**Best Practices Guide**
**for Increasing Faculty Diversity at New Mexico Higher Education Institutions**

## I. Introduction, Background, and Objectives

A diverse faculty contributes to the academic excellence of an institution of higher education by broadening the range of experiences, perspectives, and scholarly interests of the academic community. In STEM disciplines, it is critically important to have effective strategies to increase the enrollment and retention of students of varied backgrounds. Diverse faculty can serve as role models and contribute to the institution's scholarship in effective teaching and research for diverse populations. A diverse faculty demonstrates that scholarly achievement is accessible to all, even those who have been historically underrepresented.

Recommendations from the National Science Foundation's EPSCoR (Experimental Program to Stimulate Competitive Research) office to pursue opportunities for further increasing faculty diversity in EPSCoR research and education programs provided impetus for development of this plan. In addition, the State EPSCoR Committee (comprised of representatives from academia, state government, business and industry throughout New Mexico) and the Secretary of Higher Education recognize that increasing faculty diversity is central to improving the success of students from diverse populations in the STEM pipleline.

The objectives of this Guide are three-fold. First, the plan includes a synthesis of the results of an environmental scan of faculty diversity at research universities in New Mexico and other EPSCoR states in this region of the country, as well as for the adjoining non-EPSCoR states of Arizona, Colorado, and Texas. The purpose of the Environmental Scan is to assess where New Mexico research universities stand with respect to faculty diversity in relation to comparable peer institutions.  Second, a set of recommended Best Practices is presented to aid New Mexico universities and colleges in enhancing and retaining a diverse faculty.  These Best Practices are based on approaches that are included in exemplary diversity plans employed at universities in New Mexico and throughout the United States.  Third, a list of additional resources is provided.  These resources include: (1) a guidebook for search committees; (2) Diversity Plans developed at the University of New Mexico and New Mexico State University; and (3) noteworthy Diversity Plans developed for UCLA, Berkeley, Cornell, and UC Irvine.

It is envisioned that this Guide will be a dynamic document that can inspire an ongoing statewide dialogue about effective ways to enhance and retain a diverse faculty at universities and colleges and provide a basis for coherence and consistency among diversity plans throughout New Mexico.  Ultimately, this dialogue will contribute to significantly strengthening the participation and success of students from diverse populations in the STEM pipeline.

## II. Environmental Scan

New Mexico has the highest percentage of people of Hispanic ancestry of any state (44%) as well as a large Native American population (9%). With its minority-as-majority population, NM has a unique opportunity and special responsibility to lead the nation in addressing the shortage in its science and technology workforce by educating a new generation of STEM professionals more representative of the nation's growing minority population. Moreover, our state is one in which diversity and cultural richness has been recognized through the centuries, and the universities throughout the state recognize that diversity needs to be expressed, cultivated and made meaningful.

New Mexico has unique traditions, languages and multi-cultural heritages, which can provide inspiration to cultivate exemplary models for university diversity efforts.[1] For instance, The University of New Mexico tied for 8th place (11 doctorates) on the list of institutions that awarded the most doctorates to American Indians and ranked 14th nationally among institutions that awarded the most doctorates to Hispanics during the period 2003-2007 (see Chronicle of Higher Education, October 16, 2009, page B41).

An environmental scan of the race and ethnicity of faculty members at degree-granting institutions that have more than 300 or more full-time faculty members was based on data compiled in the October 16, 2009 issue of *The Chronicle of Higher Education*.  For comparison purposes, the major research universities were included for New Mexico (excluding New Mexico Tech because it was not included in the Chronicle data) and other EPSCoR

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[1] The University of New Mexico Plan for Diversity, Equity and Inclusion, *Division of Institutional Diversity – Spring 2008*

states in this region of the country, as well as for the non-EPSCoR states of Arizona, Colorado, and Texas. Results of the environmental scan are included in Table 1 and indicate the following:

- The racial and ethnic diversity of the University of New Mexico and New Mexico State University as a percentage of total full-time faculty is the highest among the group of comparable institutions and typically exceeds their peers by a factor of 2.
- New Mexico institutions have the highest percentage of Hispanic faculty among their comparable institutions.
- New Mexico institutions have an above-average percentage of American Indian faculty relative to comparable institutions, but are lower in comparison to Oklahoma institutions.

| State | Institution | White | Black | Hispanic | American Indian | TOTAL | % Black | % Hispanic | % American Indian | % Minority |
|---|---|---|---|---|---|---|---|---|---|---|
| Arizona* | Arizona State | 1,624 | 43 | 139 | 25 | 2,160 | 2.0 | 6.4 | 1.2 | 9.6 |
| | U. Arizona | 2,095 | 41 | 163 | 27 | 2,805 | 1.5 | 5.8 | 1.0 | 8.2 |
| Colorado* | Colorado State | 1,238 | 14 | 53 | 8 | 1,565 | 0.9 | 3.4 | 0.5 | 4.8 |
| | U. Colorado | 2,533 | 40 | 120 | 11 | 3,333 | 1.2 | 3.6 | 0.3 | 5.1 |
| Idaho | Boise State U. | 1,033 | 8 | 25 | 7 | 1,129 | 0.7 | 2.2 | 0.6 | 3.5 |
| | Idaho State U. | 724 | 2 | 9 | 4 | 789 | 0.3 | 1.1 | 0.5 | 1.9 |
| | U. Idaho | 709 | 3 | 14 | 7 | 854 | 0.4 | 1.6 | 0.8 | 2.8 |
| Iowa | Iowa State U. | 1,833 | 44 | 42 | 10 | 2,473 | 1.8 | 1.7 | 0.4 | 3.9 |
| | U. Iowa | 1,862 | 51 | 61 | 8 | 2,482 | 2.1 | 2.5 | 0.3 | 4.8 |
| Kansas | Kansas State U. | 1,196 | 25 | 31 | 6 | 1,465 | 1.7 | 2.1 | 0.4 | 4.2 |
| | U. Kansas | 2,491 | 90 | 80 | 16 | 3,077 | 2.9 | 2.6 | 0.5 | 6.0 |
| Montana | Montana State U. | 783 | 0 | 1 | 5 | 979 | 0.0 | 0.1 | 0.5 | 0.6 |
| | U. Montana | 757 | 4 | 11 | 10 | 841 | 0.5 | 1.3 | 1.2 | 3.0 |
| Nebraska | U. Nebraska, Lincoln | 1,559 | 36 | 46 | 11 | 1,940 | 1.9 | 2.4 | 0.6 | 4.8 |
| Nevada | U. Nevada, Las Vegas | 1,264 | 77 | 87 | 8 | 1,707 | 4.5 | 5.1 | 0.5 | 10.1 |
| | U. Nevada, Reno | 880 | 16 | 30 | 5 | 1,047 | 1.5 | 2.9 | 0.5 | 4.9 |
| New Mexico | New Mexico State U. | 550 | 8 | 108 | 9 | 961 | 0.8 | 11.2 | 0.9 | 13.0 |
| | U. New Mexico | 1,920 | 40 | 278 | 49 | 2,648 | 1.5 | 10.5 | 1.9 | 13.9 |
| North Dakota | North Dakota State U. | 633 | 9 | 8 | 2 | 804 | 1.1 | 1.0 | 0.2 | 2.4 |
| | U. North Dakota | 609 | 8 | 4 | 12 | 737 | 1.1 | 0.5 | 1.6 | 3.3 |
| Oklahoma | Oklahoma State U. | 1,123 | 19 | 18 | 40 | 1,451 | 1.3 | 1.2 | 2.8 | 5.3 |
| | U. Oklahoma | 1,206 | 49 | 41 | 45 | 1,598 | 3.1 | 2.6 | 2.8 | 8.4 |
| South Dakota | South Dakota State U. | 647 | 6 | 10 | 5 | 752 | 0.8 | 1.3 | 0.7 | 2.8 |
| | U. South Dakota | 302 | 1 | 7 | 4 | 353 | 0.3 | 2.0 | 1.1 | 3.4 |
| Texas* | Texas A&M | 1,698 | 75 | 105 | 8 | 2,258 | 3.3 | 4.7 | 0.4 | 8.3 |
| | Texas Tech U. | 1,063 | 26 | 70 | 5 | 1,336 | 1.9 | 5.2 | 0.4 | 7.6 |
| | U. Texas Austin | 2,079 | 98 | 129 | 13 | 2,872 | 3.4 | 4.5 | 0.5 | 8.4 |
| Utah | U. Utah | 2,423 | 27 | 71 | 11 | 3,423 | 0.8 | 2.1 | 0.3 | 3.2 |
| | Utah State U. | 689 | 0 | 18 | 2 | 810 | 0.0 | 2.2 | 0.2 | 2.5 |
| Wyoming | U. Wyoming | 817 | 9 | 14 | 7 | 1,083 | 0.8 | 1.3 | 0.6 | 2.8 |

Table 1.  Race and ethnicity of faculty members at degree-granting institutions that have 300 or more full-time faculty members (New Mexico and comparable states in western U.S. included in the table).  Adapted from The Chronicle of Higher Education, October 16, 2009, pages B42-B54). Note: Native Pacific Islanders were not distinguished in the survey by The Chronicle of Higher Education. *Arizona, Colorado, and Texas are not EPSCoR states, but were included because of their proximity to New Mexico and because of their similarity in demographics.

When looking at the gender and ethnicity of faculty[2] throughout New Mexico, it is evident that the state has an impressive record for hiring diverse faculty.  Based on data publicly available (see Table 2 below):

- 24% of faculty at NM Institutions of Higher Education report themselves to be of non-white ethnicity;

- 50% of faculty are female; and

- NM currently averages 12% Hispanic and 3% Native American faculty.

Thus, overall New Mexico does have a diverse faculty, but efforts must be made to retain and promote faculty from underrepresented minorities at all institutions of higher education.

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[2] Data for UNM and NMSU differ in these two tables because Table 2 includes **all** faculty, including those at branch campuses, whereas Table 1 includes only full-time tenure and tenure-track faculty.

| 2008 Data | University of New Mexico [1] | New Mexico Institute of Mining and Technology [2] | New Mexico State University [3] | New Mexico Highlands University [4] | Northern New Mexico College [5] | Eastern New Mexico University [6] | San Juan College [7] | Navajo Technical College [8] |
|---|---|---|---|---|---|---|---|---|
| Website | http://www.unm.edu/~oir | http://www.nmt.edu | http://www.nmsu.edu/ | http://www.nmhu.edu | http://www.nnmc.edu/index.html | http://www.enmu.edu/ | http://www.sanjuancollege.edu/pages/1.asp | http://205.242.219.103/newntc/index.html |
| Source | 2008 - 2009 UNM Fact Book | Institutional Research at New Mexico Tech - Common Data Set 2008-2009 | Fall 2008 Fact Book | 2008 - 009 Fact Book | NCATE Institutional Report | 2008 Fact Data | Office of Institutional Research; San Juan College 2008 Fact Book | Inormation profided by Roy Tracy and Tom Davis from NTC via email on 10/08/09) |
| **Demographics** | | | | | | | | |
| **Total Faculty Reported | 3,454 | 151 | 705 | 145 | 49 | 176 | 231 | 68 |
| Females | 51% | 19% | 48% | 48% | 47% | 46% | 67% | 40% |
| Males | 49% | 81% | 52% | 52% | 53% | 54% | 33% | 60% |
| African American/Black | 51 | 0 | 7 | 0 | 0 | 3 | 12 | 3 |
| American Indian | 97 | 0 | 10 | 1 | 0 | 3 | 0 | 34 |
| Asian/Pacific Islander | 237 | 18 | 45 | 0 | 2 | 8 | 0 | 0 |
| Hispanic | 452 | 7 | 76 | 41 | 21 | 7 | 14 | 0 |
| White, non-Hispanic | 2,496 | 115 | 567 | 94 | 24 | 151 | 187 | 26 |
| No Response | 121 | 0 | 0 | 9 | 0 | 0 | 2 | 0 |
| Other | 0 | 11 | 0 | | 2 | 4 | 16 | 5 |

Note: Data from Western NM University and SIPI were not available.

[1]Office of Institutional Research, University of New Meixco, 2008 - 2009 UNM Fact Book, <http://www.unm.edu/~oir>.

[2]Office of Institutional Research, New Mexico Institute of Mining and Technology, Common Data Set 2008-2009, <http://www.nmt.edu/>.

[3]Office of Institutional Research, New Mexico State University, Fall 2008 Fact Book, <http://nmu.edu/>.

[4]Office of Institutional Effectiveness and Research, New Mexico Highlands, NMHU Fact Book, 2008-2009, <http://www.nmhu.edu/>.

[5]College of Education, Northern New Mexico College, NCATE Institutional Report April 5, 2009, <http://www.nnmc.edu/>.

[6]Office of Institutional Research, Eastern New Mexico University, Fall 2008 Fact Book, <http://www.enmu.edu/>.

[7]Office of Institutional Research, San Juan College, 2008 Fact Book, <http://www.sanjuancollege.edu/>.

[8]Data Assessment, Navajo Technical College, NTC Facts provide by R. Tracy and T. Davis, <http://205.242.219.103/newntc/index.html>.

** Includes main and branch campuses, non-tenure and temporary faculty

Table 2. 2008 Gender and Ethnicity Information from NM Institutions of Higher Education

## III. Recommendations

Several key practices that are likely to support increased faculty diversity can be identified by reviewing existing diversity plans for research institutions as well as the research into effective practices for fostering faculty diversity. Many of these recommendations require that typical faculty hiring practices be strategically modified. These "best practices" can be grouped into seven categories.

1. Intentional Hiring Strategies

Exceptional hires, search waivers, spousal hires, special-hire intervention, expanded job descriptions, cluster hiring, and out-of-cycle hiring can all contribute to success in hiring underrepresented faculty. One strategy, cohort hiring, occurs when several departments collaborate to bring new hires together to foster networking and introduce them to support mechanisms and resources. In general, these successful practices require institutional flexibility so that talented individuals who can strengthen a department are identified and hired in a timely manner. Often these individuals are found during a traditional search, so screening committees need to keep overarching diversity goals in mind at all times.

2. Active Recruiting

Faculty from underrepresented minorities must be actively sought; resources such as minority recruiting databases should be employed (see Section IV). Often, personal contacts are effective in expanding the diversity of an applicant pool as it indicates genuine interest in the candidates for their scholarship and abilities, not solely for their race and ethnicity. Advertisements for faculty positions should explicitly include success in

teaching diverse students, scholarly expertise related to diversity in a discipline, and diverse teaching techniques as part of the job description.

3. Diverse Hiring Committee

Search committees should include a variety of perspectives as well as the expertise needed to review candidates' qualifications and should include members from historically underrepresented groups and women. Qualified individuals from outside of the university should be included on search committees to provide diverse perspectives if there are limited numbers of diverse faculty within the department. This will help prevent a disproportionate load on minority faculty to serve on hiring committees.

4. Candidate Champions

Personal support is a significant factor in determining whether a candidate from an underrepresented group is hired. Someone at the hiring institution or from the candidate's graduate institution can act as a "champion"— facilitating communication, advising the candidate about the hiring process, and ensuring the committee has the opportunity to fully assess the candidate's talent.

5. New Faculty Support

Once hired, faculty success is largely dependent on department support and mentoring. Criteria for evaluating and rewarding faculty must be explicit and include the diversity criteria that were instrumental in the faculty hire. Thus, promotion and tenure decisions should align with expectations for successful teaching of diverse students and assistance should be provided to junior faculty to prepare them for the tenure process. New faculty require explicit mentoring by senior faculty who recognize the new faculty member's contribution to the department and can help new faculty navigate the unique landscape of the specific institution. An effective mentor can also help connect new faculty to the non-academic community in which they live. New faculty should be expected to attend an orientation session that includes an introduction to the demographics of the university, interactions with students, and information on programs that support and provide services to students from underrepresented groups.

6. Maintaining an Inclusive Community of Practice

Successful recruitment and retention of diverse faculty requires the entire community be well informed about the benefits of a diverse faculty as well as have the skills and attitudes needed to work productively in a diverse community. All faculty and staff need to understand their own biases, learning styles and working preferences as well as how to work well with colleagues who have different approaches and styles. Recognizing and building upon the strengths of others can be facilitated through well-designed, on-going professional development for the entire community. On-going professional development opportunities for junior faculty should include effective use of technology, curriculum building, and other skills that will add their instructional effectiveness.

7. Institutional Commitment to Diversity

In order to be successful, all of these recommendations rely on the institution's leadership having a true commitment to diversity. If diversity is a part of the university's core academic mission, it will be included in the faculty award system and the hiring process will be appropriately flexible.

**IV. Additional Resources**

The materials in this section provide additional resources for hiring committees that are working to increase faculty diversity as well as for institutions that are developing or revising their diversity plans.

General Information

- Diversifying The Faculty: A Guidebook For Search Committees (2002/56pp) http://www.aacu.org/publications/divfacintro.cfm
- Higher Education Administration and Faculty Diversity Reading Room: http://www.multiculturaladvantage.com/faculty-diversity.asp. Designed to address the needs of education professionals working with diversity and diversity recruitment issues.
- Diversity Web: http://www.diversityweb.org. This site is designed to provide a comprehensive compendium of campus practices and resources for campus practitioners seeking to place diversity at the center of the academy's educational and societal mission.

Databases for Targeted Recruitment

- Academic Diversity Search (ADS): http://www.academicdiversitysearch.com.  ADS is a nationwide employment resource specializing in connecting women and minorities with academic institutions that truly value diversity.
- American Indians in Science and Engineering: www.aises.org
- Association for Women in Science: www.awis.org
- Society for the Advancement of Chicano and Native Americans in Sciences: http://www.sacnas.org/adchart.html
- Hispanic Outlook in Higher Education: www.hispanicoutlook.com
- American Association of University Women http://www.aauw.org/

Sample Diversity Plans

- Two plans recently developed in New Mexico provide approaches that other public institutions in New Mexico can consider when developing their own plans.
    o UNM – (http://diverse.unm.edu/,   http://diverse.unm.edu/research-reports/division-for-equity-inclusion/diversity-plan-website
    o http://www.unm.edu/~oeounm/_hiring/SearchCommitteeHandbook_10282009.pdf
    o NMSU (http://diversefaculty.nmsu.edu/downloads/guide_online.pdf
    o http://diversefaculty.nmsu.edu/


- The following diversity plans from institutions outside of New Mexico have been identified as exemplary and provide additional information that can be useful for NM institutions of higher education.
    o UCLA - http://www.faculty.diversity.ucla.edu/library/data/docs/monograph/09-10DiversityStatistics.pdf
    o Berkeley - http://vcei.berkeley.edu/files/SPEID_FINAL_webversion.pdf
    o Cornell - http://www.cornell.edu/diversity/docs/inclusionReport.pdf