UNM Division for Equity & Inclusion
Inclusive Excellence Progress Report

2017
Mission Statement

The Division for Equity and Inclusion promotes equity for all members of the University community by leading efforts and building sustainable partnerships to transform the campus environment, in addition to fostering inclusive excellence, promoting equity, and advocating social justice; and, in this way, nurture a climate that imbues diversity as an asset.

Greetings!

I am honored that the Division for Equity and Inclusion received the Higher Education Excellence in Diversity (HEED) award in 2015. This award represents the commitment and work the University of New Mexico (UNM) began nine (9) years ago when I became the inaugural Vice President for Equity and Inclusion at the University of New Mexico. The University of New Mexico was the first higher education institution in the state of New Mexico with an intentional and targeted focus on diversity, equity and inclusion. This award was also important because it has allowed us to benchmark on diversity metrics nationally with other institutions.

The goal of the Division has been to move UNM beyond “representational diversity” and to integrate diversity and excellence by working across campus to advance diverse worldviews, diverse research ideas and the ability to enhance faculty knowledge in teaching to multiple ways of learning and knowing. Ultimately, the goal has been to build institutional capacity to live and practice diversity, equity and inclusion. As a campus community, we have begun to build Inclusive Excellence to ensure our students are better prepared to work and interact in a diverse world. UNM is positioned uniquely to lead nationally in how to work with a diverse university community. UNM looks today, like most universities will look tomorrow! We are in a prime position to create a university for the future where diversity and excellence are intertwined and at the center of our academic mission.

Since the establishment of DEI, we have developed a model that incorporates strong principles that guide our work. Our work is driven by the following: Creating a healthy and inclusive campus climate for everyone, advancing our academic enterprise through a diverse faculty who feel supported, connected and can collaborate on research, teaching and outreach, and promoting the success of traditionally
underrepresented and other diverse student populations. These principles allow us to build a campus community where diversity is valued and desired so that diversity can become our greatest strength. It takes an entire campus community to work toward incorporating the above mentioned principles. By using these principles to guide our work, we can, establish metrics that will help us evaluate our progress.

This year’s Inclusive Excellence report, includes HEED benchmarks that we have used to demonstrate where we stand in comparison to other institutions in adopting diversity best practices. The report also includes our own data to encapsulate where we are on some measures. As we continue to build on this report, other data snapshots can be added. The data included in this report indicates that we are moving in a positive direction in some areas and still need to devote more attention on others. The report is intended to garner university interest and support in critical areas where we need to improve.

Fostering an inclusive campus is not easy and cannot be accomplished without the whole university working together to make it happen. It is with great pride that I can say that the University of New Mexico remains devoted to deepening our understanding of diversity so that we can one day reach our overall goals and our campus can become one in which everyone can work, study, and achieve at their highest levels.

Dr. Jozi De Leon
Vice President, Equity and Inclusion
Division for Equity and Inclusion

Report Overview
The Higher Education Excellence in Diversity (HEED) Award Benchmarking Report establishes parameters for institutional effectiveness in addressing diversity. The HEED awarding-winning institutions have demonstrated exemplary efforts in advancing diversity and have implemented promising practices. These institutions demonstrate strong representational diversity and consequently have developed and implemented strong diversity plans with projected outcomes. The University of New Mexico through the efforts and leadership of the Division for Equity and Inclusion has been recognized as a national leader in addressing its diversity. The University of New Mexico has implemented a diversity plan with several goals to impact campus climate that in turn will improve student recruitment, enrollment, retention, and graduation rates for both undergraduates and graduates. In addition, the retention and promotion of faculty is another critical area. Diverse faculty act as mentors, advisors, coaches, role models and instructors to UNM’s highly diverse student population. In addition, they engage in research and scholarly work that advances their fields. UNM’s diverse faculty are also engaged in community-based scholarship and outreach. This report includes an assessment of how UNM compares with other HEED Institutions and also includes data on faculty and students,

How UNM compares to other HEED Institutions
This portion of the report includes areas identified by the HEED Benchmarking Report as important for institutions to implement to ensure institutional effectiveness in addressing diversity. This section evaluates UNM against the HEED standards and is assessed as “Integrated, Developing or Not Undertaken” by the VP for Equity and Inclusion based on the work of the Division for Equity and Inclusion,
the Diversity Council and other entities on campus. The categories assessed include:

- Institutional Diversity Leadership Commitment
- Access and Equity Capabilities
- Campus Climate and Inclusion Capabilities
- Learning and Diversity Capabilities

This report provides data for the following categories designated by the HEED Report:

- College Access and Enrollment Student
- Student College Retention & Graduation Trends
- Student Financial Aid & Scholarship Trends
- Graduate Student Trends
- Faculty Composition

Data provided for the report is based on 2016-17 academic year in partnership from the Division of Enrollment Management, the Office of Analytics and Assessment, and the Office of Faculty Contracts.
The University is developing incentives and has been recognizing individuals for their diversity initiatives. This has largely occurred through the DEI Luminaria and Inclusive Excellence Awards, PNMGC Faculty Awards, AISS, El Centro and AASS student awards and other awards provided by units focused on diversity. There is a need to reward diversity efforts in other University awards. There is still more that can be done to create greater buy-in and to have diversity accountability more firmly embedded across the university.

Presidential leadership in espousing a vision for diversity across all UNM campuses is critical. Due to changes in leadership this area
It is evident that diversity must be addressed in UNM’s financial systems including diversity-themed fundraising and philanthropic affinity groups. While diverse alumni affinity groups have been created, they have not been a source of gift-giving to the university. More can be done to seek fundraising opportunities to support diversity initiatives or scholarships for diverse students.
Access and Equity Capabilities

Status of UNM – Main Campus

<table>
<thead>
<tr>
<th>Student Diversity Recruitment Capabilities</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based scholarships</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus diversity recruitment events</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Student diversity ambassadors</td>
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<td>✓</td>
<td></td>
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<tr>
<td>Diversity-targeted advertising and outreach campaigns</td>
<td></td>
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<td>✓</td>
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<tr>
<td>Diversity-focused admissions officers</td>
<td></td>
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<tr>
<td>Diversity-themed admissions materials</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Pre-college summer bridge programs for K-12 students</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>On-site high school admissions</td>
<td></td>
<td></td>
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<tr>
<td>Community college partnership agreements</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race-conscious scholarships</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>National strategic partnerships to drive student diversity</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In terms of student recruitment, UNM has been developing targeting strategies for diverse students for a long time. Some of those efforts are embedded in the enrollment management processes and other are carried out by specific units such as colleges, departments, and programs such as the ethnic student services centers (African American Student Services (AASS), American Indian Student Services (AISS) and El Centro de la Raza).

Access and Equity Capabilities

Status of UNM – Main Campus

<table>
<thead>
<tr>
<th>Student Diverse Retention Capabilities</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early warning systems</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Free tutoring support</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Institutional research on student success patterns</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Culturally relevant advising</td>
<td>✓</td>
<td></td>
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<tr>
<td>First-year experience programs</td>
<td>✓</td>
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<td></td>
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<tr>
<td>Mentor programs for underrepresented students</td>
<td></td>
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<td>✓</td>
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<tr>
<td>Mentor programs for underrepresented students</td>
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</tr>
<tr>
<td>Mentor programs for underrepresented students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort-based academic success and leadership programs</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Academic-themed diverse student organizations</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Campus-wide retention plan</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Summer bridge programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor programs for international students</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Undergraduate research programs</td>
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</table>

UNM is working on retention strategies as retention continues to be the greatest challenge for students of color and men of color in particular. Special attention and effort has been placed on increasing retention and graduation.
Faculty Diversity Retention Capabilities

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor program for junior faculty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty course release to support scholarship</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affinity or employee resource groups</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Family-flexible tenure time lines</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Start-up research funds for new faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student researchers for new faculty</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grant-funded faculty retention initiatives</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort-driven leadership programs for junior faculty</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Diversity Recruitment Capabilities

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement in diverse periodicals/job boards</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty diversity strategic plan</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Participation in national faculty diversity recruitment events</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Strategic funds to enhance offers to diverse candidates</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target-of-opportunity hiring funds</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Hosting future diversity symposiums on campus</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dedicated faculty diversity recruitment specialist</td>
<td>✓</td>
<td></td>
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<tr>
<td>Diversity postdoctoral fellowships</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Diversity faculty exchange programs</td>
<td></td>
<td>✓</td>
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</tbody>
</table>

In the past 8 years, the Division for Equity and Inclusion has hired or retained 30 diverse faculty who identify as Native American, Hispanic, African American, Asian or women in male-dominated fields. Special funds have been instrumental in incentivizing the hiring of diverse faculty. This funding should be continued and used to continue bridge-funding opportunities. In addition, the Division for Equity and Inclusion has created a diversity post-doctoral fellowship program that has increased scholarship in diversity, supported ethnic studies programs and provided additional service and outreach. Faculty exchange programs have been initiated but have not materialized. On a limited basis, faculty have been supported to present papers and engage in research opportunities. These opportunities have been funded by DEI, the Provost’s Office and the VP of Research as well as deans and department chairs.
Status of UNM – Main Campus

Campus Climate Research Capabilities

<table>
<thead>
<tr>
<th>Campus Climate Research Capabilities</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus climate research on students</td>
<td>☑️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus climate research on employees</td>
<td></td>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>Exit interviews for departing employees</td>
<td></td>
<td>☑️</td>
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<tr>
<td>Exit interviews for departing students</td>
<td></td>
<td></td>
<td>☑️</td>
</tr>
</tbody>
</table>

Campus Climate and Inclusion Capabilities

Training and awareness workshops have not been made mandatory, consequently faculty, staff and students who need such educational opportunities do no attend and those who attend are those individuals who already have the interest and content knowledge. An effort should be made to create EOD implemented mandatory training on implicit bias or diversity.

Campus Climate Research Capabilities

<table>
<thead>
<tr>
<th>Faculty retention becomes even more challenging as merit pay and salary increases have not occurred for several years. DEI conducted a study to determine the mentoring needs of all faculty, faculty of color and women in male-dominated fields. The results of the study indicate that faculty need more support and would like to connect to each other through affinity groups or other mechanisms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A campus climate survey was completed in 2012. A great deal of effort has been spent on creating opportunities for learning and dialogue on issues impacting campus climate.</td>
</tr>
</tbody>
</table>

Diversity Training Capabilities for Search Committees, Staff, Senior Administrators, & Faculty

<table>
<thead>
<tr>
<th>Diversity Training Capabilities for Search Committees, Staff, Senior Administrators, &amp; Faculty</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required diversity training program for search committee leadership</td>
<td></td>
<td></td>
<td>☑️</td>
</tr>
<tr>
<td>Required diversity training for staff</td>
<td></td>
<td></td>
<td>☑️</td>
</tr>
<tr>
<td>Required diversity training for senior administrators</td>
<td></td>
<td></td>
<td>☑️</td>
</tr>
<tr>
<td>Required diversity training for faculty</td>
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<td>☑️</td>
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</tbody>
</table>

Multicultural Events, Organizations, & Celebrations

<table>
<thead>
<tr>
<th>Multicultural Events, Organizations, &amp; Celebrations</th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General campus diversity multicultural programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American History Month</td>
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<tr>
<td>Martin Luther King Jr. Day of Service</td>
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<tr>
<td>Multicultural events for international students</td>
<td></td>
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<tr>
<td>Women’s History Month</td>
<td></td>
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<tr>
<td>Hispanic-Latino Heritage Month</td>
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<tr>
<td>LGBT Pride Month</td>
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<tr>
<td>Asian-Pacific American Heritage Month</td>
<td></td>
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<tr>
<td>Religious Observances</td>
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<td></td>
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<tr>
<td>National Disability Employment Awareness Month</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Native American Heritage Month</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>World Religion Day</td>
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<tr>
<td>Older Americans Month</td>
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</tbody>
</table>

UNM has a rich tradition of honoring groups during the different month celebrations. Such celebrations can stand to be expanded such as Asian-Pacific Americans and Middle Eastern Americans. Greater participation should be encouraged at all of multicultural celebrations.
2016-17 Inclusive Excellence Progress Report

Evidence of Healthy Campus Climate | Integrated | Developing | Not Undertaken
---|---|---|---
Number of hate/bias incidents reported | | | |
Number of controversial issues presented to administration in multiple forms | | | |

2016-2017 was an anomaly due to the national climate. UNM experienced an increase in hate/bias incidents and controversial issues. This was the year that the University Seal was challenged again by the Native American students and the Kiva Club. The Seal was retired and will be changed in the future.

Disability Inclusion Capabilities | Integrated | Developing | Not Undertaken
---|---|---|---
Wheelchair-accessible curbs and building ramps | | | ✓
Instructional materials in accessible formats | ✓ | | |
Classroom sign language translator | ✓ | | |
Computer-assisted Real-time Captioning | ✓ | | |
Accessible online learning systems | ✓ | | |
Section 508 website disability compliance | ✓ | | |
Textbooks in Braille | ✓ | | |
Elevators in every campus building | ✓ | | |
Wheelchair-accessible dorms | ✓ | | |
Emergency strobe lights in dorms for students with disabilities | ✓ | | |

The Division for Equity and Inclusion has attempted to create faculty affinity groups, however, due to lack of interest, they were dissolved. A Native American faculty group has been working with the administration to write a grant that would support Native American faculty interests.

Employee and Student Affinity Groups | Integrated | Developing | Not Undertaken
---|---|---|---
African American/Black affinity group | ✓ | | |
LGBTQ affinity group | ✓ | | |
Latino/Hispanic affinity group | ✓ | | |
Women’s affinity group | ✓ | | |
Asian-Pacific American affinity group | ✓ | | |
Veterans affinity group | ✓ | | |
Native American/American Indian affinity group | ✓ | | |
Disabilities affinity group | ✓ | | |
Religious affinity group | ✓ | | |
International affinity group | ✓ | | |

Campus Climate Research Capabilities | Integrated | Developing | Not Undertaken
---|---|---|---
Campus climate research on students | ✓ | | |
<p>| Campus climate research on employees | ✔ |
| Exit interviews for departing employees | ✔ |
| Exit interviews for departing students | ✔ |</p>
<table>
<thead>
<tr>
<th><strong>Learning &amp; Diversity Capabilities</strong></th>
<th>Integrated</th>
<th>Developing</th>
<th>Not Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service learning opportunities</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>Diversity-themed courses in curriculum</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>Diversity infused in First-Year Experience Program</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Study abroad/global experiences</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>Intergroup dialogue programs and initiatives</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Major/minor in diversity-theme academic disciplines</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education diversity requirement</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs designed to help underrepresented minorities study abroad</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs to help Pell Grant-Eligible students study abroad</td>
<td>✔</td>
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</tbody>
</table>
Benchmarking Summary

The University of New Mexico’s focus on diversity has created greater integration in some areas, especially as it relates to its students. Greater effort needs to be placed on initiatives that support faculty. In addition, campus climate continues to be an important concern. More attention needs to be placed on providing mechanisms of support for diversity initiatives. In addition, funding opportunities can lead to greater support if they are sought out and aligned to create much needed support, especially considering the state’s challenging financial situation.

In comparison to other institutions, UNM is functioning like an institution that is new in its focus on diversity. While UNM has been a minority/majority and Hispanic Serving Institution for a long time, its targeted focus on diversity is recent. UNM should continue to establish benchmarks that it hopes to attain for the next five years. Those benchmarks should be integrated into UNM’s diversity plan.
UNM continues to follow national data that indicates women are enrolling at a higher rate than males. Students from underrepresented backgrounds meet admission requirements and are enrolling at a higher percentage than their white counterparts. Although the data shows that women are attending at a higher rate, women remain underrepresented in the STEM fields. What is most impressive is that minority students represent more than half of the student enrollment in STEM fields.
Applicants Enrolled by Gender
Total: 7,398 students

- Male: 43.70%
- Female: 56.30%

Applicants Enrolled by Race/Ethnicity
Total: 7,398 students

- American Indian: 5.38%
- Asian: 3.33%
- Black or Afro American: 1.95%
- Hispanic: 44.44%
- Native Hawaiian: 0.2%
- Non-Res Alien: 5.61%
- Race/Ethnicity Unknown: 1.50%
- Two or More Races: 3.39%
- White: 34.12%

STEM Students Enrolled by Gender
Male - 62.44% Female - 37.56%
Total: 6,792 students

STEM Students Enrolled by Race/ Ethnicity
Total: 6,792 students

- American Indian: 4.18%
- Asian: 5.08%
- Black or Afro American: 1.71%
- Hispanic: 37.96%
- Native Hawaiian: 0.16%
- Non-Res Alien: 9.16%
- Race/Ethnicity Unknown: 1.80%
- Two or More Races: 3.09%
- White: 36.87%
Student College Retention & Graduation Trends  
by race/ethnicity & gender

Per national student success scholars, retention rates are a great predictor of students persisting toward degree completion. Women who enter as fulltime freshmen have a greater chance of being retained than males. The six-year graduation rates also validate the assumption that males are dropping out or stopping out during their academic journey. In fact, the data is alarming as women persist and graduate at a 20% difference which clearly demonstrates a large gender gap. The data based on race and ethnicity indicates that minority students are surpassing white students on retention and graduation rates. However, the overall six-year graduation rate reached 44.4% highlighting that more than half of students are not completing their degrees on time.
### Full Time Freshmen Retention Rates by Race/Ethnicity

**Total: 2,634 students**

- White: 32.61%
- Two or More Races: 3.34%
- Race/Ethnicity Unknown: 0.65%
- Non-Res Alien: 1.59%
- Native Hawaiian: 0.11%
- Hispanic: 51.48%
- Black or Afro American: 2.01%
- Asian: 5.05%
- American Indian: 3.15%

### 6 Year Graduation Rates by Race/Ethnicity

**Total: 1,545 students = 44.43%**

- American Indian: 2.01%
- Asian: 3.37%
- Black or Afro American: 2.01%
- Hispanic: 46.67%
- Native Hawaiian: 0.19%
- Non-Res Alien: 1.17%
- Race/Ethnicity Unknown: 0.58%
- Two or More Races: 3.37%
- White: 40.65%
Financial Aid plays a vital role in helping students stay on track toward achieving a degree. It is also known to be the number one reason why students drop out. Per the data, 27,060 total of students are attending UNM and 7,802 were Pell eligible. Females are highly more eligible than men to receive a Pell grant. In addition, Hispanics are much more eligible than other races.
Graduate Student Trends

by race/ethnicity & gender

Similar to undergraduate enrollment, we continue to see more females than males in graduate school. Even though Hispanics are highly represented in graduate school, White students are much more prominent. Graduate students are represented in higher number within the College of Arts and Sciences and the College of Education. Most interesting is the trend between females and males as males are outpacing females in securing research assistant opportunities and white students are enrolling at a higher rate into graduate school than any other group.
Graduate Students by College

- Anderson School of Management 9.26%
- Architecture and Planning 2.60%
- Arts and Sciences 18.48%
- Doctor of Pharmacy 4.73%
- Doctor of Physical Therapy 1.23%
- Education 14.27%
- Engineering 10.81%
- Fine Arts 3.10%
- Graduate Programs 0.53%
- Medical Programs 4.27%
- Medical School 6.14%
- Non-Degree 12.70%
- Nursing 2.22%
- Pharmacy 0.16%
- Public Administration 2.76%
- University Libraries 1.49%

Graduate Student Monthly by Race/Ethnicity

- Hispanic 28.95%
- American Indian 2.63%
- Asian 0.00%
- African American 5.26%
- Native Hawaiian 0.00%
- White 52.63%
- Two or More Races 0.00%
- Race/Ethnicity Unknown 0.00%
Graduate positions defined:

**Graduate Assistant Regular:** one whose duties are related to instruction, but who is not directly involved in producing student credit hours.

**Project Assistant:** performs work required by a research grant, contract or special project that is not necessarily directly related to degree requirements.

**Research Assistant:** assists in research work that is relevant to the assistant’s thesis, dissertation or other requirement for a graduate degree.

**Teaching Associate:** an advanced teaching assistant who holds the master’s degree (or equivalent) and who directly produces student credit hours.

**Teaching Assistant Regular and Special:** is directly involved in producing student credit hours, i.e., responsible for one or more classes or lab sections.
Teaching Associate by Race/Ethnicity

- Hispanic 10.00%
- American Indian 0.00%
- Asian 0.00%
- African-American 0.00%
- Native Hawaiian 0.00%
- White 90.00%
- Two or More Races 0.00%
- Race/Ethnicity Unknown 0.00%
- Non-Res Alien 0.00%

Teaching Assistant Regular by Race/Ethnicity

- Hispanic 17.44%
- American Indian 0.58%
- Asian 2.13%
- African-American 1.16%
- Native Hawaiian 0.00%
- White 46.32%
- Two or More Races 2.33%
- Race/Ethnicity Unknown 3.10%
- Non-Res Alien 26.94%

Teaching Assistant Special by Race/Ethnicity

- Hispanic 33.33%
- American Indian 0.00%
- Asian 0.00%
- African-American 5.56%
- Native Hawaiian 0.00%
- White 27.78%
- Two or More Races 5.56%
- Race/Ethnicity Unknown 5.56%
- Non-Res Alien 22.22%

Research Assistant by Race/Ethnicity

- Hispanic 10.00%
- American Indian 0.00%
- Asian 0.00%
- African-American 0.00%
- Native Hawaiian 0.00%
- White 90.00%
- Two or More Races 0.00%
- Race/Ethnicity Unknown 0.00%
- Non-Res Alien 36.15%
All Graduate Students by Race/Ethnicity

- Hispanic: 27.21%
- American Indian: 4.01%
- Asian: 3.84%
- African-American: 2.03%
- Native Hawaiian: 0.08%
- White: 43.84%
- Two or More Races: 3.01%
- Race/Ethnicity Unknown: 2.96%
- Non-Res Alien: 13.00%

All Majors by Race/Ethnicity

- Hispanic: 27.21%
- American Indian: 1.68%
- Asian: 2.14%
- African-American: 1.16%
- Native Hawaiian: 0.17%
- White: 42.28%
- Two or More Races: 2.60%
- Race/Ethnicity Unknown: 3.24%
- Non-Res Alien: 31.06%

% of Graduates with Assistantships by Race/Ethnicity

- Hispanic: 16.57%
- American Indian: 12.03%
- Asian: 16.02%
- African-American: 16.39%
- Native Hawaiian: 60.00%
- White: 27.75%
- Two or More Races: 24.86%
- Race/Ethnicity Unknown: 31.46%
- Non-Res Alien: 68.76%
Graduate Student Monthly by Gender

- Male 47.37%
- Female 52.63%

Graduate Asst. Regular by Gender

- Male 48.38%
- Female 51.62%

Project Assistant by Gender

- Male 52.74%
- Female 47.26%

Research Assistant by Gender

- Male 60.83%
- Female 39.17%
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- Teaching Associate by Gender
  - Male 50.00%
  - Female 50.00%

- Teaching Asst. Regular by Gender
  - Male 52.91%
  - Female 47.09%

- Teaching Assistant Special by Gender
  - Male 44.44%
  - Female 55.56%

- All Assistantships
  - Male 54.37%
  - Female 45.63%

Standard of Excellence in Diversity, Equity and Inclusion
All Grad Students by Gender

- Male 46.39%
- Female 53.61%
Faculty Composition Trends
by race/ethnicity & gender

Faculty composition is essential in creating inclusive excellence and an enriched student learning environment. The College of Arts & Sciences had the most hires for this year while University College only had one hire. The data also highlights the fact that there were a lot of promotions from Assistant to Associate Professor; however, the increase from associate faculty to full was lower.

Faculty Positions and definitions:

**Assistant Professor:** a college teacher ranking immediately below an associate professor.

**Associate Professor:** a college teacher ranking immediately below full professor.

**Full Professor:** a teacher of the highest rank in a college or university.

**Tenure:** a right to due process. A college or university cannot fire a tenured professor without presenting evidence that the professor is incompetent or behaves unprofessionally.
Closing Comments & Recommendations

The HEED award provides us with the opportunity to take a deeper look at our institutional data with an equity lens. The commitment of the university is to continue to build on what was developed ten years ago. Prior to the Division for Equity and Inclusion, there was not a unified effort to maintain a consistent mission, goals, and monitoring of data. The immediate next steps from this report is to create a campus wide task force to address the areas that seem to need the most attention.

Below are some recommendations based on the data results:

1. A more intentional effort is needed to address the male of color retention and graduation rates.
2. Identify strategies to keep students toward on-time degree completion.
3. Further research will be required to determine how to engage and retain women in STEM fields. The gender gap in this area continues to increase.
4. Promoting and preparing minority students into graduate school is vital as current data shows a large ethnic gap.
5. Continue to identify and develop funding opportunities to provide financial support for students at the undergraduate and graduate level.
6. Review graduate student aspirations for research and teaching to ensure gender pay equity and opportunities for all.
7. Gather faculty data based on race/ethnicity and gender to identify the strengths and barriers.
The report will also be shared across the university and with other partnering institutions.

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