

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.

	<i>AAU</i>	<i>UNM Overall</i>	<i>American Indian</i>	<i>Hispanic</i>	<i>African American</i>
<i>Freshman Retention</i>	89%	76.6%	66.3%	76.8%	74.8%
<i>Graduation Rates (6 yr)</i>	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

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.

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 veterans¹.

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

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

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 professoriate².

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 students³. 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 competitive⁴.

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 students³.

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>

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 jobs⁵. 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 industry⁶. 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 Trust⁷, 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,

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>

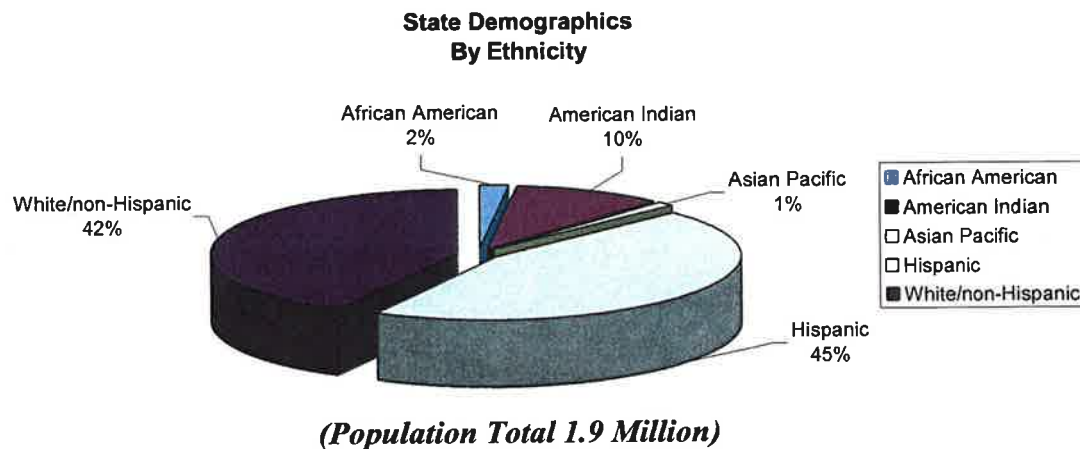
class, disability status, and gender intersect, are mutually constructing and intertwined. Our challenge is to create an institutional structure that is able to provide excellent and equitable educational access and outcomes to all students regardless of their backgrounds. This would require constant 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 Mexico⁸, the following figures represent the ethnic make-up of our state's citizenry, which numbers just under two million people.



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.

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

**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 Factbook⁹, except for the Degrees Awarded by Gender tables, which are from the Banner Academic Outcomes Report¹⁰. 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)

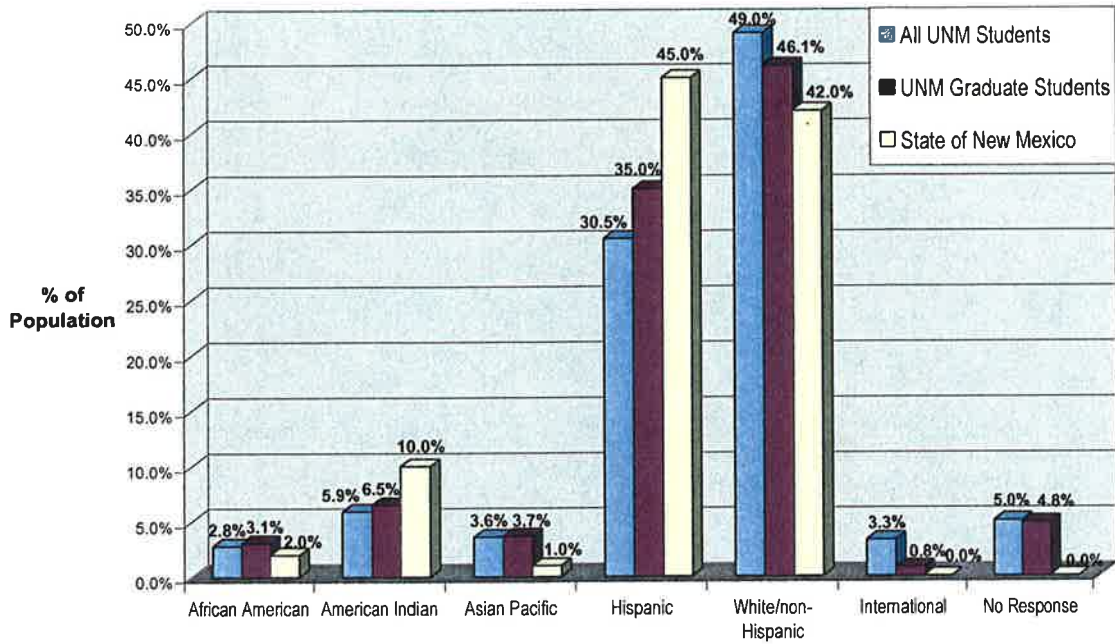
In terms of ethnicity, roughly 42.8% of our Main Campus student enrollment can be categorized as minority status – that is, including African American, American Indian, Asian Pacific and Hispanic. It is important to recognize that in comparison to statewide demographics, Hispanic and American Indian 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.

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

**UNM Student Demographics
By Ethnicity**



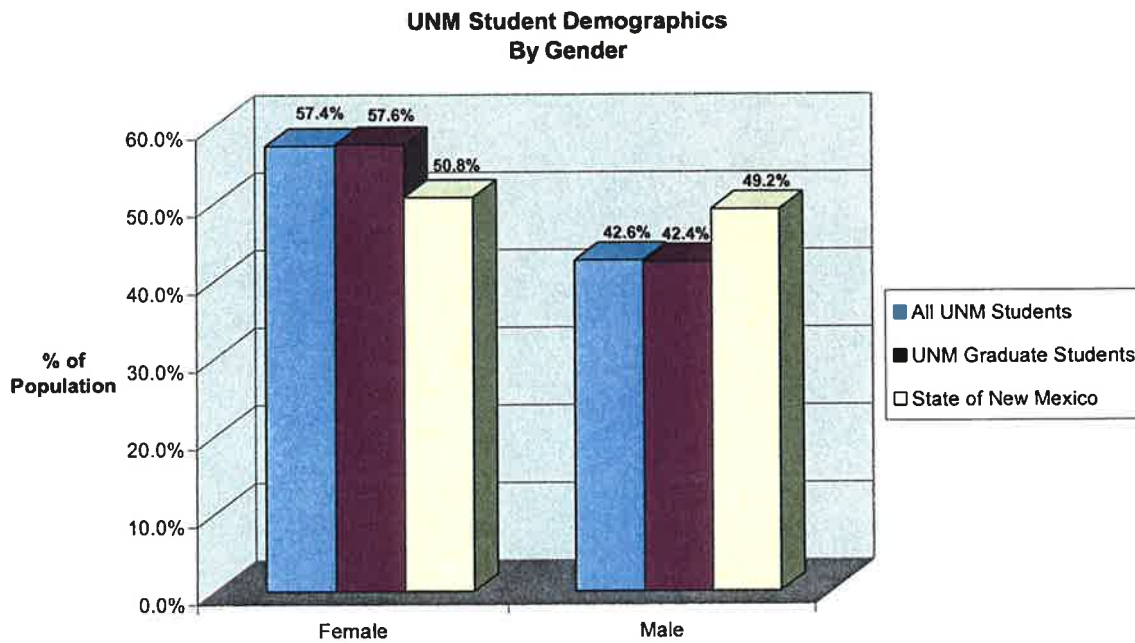
UNM Enrollment

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%

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 Enrollment

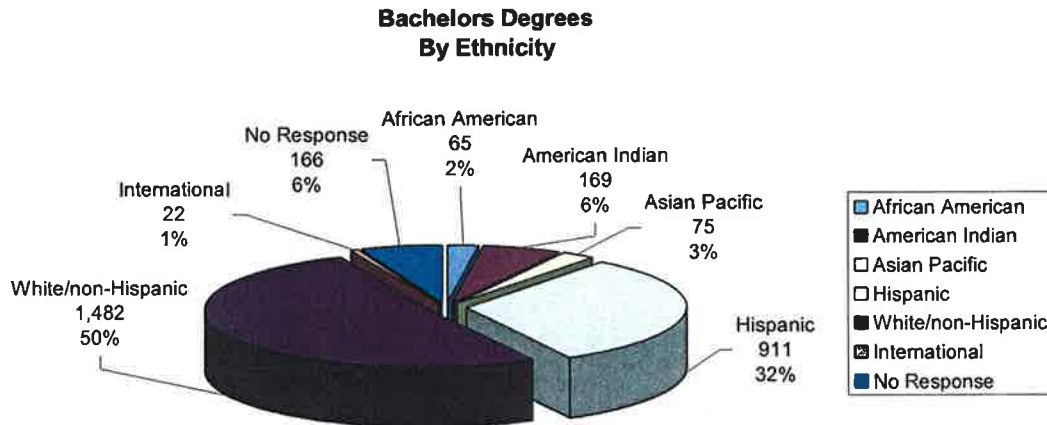
Sex	Actual Number Enrolled	% of University Population	% of State Population
Female	14,823	57.4%	50.8%
Male	10,994	42.6%	49.2%
Total	25,817	100%	100%

Graduate Enrollment

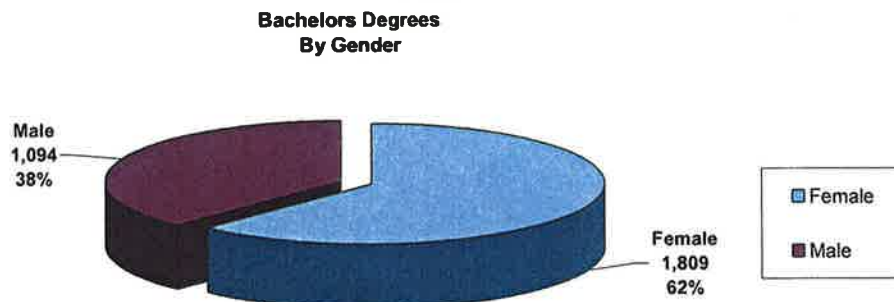
Sex	Actual Number Enrolled	% of University Population	% of State Population
Female	2,513	57.6%	50.8%
Male	1,853	42.4%	49.2%
Total	4,366	100%	100%

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.



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%

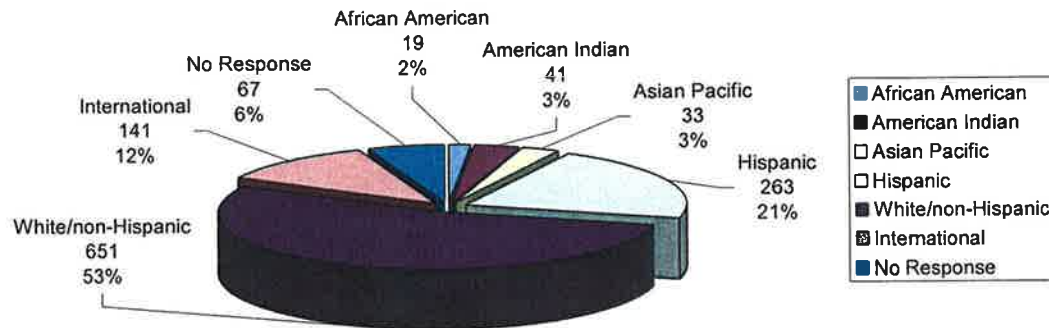


Sex	Actual Number of Bachelor's Degrees Awarded	% of Total Bachelor's Degrees Awarded
Female	1,809	62%
Male	1,094	38%
Total	2,903	100%

**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.

Masters Degrees Awarded – Main Campus (2005-06)

Masters Degrees
By Ethnicity



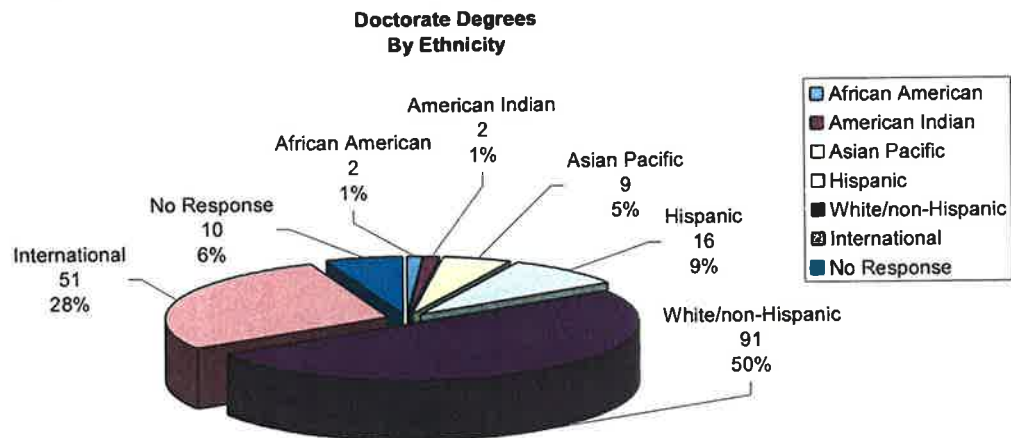
Ethnicity	Actual Number of Master's Degrees Awarded	% of Total Master's Degrees Awarded
African American	19	2%
American Indian	41	3%
Asian Pacific	33	3%
Hispanic	263	22%
White/non-Hispanic	651	54%
International	141	12%
No Response	67	6%
Total	1,215	100%

Masters Degrees
By Gender

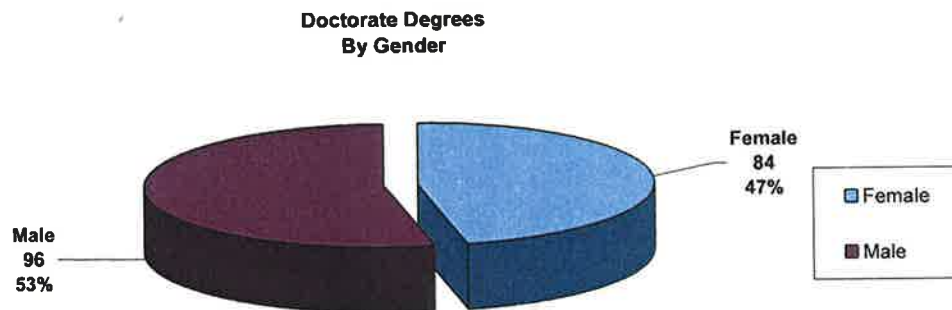


Sex	Actual Number of Master's Degrees Awarded	% of Total Master's Degrees Awarded
Female	755	62%
Male	458	38%
Total	1,215	100%

Doctorate Degrees Awarded – Main Campus (2005-06)



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%



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.

Branch Campuses Demographics

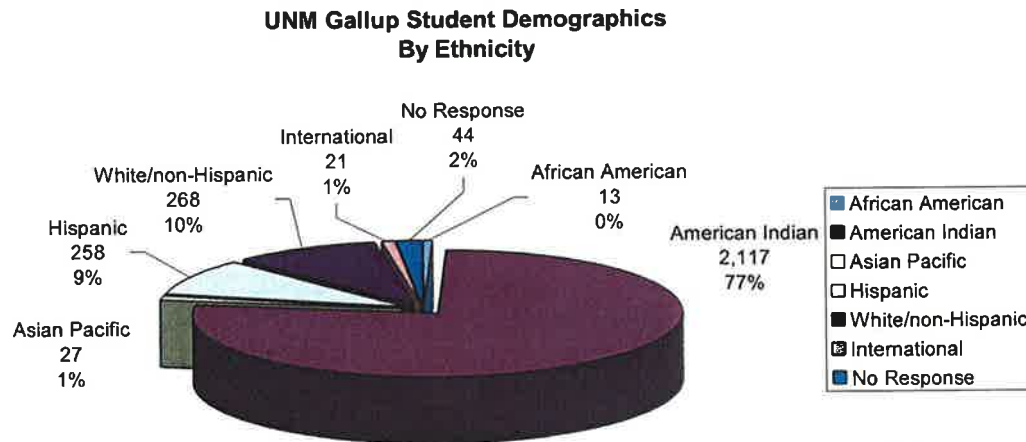
The following sections provide student enrollment data on UNM Branch Campuses in terms of Ethnic and Gender Diversity. As a whole, our branch campuses attract a higher percentage of diverse students than does our main campus.

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)



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%