

The University of New Mexico
Diversity Report Card
Elements and Operational
Strategy

2007-2012



May 2008

Office of the Vice President for Equity and Inclusion
and
Office of Equal Opportunity



Background on the Diversity Report Card

The Regents Goals for the President of the University of New Mexico which were approved on August 14, 2007, comprised several major milestones and benchmarks. Among these was Regent Goal #4, pertaining to the Diversity of Leadership, Faculty, and Staff. This goal is to:

“Develop and execute a plan to ensure that UNM is able to recruit and retain diverse and talented leaders, faculty, staff, and students that reflect the diversity of the State of New Mexico.”

The diversification of the student body and the university workforce is central to UNM’s commitment to excellence and student success. As the UNM Three-Year Plan for Diversity, Equity and Inclusion was developed during FY 07-08, accountabilities were built in for unit-by-unit progress. These accountabilities are set forth in this Diversity Report Card, in terms of numerical measurements of diversity and through other specific and measurable actions to reach the major goals within the three-year plan. *The Diversity Report Card emanates from and is integral to the Diversity Plan.*

The numerical measurements inherent to Regent’s Goal #4 include these key elements:

- Student Diversity (Ethnicity and Gender) – Retention Rates and Graduation Rates
- Faculty Diversity (Ethnicity and Gender)
- Key Staff Position Diversity (Ethnicity and Gender)
- Diversity of Top Leadership: Vice Presidents, Associate VP’s, Deans, and Branch Campus Directors
- Affirmative Action Plan Placement Goals

The above measurements are described in this document and will be reported on annually, through the UNM Division for Equity and Inclusion, in partnership with the UNM Office of Institutional Research and the Office of Equal Opportunity. Progress will be viewed in terms of how each unit progresses within 3-5 year increments, based on goals tailored to their areas for actual vacancies which occur. Units will include colleges, divisions and other strategically defined operating components of the Main Campus of UNM. The branch campuses will also participate in the Diversity Report Card model.

Units will be responsible for showing commitment to best practices in the diversification of quality applicant pools. These best practices will be clarified through the UNM Division for Equity and Inclusion in partnerships with the Office of Equal Opportunity, the Division of Human Resources, and the Division of Enrollment Management. It is important to note that throughout this document mention is made of good faith efforts to improve the retention and graduation of students and the recruitment, employment and retention of faculty and staff. These efforts and goals are not to be confused with quotas, which are strictly prohibited.

In addition, each unit will set strategic actions and report on progress on goals 1-6 of the UNM Plan for Diversity, Equity and Inclusion.

The Plan for Diversity, Equity and Inclusion

Eight major goals were identified in the Plan for Diversity, Equity and Inclusion. Progress on this Plan will also be measured unit by unit for Goals 1-6. For these six goals, each college and school of the university will determine the individual action strategies by which goals are met. Plans and updates will be coordinated and communicated through the Vice President for Equity and Inclusion, and the Diversity Champion Council, which will be established in 2008-09. Examples of specific strategies are given under each goal in the next section of this document.

The Plan for Diversity, Equity and Inclusion includes Goals 7 and 8, one pertaining to marketing and communication, and the other pertaining to operations. Although the various units of the university will be asked to participate in these implementation strategies, these last two goals will be directly under the Vice President for Equity and Inclusion, and will be reported on by this Vice President.

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

Student success is seen as the beginning and end point of our diversity efforts, and is tied in to the broader institutional mission of the university. Specific strategies include but are not limited to: mentoring, tutoring and student support programs; building best practices for student recruitment and retention; support increased financial aid and scholarships; implementation of leadership development programs; involving students in curriculum development initiatives; strengthening faculty advising and developing an informative tracking system to better understand the pipeline of students from undergraduate to graduate programs.

Goal 2: Recruitment and Retention of Minority and Female Faculty

A prominent need is to strengthen the diversification of faculty. Efforts should include but not be limited to: increasing understanding of our strengths and weaknesses in this effort; promoting best practices for recruitment and retention; supporting best practices for search committees and maximizing fiscal resources for minority faculty hiring and retention.

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

It is clear that the university requires the commitment and abilities of *all* members of the faculty to effectively meet the needs of a diverse student body. Initiatives under this goal include: developing and implementing curriculum to meet diversity competencies for faculty and teaching assistants; fostering faculty-to-faculty mentorship programs; providing symposia on diversity issues and best practices; provide incentives for research and publication of best practices for promoting success of diverse students; building a diversity resource and referral library; support research/service projects to develop diversity expertise and developing 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 students from all walks of life. We not only need to strengthen our understanding and respect of diversity among employees and students, but also need to work more effectively to tap the resources inherent in diversity. As such, actions taken will aim to bolster cross-organizational teamwork, effectively manage change, strengthen communications and manage conflict more effectively. Key actions will include, but not be limited to: developing and implementing curriculum to meet diversity competencies for staff, with a special emphasis on training for helping professionals and other front-line student service providers; providing appropriate support to UNM colleges and schools toward the development and implementation of college-appropriate diversity training; and developing 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 leadership responsibilities pertaining to diversity; and implement a career development/succession planning program.

Goal 6: Promote a Healthy Campus Climate

A healthy campus climate needs to be a long-standing goal at the University of New Mexico. To promote a spirit of diversity, we will aim to create an environment where students and employees feel safe, and have the freedom to grow and succeed to their full capacity. Efforts will include: conducting campus climate surveys with follow up action in targeted areas; issuing clear leadership messages on values pertaining to diversity, inclusion and equity; supporting messages, events and programs that promote a healthy organizational climate; review current policies and strategies pertaining to hate incidents; and developing and communicating clear policies, protocol and strategies. Actions will be to build united and synergistic efforts between units of UNM, breaking down the perceived "silos" that exist.

The Implementation of Goals 7 and 8

Goal Seven and Goal Eight of the Diversity Plan include important implementation strategies to operationalize the Diversity Plan. As such, Schools and Colleges and other units will not be specifically charged with implementing strategies under these two goals.

Nonetheless, it is crucial that leadership throughout the university understands and supports these efforts, which will be led by the Vice President for Equity and Inclusion.

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. A comprehensive marketing plan will be developed by the Division for Equity and Inclusion, and will include web-based as well as hard-copy promotional efforts. The Vice President for Equity and Inclusion will invite departments and colleges to contribute pertinent information and news to the Diversity Website. In addition, communication on progress in the Diversity Plan and Diversity Report Card will be featured on the website.

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. This includes the Staffing Structure for the Division based on the long-range goal, strategic funding and other supports to promote success of the Diversity Plan, and the implementation of a Diversity Champion Model to further the advancement of unit-by-unit progress and university-wide excellence in diversity. This model will include faculty and other unit representatives appointed by deans and other top-level officials, who will remain engaged in the leadership, planning and implementation processes.

Through the Diversity Champion Council, units will put forth the action plans that actualize overarching goals. Strategies *that make sense to each unit* will be developed in detail, using the planning document, and reported annually. This will establish and improve the lines of accountability within departments, divisions and schools and throughout the University. Champions from this Council will meet monthly to share and learn best practices pertaining to achieving diversity goals, and engage in laying the groundwork for setting the following year’s goals and priorities. *Integral to Goal Number Eight is this Diversity Report Card, the instrument by which progress is measured.*

The first six goals outlined above, as well as the report card elements given below, will be the major reporting elements of the Diversity Report Card. The Division for Equity and Inclusion, the Division of Enrollment Management and the Office of Equal Opportunity will work with each college and other units of UNM to understand the baseline data and set realistic objectives and actions under each of the goals.

Gauging Progress on this Report Card

The Office of the Vice President for Equity and Inclusion will work with the leadership of the various units of the university to assess progress made for each of the stated key

component areas of this Report Card and make a determination as to the appropriate grade for each of the goals listed. The evaluation of progress will be based on narrative reports submitted on two report forms (see the Appendix). There will also be a visual color-coding of progress, as explained on the forms.

The assessment of these indicators of progress will be made every year for the 5-year period of this report card and will be made for the reporting period of November 1 through October 31 of each year. This reporting period coincides with the University's student, affirmative action plan, and other reporting requirements.

Diversity of Students, Faculty, Staff and Executive Leadership: The Five Elements

Student Diversity (Ethnicity & Gender)

UNM occupies a very unique and enviable position in having over 50% of its freshman student enrollment coming from minority group members. This diversity closely mirrors the fact that the state of New Mexico is a minority-majority state with its population approximately reflected as follows:

Hispanic: 45%
American Indian: 10%
African-American: 2%
Asian: 1%
Non-minority: 42%

A major challenge for UNM is our student success rates. In 2006, the University's beginning full-time freshman retention rate was 74.4%, and the graduation rate was 43.4%. In comparison, the benchmark rates for similar institutions, as reported annually to the State of New Mexico in compliance with the Accountability in Government Act are 74.8% and 45.9%, respectively. We also take into account a longer-range goal of moving toward American Association of University benchmarks for retention, which are at 89%.

Within UNM's overall student success rates, considerable disparities exist between different student populations. Eliminating those disparities would significantly improve UNM's overall retention and graduation rates and directly benefit all students and the University. President Schindly's document *UNM in the 21st Century- A New President's Vision* noted that: "... the University of New Mexico is positioned to be the best university in the nation to strategically combine all of the dimensions of diversity to transform education. UNM stands alone as a comprehensive university with a large population of students from underrepresented groups, a (Carnegie) very-high level research with nationally and internationally recognized programs, strong professional schools, and the commitment to student success."

First Report Card Element: Student Retention (for cohort beginning the previous fall)

Overall Freshmen Retention Rate

The freshmen retention rate overall in 2007 was 76.6 %. We would like to see the percentage reach a minimum of 77.6% by 2012.

Female Freshmen Retention Rate

The women freshmen retention rate in 2007 was 77.7%. We would like to see the percentage reach a minimum of 78.5 % by 2012.

Male Freshmen Retention Rate

The male freshmen retention rate in 2007 was 75.3%. We would like to see the percentage reach a minimum of 76.3% by 2012.

American Indian

The freshmen retention rate for American Indian students in 2007 was 66.3 %. We would like to see the percentage reach a minimum of 74.4% by 2012.

Hispanic

The freshmen retention rate for Hispanic students in 2007 was 76.8%. We would like to see the percentage reach a minimum of 77.6% by 2012.

African American

The freshmen retention rate in 2007 was 74.8%. We would like to see the percentage reach a minimum of 77.4% by 2012.

Asian/Pacific Islander

The freshmen retention rate in 2007 was 85%. We would like to see the numbers maintain or exceed this percentage through 2012.

Second Report Card Element: Student Graduation Rates

Overall Graduation Rate

The Overall Student Graduation Rate in 2007 was 44%. We would like to see the percentage reach a minimum of 46.5% by 2012.

Graduation Rates for Females

The Student Graduation Rate for Females in 2007 was 48%. We would like to see the percentage reach a minimum of 49.7% by 2012.

Graduation Rates for Men

The Student Graduation Rate for Males in 2007 was 38.9%. We would like to see the percentage reach a minimum of 42.1% by 2012.

American Indian

The baseline graduation rate for American Indians in 2007 was 21.2%. We would like to see the percentage reach a minimum of 39.4 % by 2012.

Hispanic

The baseline graduation rate for Hispanic students in 2007 was 39.9%. We would like to see the percentage reach a minimum of 43.2% by 2012.

African American

The baseline graduation rate for African Americans in 2007 was 29.6%. We would like to see the percentage reach a minimum of 42.3% by 2012.

Asian/Pacific Islander

The baseline graduation rate for Asian/Pacific Islanders for 2007 is 44.9%. We would like to see the percentage reach of 49.4% by 2012.

Aggressive Enrollment Planning Goals

Implementation of strategies to enhance student success is projected to produce more dramatic results in an earlier timeline. These increases would be reflected in each ethnic category.

Third Report Card Element: Faculty Diversity (Ethnicity & Gender)

This element of the Report Card reflects the need to recruit and retain outstanding faculty. Inherent in this effort is the goal that we remain vigilant to the University's commitment to diversify, retain, and equitably reward faculty from under-represented groups. Studies cited in the UNM Three Year Plan for Diversity, Equity and Inclusion have shown that minority student success rates are positively affected when minority faculty members are present in the educational environment.

The goals reflected below serve as objectives that the University strives to achieve, but in no way are to be construed as quotas or inflexible goals. Rather, UNM will work to improve its recruitment and retention of highly qualified faculty by instituting aggressive and unique outreach initiatives that will encourage highly qualified and diverse faculty to choose UNM as their employer of choice. Further, the University will continue to strive to implement work-life initiatives that will assist in improving the retention of new and existing faculty members.

Furthermore, the University of New Mexico is committed to providing equal opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, gender identity, ancestry, medical condition, or spousal affiliation.

We based the faculty counts on the following categories: junior faculty, senior faculty, clinician educators (junior and senior faculty), flex track faculty and non-Tenure faculty (including Visiting faculty).

Overall Minority Faculty

The Overall Percentage of Minority Faculty in 2007 was 21.8% (390 out of 1,790 regular instructional faculty at all UNM Campuses). We would like to see this overall minority percentage increase annually, by both having the minority percentage of new faculty hired each year exceed this amount and the minority percentage of faculty leaving the university be less than this amount. Although realistic goals will be set college-by-college, taking into account projected vacancies and availability data for the disciplines, we are targeting a 1% per year increase in minority faculty as a goal for UNM overall. Best practices will be stressed for faculty recruitment and retention with attention to diversity goals.

Female Faculty

The percentage of Female Faculty in 2007 was 46.5% (833 out of 1,790 regular instructional faculty at all UNM Campuses). We would like to see the percentage of women increase annually, by both having the percentage of new women faculty hired each year exceed this amount and the percentage of women faculty leaving the university be less than this amount. Although realistic goals will be set college-by-college, taking into account projected vacancies and availability data for the disciplines, we are targeting a 1% per year increase in female faculty as a goal for UNM overall. It is recognized that some colleges will need to strengthen their numbers of male faculty (e.g. College of Nursing). In all instances, best practices will be stressed for faculty recruitment and retention, with attention to diversity goals.

Fourth Report Card Element: Executive Staff Position Diversity (Ethnicity & Gender)

One of the Board of Regent's FY 07-08 goals for the new President of UNM is to diversify the leadership team. Specifically, the Regents have assigned a one-year timeframe for organizational changes and the hiring of key executives. This includes the filling of the following positions: Provost/Executive Vice President for Academic Affairs, Vice Presidents for Enrollment Management and Institutional Diversity, and the Vice President for Rio Rancho and Coordinator of Branch Campuses.

As with the previous goal, those reflected below serve as objectives that the University strives to achieve, but are not to be construed as quotas or inflexible goals. UNM is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, gender identity, ancestry, medical condition, or spousal affiliation.

Further, the University commits itself to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups.

Improve Minority and Female Representation in Executive Level Positions (Vice Presidents, Associate VP's, Deans and Branch Directors)

In 2008 there were 43 Executive Levels positions of which 16 (37%) were occupied by women and 9 (21%) were occupied by minorities. We would like to see good faith efforts to raise the percentage of women and minorities in these executive level positions as positions become vacant or are established. Strong efforts will be made to improve the hiring rates for both women and minorities.

Fifth Report Card Element: Attain Affirmative Action Placement Goals for Underrepresented Faculty & Staff Positions

Please refer to the **2008 UNM Affirmative Action Plan** to obtain information on specific staff and faculty placement goals. These goals are determined based on a comparison of the percentage utilization of weighted availability and the percentage of utilization within established occupational categories.

Example of the Diversity Report Card for Use by the Reporting Units

In the addendum is an example of the Diversity Report Card which will be used by the reporting units of the University. This is meant to serve a dual purpose: To document the plans unit by unit pertaining to the numerical elements of this report card and to provide a template for the reporting of progress toward the goals each unit sets.

**Addendum A: SAMPLE REPORTS for
Report Card Elements One through Five**

A1: Sample report from Office of Institutional Research

**A2: Template for reporting Progress on Report Card Elements
One through Five**

Addendum A1: Sample report from Office of Institutional Research

Summary of University of New Mexico Performance Ledgers

KEY

	increase 2003 to 2006 > 2%
	change 2003 to 2006 >= -2% and <= 2%
	decrease 2003 to 2006 > 2%
	blank indicates no data in that cell

Department	Unrestricted Credit Hours				Restricted Credit Hours				Total Hdcnt
	Lower Division	Upper Division	Grad./ Prof.	Total	Lower Division	Upper Division	Grad./ Prof.	Total	
Main Campus, Provost Academic Affairs									
Anderson Schools of Management									
Total									
College of Arts Sciences									
*Interdisciplinary: A.S.									
African American Studies									
American Studies Department									
Anthropology Department									
Biology Department									
Chemistry Department									
Communication Journalism									
Earth and Planetary Sciences Dept									
Economics Department									
English Department									
Foreign Languages Literatures									
Geography Department									
History Department									
Linguistics Department									
Mathematics Statistics									
Philosophy Department									
Physics Astronomy Department									
Political Science Department									
Psychology Department									
Religious Studies Prgm									
Sociology Department									
Spanish Portuguese									
Speech and Hearing Sciences									
Womens Studies									
Total									
College of Education									
Dept of Teacher Education									
Educ Leadership Orgn Learning ELOL									
Educational Specialties Ed Spec									
Health Exercise & Sports Science									
Individual Family Comm Educ IFCE									
Language Literacy Sociocultural LL									
Total									
College of Fine Arts									
*Interdisciplinary: Fine Arts									
Art Art History									
Department of Media Arts									
Music									
Theatre and Dance									
Total									
School of Architecture Planning									
Total									
School of Engineering									
*Interdisciplinary: Engineering									
Chemical Nuclear Engineering									
Civil Engineering Civil Engr									
Computer Science									
Electrical Computer Engineering									
SOE Mechanical Engineering									
Total									
School of Law									
Total									
School of Public Administration									
Total									

Summary of University of New Mexico Performance Ledgers

KEY

	increase 2003 to 2006 > 2%
	change 2003 to 2006 >= -2% and <= 2%
	decrease 2003 to 2006 > 2%
	blank indicates no data in that cell

Department	Unrestricted Credit Hours				Restricted Credit Hours				Total Hdcnt
	Lower Division	Upper Division	Grad./Prof.	Total	Lower Division	Upper Division	Grad./Prof.	Total	
University College									
UC Chicano Studies Program									
UC Departments									
UC Native American Studies									
UC University Honors Program									
UC Water Resources Program									
Total									
Main Campus, Provost Academic Affairs									
Total									
Main Campus, VP Health Sciences Center									
College of Nursing									
Total									
College of Pharmacy									
Total									
School of Medicine									
Biomedical Science Grad Prg BSGP									
Emergency Medicine Department									
FCM Masters in Public Health									
FCM Physicians Assistant Program									
Orthopaedics Physical Therapy									
Pediatrics Occupational Therapy									
Radiology Department									
SOM Clinical Departments									
SOM Pathology Medical Lab Sciences									
Surgery Dental Services									
Total									
Main Campus, VP Health Sciences Center									
Total									
Main Campus, Total									

Summary of University of New Mexico Performance Ledgers

KEY

	increase 2003 to 2006 > 2%
	change 2003 to 2006 >= -2% and <= 2%
	decrease 2003 to 2006 > 2%
	blank indicates no data in that cell

Department	Unrestricted Credit Hours				Restricted Credit Hours				Total Hdcnt
	Lower Division	Upper Division	Grad. / Prof.	Total	Lower Division	Upper Division	Grad. / Prof.	Total	
Gallup									
Provost Academic Affairs									
VP Health Sciences Center									
Provost Branch Campuses									
<u>Total</u>									
Los Alamos									
Provost Academic Affairs									
VP Health Sciences Center									
Provost Branch Campuses									
<u>Total</u>									
Taos									
Provost Academic Affairs									
VP Health Sciences Center									
Provost Branch Campuses									
<u>Total</u>									
Valencia									
Provost Academic Affairs									
VP Health Sciences Center									
Provost Branch Campuses									
<u>Total</u>									

**Addendum A2: Template for reporting Progress on Report Card
Elements
One through Five**

UNM Diversity Report Card
Key Diversity Elements:
Diversity of leadership, faculty, staff and students

Report on Actions and Progress

Unit or Department: _____

Submitted by: _____ Date: _____

A. First Report Card Element: Student Retention (Ethnicity and Gender)

Strategic initiatives:

-
-

Progress Report:

Green- Good Progress Yellow- Some Progress. Red – Still Pending

B. Second Report Card Element: Student Graduation Rates (Ethnicity and Gender)

Strategic initiatives:

-
-

Progress Report:

Green- Good Progress Yellow- Some Progress. Red – Still Pending

C. Third Report Card Element: Faculty Diversity (Ethnicity and Gender)

Strategic initiatives:

-
-

Progress Report:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

D. Fourth Report Card Element: Executive Staff Position Diversity (Ethnicity and Gender)

Strategic initiatives:

-
-

Progress Report:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

E. Fifth Report Card Element: Affirmative Action Placement Goals

Strategic initiatives:

-
-

Progress Report:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

**Addendum B: SAMPLE Template to Record Unit/Department
Progress on the Goals of the University-Wide Diversity Plan**

**UNM Diversity Report Card
Strategic Plan Progress Report**

Unit or Department: _____

Submitted by: _____ Date: _____

Each Unit will set objectives and action strategies on an annual basis and report on progress quarterly. The objectives and actions should be based on SMART principles, that is Specific, Measurable, Attainable, Realistic and Timely.

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

Objectives and Actions

Objective 1A:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 1B:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 1C:

Action:

Person Responsible:

Action:

Person Responsible:

Progress Report on the Stated Objectives for Goal 1:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

Diversity Goal 2: Recruitment and Retention of Minority and Women Faculty

Objective 2A:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 2B:

Action:

Person Responsible:

Action:
Person Responsible:

Objective 2C:

Action:
Person Responsible:
Action:
Person Responsible:

Progress Report on the Stated Objectives for Goal 2:

Green- Good Progress Yellow- Some Progress. Red – Still Pending

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

Objective 3A:

Action:
Person Responsible:
Action:
Person Responsible:

Objective 3B:

Action:
Person Responsible:
Action:
Person Responsible:

Objective 3C:

Action:
Person Responsible:
Action
Person Responsible

Progress Report on the Stated Objectives for Goal 3:

Green- Good Progress Yellow- Some Progress. Red – Still Pending

Diversity Goal 4: Diversity and Inclusion Development for Staff and Students

Objective 4A:

Action:
Person Responsible:
Action:
Person Responsible

Objective 4B:

Action:
Person Responsible:
Action:

Person Responsible:

Objective 4C:

Action:

Person Responsible:

Action:

Person Responsible:

Progress Report on the Stated Objectives for Goal 4:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

Diversity Goal 5: Leadership and Management Development

Objective 5A:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 5B:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 5C:

Action:

Person Responsible:

Action:

Person Responsible:

Progress Report on the Stated Objectives for Goal 5:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending

Diversity Goal 6: Promote a Healthy Campus Climate

Objective 6A:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 6B:

Action:

Person Responsible:

Action:

Person Responsible:

Objective 6C:

Action:

Person Responsible:

Action:

Person Responsible:

Progress Report on the Stated Objectives for Goal 6:

Green- Good Progress

Yellow- Some Progress.

Red – Still Pending