our state.
3. Human Resource development university-wide to include university leaders, faculty and staff to better position UNM to meet the needs of diverse students. In focus groups and task group reports, concerns were voiced about how faculty, advisors and staff aren't always prepared to serve minority students and students with disabilities.
4. Communications pertaining to diversity and targeted services. There needs to be a unified marketing and communication strategy to provide a comprehensive and accessible means of getting messages on our vision, commitments and strategies to serve diversity at UNM.
5. Leadership and representation. Feedback which came through repeatedly expressed the need for minority representation on key decision making groups, the need to strengthen decision-making structures and strategies as a whole, and the need for leaders to clearly communicate values relating to diversity. In addition, because the lack of consistent leadership over time is seen as hampering

progress in achieving goals, structures that provide stability for diversity initiatives are needed.

6. Development of a healthy campus climate that is supportive of diversity, equity and inclusion.
7. A unified and resilient structure to serve diversity

Recommendations and Action Items

From these overarching key themes emerged the identification of eight major goals. These are summarized as follows:

Goal 1: Build Minority Student Success in Undergraduate and Graduate Programs

The keystone of our diversity efforts at the University of New Mexico is student success. It is the beginning and end point of our efforts, and is tied in to the broader institutional mission of the university. Specific strategies that need to be undertaken from the Division of Equity and Inclusion pertaining to student success are woven in to all the other goals of this plan. In addition, Goal 1 specifies actions that target some major challenges our minority students are facing at UNM.

- Support and strengthen mentoring, tutoring and student support programs
- Build best practices and efficient models for recruitment and retention of students from underrepresented groups
- Support increased financial aid and scholarships
- Increase access to transportation and childcare
- Promote student engagement through the implementation of leadership development programs.
- Involve students in curriculum development initiatives
- Expand student involvement in special programs
- Strengthen faculty advising
- Develop a graduate Pipeline Tracking System

Goal 2: Recruitment and Retention of Minority and Women Faculty

A prominent need identified by focus groups and task forces was to strengthen the diversification of faculty. Efforts should include best practices to diversify applicant pools when vacancies occur, and by strengthening fiscal resources for minority faculty hiring and retention.

- Develop and provide a "Tool Kit" for search committees, including guidelines and best practices for diversifying applicant pools.
- Provide best practices sessions in faculty recruitment and retention, including special sessions for the Deans.
- Provide funds for minority faculty hiring and retention
- Provide individualized search support and resources
- Develop and provide guidelines and support for equity funds and other retention incentives

- Administer a faculty survey to include consulting faculty. Facilitate appreciative inquiry sessions, to strengthen understanding of strengths and weaknesses pertaining to retention
- Strengthen rewards and appreciation for outstanding faculty, including recognition of the extra workloads minority faculty may face with mentoring and committee work in diversity efforts.

Goal 3: Faculty Development to Support Diversity, Equity and Inclusion

In reviewing key themes, it is clear that the university requires the commitment and abilities of all faculty to effectively meet the needs of a diverse student body. The following recommendations are thus submitted as actions to meet this goal.

- Develop and implement curriculum to meet diversity competencies for faculty and teaching assistants
- Foster faculty-to-faculty mentorship programs
- Provide monthly symposia on diversity issues and best practices
- Provide incentives for research and publication of best practices for promoting success of diverse students
- Build a diversity resource and referral library
- Support research/service projects to develop diversity expertise
- Develop a teaching handbook to support faculty development in diversity issues, strategies, etc.

Goal 4: Diversity and Inclusion Development for Staff and Students

The development of an inclusive environment in which to work and study creates challenges to serve student from all walks of life. We not only need to strengthen our understanding and respect of diversity among employees and students, but work more effectively to tap the resources inherent in diversity. As such, action taken will aim to bolster cross-organizational teamwork, effectively manage change, strengthen communications and manage conflict more effectively.

- Develop and implement curriculum to meet diversity competencies for staff, with a special emphasis on training for helping professionals and other front-line student service providers.
- Provide appropriate support to UNM colleges and schools toward the development and implementation of college-appropriate diversity training.
- Develop diversity lectures and events for students, in coordination with Student Affairs.

Goal 5: Leadership and Management Development

Diversity leadership is key to the success of an organization's diversity efforts and maximizes each individual's contributions to the mission of the university. Leadership committed to respecting and valuing diversity will pave the path for excellence in our business practices, work environments and employee processes and relationships, just as we endeavor to ensure excellence in student success. *In order to ensure and sustain a work environment where employees and students are fully valued, we need to hire,*

develop and grow our leadership capabilities in regards to diversity. The following specific actions are recommended:

- Develop a "tool kit" to diversify applicant pools in leadership positions
- Hire and develop leadership committed to university diversity goals.
- Develop and implement Diversity Leadership training. Provide incentives for managers and leaders at all levels.
- Include diversity leadership goals in performance standards and evaluation for leaders.
- Provide events, forums and symposia to further dialogue and understanding of diversity, and the key role of leadership in diversity efforts.
- Implement a career development/succession planning program to provide leadership development opportunities

Goal 6: Promote a Healthy Campus Climate

A healthy campus climate needs to be a long-standing goal at the University of New Mexico. Efforts to promote a spirit of diversity will aim to create an environment where students and employees feel safe, and have the freedom to grow and succeed to their full capacity.

- Conduct campus climate surveys with follow up action in targeted areas
- Issue clear leadership messages on values pertaining to diversity, inclusion and equity
- Support messages, events and programs that promote a healthy organizational climate
- Review current policies and strategies pertaining to hate incidents. Develop and communicate clear policies, protocol and strategies.
- Create an atmosphere that allows nontraditional and commuting students to feel part of the UNM community.
- Build united and synergistic efforts between units of UNM, breaking down the "silos."

Goal 7: Develop Marketing, Outreach and Communications to Support Diversity Initiatives

The development of an effective communications and marketing strategy is important to the implementation of this diversity plan. Communications by leadership about diversity, the development of key marketing messages that tie into the university "brand," the strategies to disseminate specific information about diversity, and the means to create effective dialogue are all a part of this goal.

- Develop a comprehensive university website to provide information on diversity values, programs and initiatives at UNM
- Develop and implement a comprehensive marketing and outreach plan
- Permeate related university documents and websites with information on the Division of Institutional Diversity.

Goal 8: Develop a Structure for Implementation and Continuous Quality Improvement

This final goal is the means by which the Diversity Plan and the Diversity Report Card will come to life. We look to the human and fiscal resources and the organization of those resources to give life to the long-term success of our efforts.

- Develop the Staffing Structure for the Division based on the long-range goals.
- Provide strategic funding and other supports to promote success of the Diversity Plan.
- Develop and implement a Diversity Champion Model to further the advancement of unit-by-unit progress and university-wide excellence in diversity. Identify and develop diversity champions, to include faculty and other unit representatives. Support strategies *that make sense to each unit.* Establish and improve the lines of accountability within departments, divisions and schools and throughout the University. Request that all Deans and unit leaders detail their annual strategies and progress regarding diversity goals. Champions meet monthly to share and learn best practices pertaining to achieving diversity goals, and provide groundwork in setting next year's goals and priorities.
- Promote diversity and inclusiveness in key university groups and in customer/community partnerships.
- Implement a Diversity Report Card as an accountability and reporting tool
- Provide rewards and incentives to units which demonstrate progress through best practices

A copy of a concept paper on the Diversity Champion Model is included in the Appendix. The Diversity Report Card document is available through the Office of the Vice President for Equity and Inclusion.

Staffing Needs and Organizational Chart

In the Spring of 2008, the Division of Institutional Diversity was renamed the Division of Equity and Inclusion, and there was a successful national search for the Vice President for this Division.

The Vice President for Equity and Inclusion will report directly to the Executive Vice President and Provost of the University of New Mexico, and indirectly to the President of the University. The Division of Equity and Inclusion will provide direct oversight to the following units of the University: African American Student Services, El Centro de la Raza, American Indian Student Services and the Office of Equal Opportunity. As the ethnic student service units have previously reported to the Vice President of Student Affairs, it is important to retain indirect lines of coordination and communication with Student Affairs. Because of compliance oversight, the Office of Equal Opportunity has reported directly to the President of the university in the past, and will continue to have an indirect reporting line to the President's Office in compliance matters.

The new organizational chart also illustrates the following indirect reporting units: Southwest Hispanic Research Institute, Native American Studies, Chicano Studies, Africana Studies, Women's Studies and the Women's Resource Center.

It is implicit that the Vice President for Equity and Inclusion work closely with the Deans and Branch Campus Executives in leadership support for diversity initiatives. Other key linkages will be with the Associate Provost, who oversees faculty contracts and faculty development, the Vice President for Student Affairs, and the Vice President for Diversity at the Health Sciences Center. The Diversity Champion Model will provide crucial collaborative effort to energize the movement toward successful completion of goals in this plan and in the Diversity Report Card. An organizational chart is included in the appendix.

UNM has the highest percentage of underrepresented minorities for our student population of any flagship university in the country and the highest of any university classified as "Very High Research" in the Carnegie classification. As planning for the university' decennial accreditation self-study and site visit began in early 2005, the former Provost, Reed Dasenbrock, began to develop the concept of our majority/minority student population as a possible focus for a special emphasis topic for the accreditation process. After vetting the idea through various constituencies at the UNM, a request to use a special emphasis as part of our self-study was made to our regional accrediting body, the Higher Learning Commission (HLC) of the North Central Association (NCA), in the fall of 2005. After receiving approval, the institution entered into a memo of agreement with the HLC to include the special emphasis as part of the self-study and site-visit which will occur in April 2009. The special emphasis topic will allow the university to focus on how to better improve equity of outcomes for all of our students and will provide opportunities for us to examine and set goals and then move toward them in measurable steps. The resulting recommendations and goals from the special emphasis will be entwined with the diversity planning efforts.

Timeline
The majority of the goals in UNM's Diversity Plan will be an ongoing effort. Nonetheless it is important to spell out a preliminary timeline for implementation of many of the objectives in the plan. This is included in the appendix, spelling out the key actions that need to be taken on a quarterly basis.

The timeline will be adjusted as necessary to reflect recommendations or goals identified as a result of our institutional accreditation visit and special emphasis focus regarding UNM's majority/minority student population.

Budget
A budget of $550,000 for FY 08-09 is included in the Appendix. At this writing, the positions include a Vice President for Equity and Inclusion and an Administrative Coordinator. Recommended positions include a Senior Program Manager, and a Diversity Training Specialist. Because the university holds a wealth of faculty and staff expertise in related topics such as diversity, multicultural studies, conflict management,

human resource management, organizational development and intercultural communications, it is recommended that the Division tap this expertise to meet the goals of this plan, by means of special contracts, and other arrangements. For example, faculty and staff could be placed on special contract to develop diversity training programs for staff, to develop the tool kits for search committees, etc.

It should be noted that money for diversity hires of faculty, staff or executive hires is not included in the budget for this Division. However, funding for special faculty hires will be available annually on a limited basis through the Provost's Office.

Summary
The University of New Mexico is uniquely positioned to meet the needs of an increasingly diverse student body. Indications are that the constituents of the institution are increasingly aware of these existing needs, and motivated to rise to the challenges and opportunities presented in this plan.

Key to the success in this plan is ongoing leadership commitment starting at the top and permeating to leadership at all levels. The organizing, coordinating, and facilitating role of the Division of Institutional Diversity will be crucial to developing institution-wide efforts. With strong leadership, the Division has the opportunity to provide the synergy for university-wide development, ultimately bolstering excellence and the ultimate success of all students.

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Appendices*

A. Implementation Timeline
B. Organizational Chart
C. Budget Detail
D. Minutes from the Committees and Focus Groups
E. Links to Key Source Documents (Task Force Recommendations)
F. Concept Paper on the Diversity Champion Model

*Appendices are currently available upon request in the Office of Equity & Inclusion.

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