HLC Addendum Request

4. Can we get more details about the faculty composition in terms of demographic characteristics? How does the make-up of the faculty compare with the make-up on the student body?
   a. What is the faculty retention rate?
   b. What are the faculty ratios:
      a) between tenure-track, non-tenure tracks by gender and demographic characteristics?
      b) assistant, associate, full professor by gender and demographic characteristics?

Institutional Response:

Faculty Composition by Demographic Characteristics
More details related to faculty composition are tracked by the Office of Institutional Analytics, and are available on the Faculty Dashboard:
https://public.tableau.com/app/profile/unm.oia/viz/OfficialFacultyCounts/Dashboard1

You can click on years, ranks, gender, or race/ethnicity categories, and the dashboard will update to show you the breakdown for each. Within this dashboard, you can find answers to questions about tenure-track and non-tenure track demographics, as well as assistant, associate, and full professor demographics.

The following dashboard shows UNM's goals for increasing diversity in faculty hires:
http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html

Faculty Retention Rate

Retention of Tenure-Stream Faculty Fall 2019-Fall 2022 Albuquerque Campus	
Year	Percent Retained
2019 to 2020	91.3%
2020 to 2021	95.0%
2021 to 2022	93.1%
3-year average	93.3%

3-year Average Retention for Tenure-Stream Faculty by Sex, Race/Ethnicity, and Rank Fall 2019-Fall 2022 Albuqerque Campus	
Characteristic	**Percent Retained**
Male	93.7%
Female	92.7%
Hispanic	92.0%
American Indian	85.6%
Asian	92.8%
Black or African American	100.0%
Native Hawaiian	n/a
White	93.2%
Multiracial	96.8%
Unknown	90.6%
International	73.7%
Rank	**Percent Retained**
Assistant Professor	82.2%
Associate Professor	88.1%
Professor	91.5%

Comparison of Faculty and Student Composition

Concern expressed on Sunday, April 23, 2023 in person that the UNM Assurance Argument claims that faculty diversity "mirrors" the diversity of the student population:

The word "mirrors" is used a single time in the Assurance Argument, as follows:

> In the UNM System, we are fortunate in providing an education to a remarkably diverse group of undergraduate, graduate, and professional students. In Fall 2022, we served approximately 22,000 students on the Albuquerque campuses and an additional 4,000 students at branch campuses. On the Albuquerque central campus, our undergraduates constituted a majority under-represented minority population, as follows: 50.5% Hispanic, 6.2% American Indian, 4.2% Asian, 3.1 % Black, .1% Native Hawaiian, 4.0% Multiracial, 28.6% White, 1.3% Unknown, and 1.9% International. Among undergraduates, 41.8% were male and 58.2% were female; official IPEDS data were not collected for non-binary students. This diversity closely mirrors the diversity of the state. Among first-time full-time Fall 2022 students, 27% reported that they were the first generation in their family to attend college. Branch campus populations are also

highly diverse and first-generation serving, with UNM-Los Alamos, UNM-Valencia and UNM-Taos educating a majority Hispanic population and UNM-Gallup educating a majority American Indian population.

UNM Assurance Argument, 1A

The discussion of faculty diversity in the UNM Assurance Argument occurs in 1C, with a relevant passage quoted here:

"Placing faculty diversity in regional and national context, a sampling of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) 2019 shows that UNM ranks first for the highest percentage of Native faculty and sixth for the percentage of Latinx faculty but lacks African American faculty diversity (ranking 21 out of 23 institutions). The Division of Equity and Inclusion established a dashboard for tracking each college's progress in increasing faculty diversity, relative to LEAD goals established in consultation with each college dean of a 4% baseline and 5% aspirational URM faculty by 2030."

UNM Assurance Argument, 1C

For DEI faculty diversity benchmark dashboard, see: http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html

For official faculty counts, see:
https://public.tableau.com/app/profile/unm.oia/viz/OfficialFacultyCounts/Dashboard1

Demographic Comparison of Tenure-Stream Faculty to Student Population *Fall 2022-Albuquerque Campus*		
% of Faculty	**Characteristic**	**% of Students**
53.6%	Male	42.4%
46.4%	Female	57.6%
2.9%	American Indian	5.8%
13.9%	Hispanic	45.3%
2.1%	Black or African-American	2.8%
11.6%	Asian	4.3%
58.4%	White	31.3%
1.3%	Multi-racial	3.8%
2.9%	International	4.8%

DIVISION FOR EQUITY & INCLUSION'S STRATEGIC PLAN FOR INCREASING FACULTY DIVERSITY AND INCLUSION AT UNM
by Dr. Assata Zerai, Vice President for Equity and Inclusion

UNM is working to increase diversity of faculty from underrepresented racial/ethnic minority (URM) groups and women in STEM (with focus on engineering, and physical and mathematical sciences).

In order to better coordinate and communicate Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI) efforts across colleges, in Fall 2019, UNM Vice President for Equity and Inclusion (VPEI) Dr. Zerai established the Liaisons for Equity, Advocacy, and Diversity (LEAD) council. LEAD is a council of associate deans for diversity or associated positions (recognizing that colleges vary in size and structure) that represent each of the academic colleges on main/ABQ campus; ex-officio members are also invited from Academic Affairs, the Health Sciences Center and UNM Branch campuses, and DEI. The LEAD council's charge is to work to increase and enhance faculty diversity, equity, accessibility and inclusion at UNM, with a focus on tenure-system faculty. Minimum criteria for LEAD council membership is a demonstrated commitment to diversity, equity, accessibility and inclusion. It is expected that LEAD council college representatives serve on their respective dean's executive leadership team.

VPEI and the LEAD council created a plan for increasing Underrepresented Racial/Ethnic Minority (URM) tenure-system faculty at UNM. This plan started with a several-months long discussion to set preliminary goals for minority faculty composition at UNM. The dashboard, a mechanism for tracking each college's progress in increasing faculty diversity, includes approved goals. It can be found here: http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html

Goals were set by college, due to their wide variation in racial/ethnic diversity of the faculty. We are focused on increasing proportions of URM faculty, given low numbers at UNM even though we are a Minority Serving Institution (MSI). The Association of Public Land-grant Universities (APLU) Student Experience Project (SEP) results show that students at UNM are more likely to report that they have difficulty finding role models at UNM from groups like theirs relative to students from other universities involved in the SEP. And URM students were the group that was the most likely to have difficulty finding role models from groups like theirs relative to white and Asian students. Research indicates that faculty diversity enhances success of all students, that BIPOC junior faculty are more likely to have written innovative dissertations relative to white male faculty (Hosftra et al, in National Academies of Sciences 2020), BIPOC faculty, especially women are more likely to spend time on teaching (Hendrix 1998; 2020; Stolzenberg et al 2019), teach from a growth mindset (versus a fixed mindset), that BIPOC and especially BIPOC women faculty are more likely to have overcome cumulative disadvantages (Reede 2015). This means that hiring URM faculty is a huge asset to any university, but especially to Minority Serving Institutions, because URM faculty by and large bring know-how for navigating academic structures to the benefit of URM students and all students. It is telling that students at UNM report that they are having difficulty finding role models from their own groups. UNM has chosen to respond to this challenge.

Below find a table that provides an overview of all assistant-, associate- and full professors at UNM (including ABQ/Main, HSC, and Branch campuses) by race/ethnicity (October 2020). Please note that regardless of race, any individual indicated that they are Hispanic or Latino are counted as Hispanic below.

Ethnicity * Rank Crosstabulation

Count

		Rank			
		Assistant Professor	Associate Professor	Professor	Total
Ethnicity	American Indian	17	15	11	43
	Asian	58	77	63	198
	Black	8	11	9	28
	Hispanic	127	97	57	281
	International	96	12	2	110
	Two or More Races	22	7	3	32
	Unknown	23	45	18	86
	White	388	376	422	1186
Total		739	640	585	1964

Table 1. **University of New Mexico, Main Campus Underrepresented Racial/Ethnic Minority (URM) Tenure-System Faculty, October 2020.**

While a number of colleges have zero URM faculty in material (full-time equivalent of .5 or higher) tenure-system appointments, or fewer than 3%, a few are doing relatively well when we examine percentages, including the College of Architecture and Planning, Law, Education and Human Sciences, and Honors College. But even some of these still have very low numbers of URM faculty in tenure-system lines (i.e. full time equivalent--FTE) (e.g. Honors College with a small overall number of faculty has only 2 URM faculty). In order to track our improvements in these numbers, it is important to set goals. We used a formula to set goals. If current disaggregated proportions of faculty members who are Native American, Latinx, or Black are 0, 1%, or 2%, try to increase *to* baseline of 4% (==2 people in a college of 50%. If proportion is currently 3% or 4%, try to increase *to* at least 5%. All else, college deans agreed to try to increase *by* 25%. Target dates are FY2027. The exception is Arts and Sciences, which has requested a target date of FY2030. And some colleges have established internal goals that are more ambitious.

Placing faculty diversity in regional and national context, a sampling of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) 2019 shows we are doing relatively well when it comes to Latinx/Hispanic, and Native American faculty. In fact, we rank number one for the highest percentage of Native faculty and 6th for the percentage of Latinx faculty. But we lack faculty diversity when it comes to African American faculty. Our rank is 21 out of 23 institutions when it comes to African American/Black faculty. However, our actual numbers (FTE) of Native American faculty are relatively low at 28 in 2019; Black faculty were only 11; whereas only 115 Latinos were tenure system faculty in 2019, out of a grand total of 844 tenure system faculty at UNM.

Given these facts, after establishing goals, we designed the following strategy to improve overall composition of URM faculty at UNM. VPEI worked with LEAD to identify challenges to building and sustaining faculty diversity. These included:

a. implicit bias in hiring,
b. the need for a roadmap to the professoriate for underrepresented racial/ethnic minority (URM, to include individuals who are Native American, Black, and Latinx) postdocs and visiting scholars

through a revitalized postdoc program,

    c.   the need for bridge funding to support tenure-track faculty hiring of URM and women in STEM (with focus on mathematical and physical sciences, and engineering), and

    d.   the need for resources to help retain faculty and support their scholarly endeavors.

DEI established several resources to address each of these challenges. They include:

a. Making the DiversityEdu online course available to faculty search committee members; this online course which provides implicit bias awareness and mitigation strategies, along with tools for implementing diversity-competent searches, and is required for faculty research committee members starting AY21);

b. Establishing the Inclusive Excellence Postdoc and Visiting Scholars Program; the central feature of this new program draws from the National Center for Faculty Development and Diversity (NCFDD) resources and other best practices to require a substantive mentoring plan; the program also provides incentives to senior faculty to receive diversity education, so they will be more effective mentors to postdocs and junior faculty (for main campus tenure-granting departments);

c. Establishing Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty (main campus); the hiring program also requires a substantive mentoring plan, as mentioned above; and

d. Purchasing the annual National Center for Faculty Development and Diversity institutional membership (available university-wide, including HSC and branches), including offering Faculty Success Program (FSP) Scholarships; FSP is a 12-week boot camp that promotes and guides participants in practicing empirically tested methods to improve research productivity through intense accountability, coaching, and peer support; FSP scholarships from DEI are available to main campus and HSC tenure-system faculty; NCFDD provides resources and support for extraordinary research productivity and work-life balance. For more information, see https://diverse.unm.edu/affiliate-resources/faculty/national-center-for-faculty-development-diversity.html

Results 2020-23

From 2020-23 (even under pandemic conditions) there has been an enthusiastic response from faculty and college administrators to DEI's plan for faculty diversity which has produced these advances.

a. DiversityEdu
In 2020-23, DiversityEdu was offered to 553 faculty, staff, and other individuals who served on faculty search committees; 329 completed it and 224 are in progress. We had set the goal to increase the number of completed courses to a total of 200 faculty by January 2023. Goals for future benchmarks (2027, 2035, and 2040) will are 250, 300, and 350 faculty, and may be adjusted to correspond to UNM's future faculty hiring plans.

b. Inclusive Excellence Postdoc and Visiting Scholars Program.
The revamped Inclusive Excellence Postdoc and Visiting Scholars Program has been in operation since spring 2020. So far, eight postdocs have been hired. Two completed their postdocs and began roles as assistant professors fall 2020. One is continuing to her second year starting fall 2021. And

the other four were selected spring 2021 and will begin their appointments fall 2021. Please see results in Table 2 below.

c. Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty.
DEI is working with Academic Affairs concerning the details of this program. Academic Affairs will set the rules for the new targets of opportunity hiring program. VPEI and the LEAD council will determine criteria and application process for the hiring program once we receive more details from Academic Affairs. However, we have been able to pilot the program by contributing toward the hire of a new assistant professor who will begin fall 2021. Please see results below.

Academic Background			UNM Appointment		
URM (Black; Native American /Indigenous; Latinx/Hispanic	Ph.D. or Terminal Degree Institution	Field of Study	College & Department	Disposition	First Year /Semester as IE Postdoc
African American male	University of Pittsburgh	Sociology	A&S, Sociology	Continuing in second semester	Fall 2022
African American male	Virginia Commonwealth University	Photo & Film	Honors College	Continuing in second semester	Fall 2022
Black/African American female	University of Texas at Austin	Performance as Public Practice	Fine Arts, Theatre and Dance	Continuing in fourth semester	Fall 2021
Native American male	CU Boulder	Comparative and indigenous politics	A&S, Political Science	Left after one year	Fall 2021
Black/African American female	Univ of Florida	Materials Science & Engineering	Engineering, ECE	Continuing. Date pending for move to assistant professor	Fall 2021
Hispanic male	Massachusetts Institute of Technology; Columbia University	Architecture	School of Architecture & Planning	Continuing in fourth semester	Fall 2021
Native American female	Univ of NM	American Studies,	Fine Arts, Art History	Assistant Prof in AH Fall 2022	Fall 2020

		conc Art History			
Afro-Latina female	Univ of NM	Spanish & Port; Afro-Mexican Studies	A & S, CCS	Assistant Prof in CCS Fall 2020	Spring 2020
Black/African American female	University of North Carolina at Greensboro	Studio Art	Fine Arts, Art & Art History	Assistant Prof Fall 2021	Fall 2021

Table 2. Inclusive Excellence Postdoc and Visiting Scholars Program and Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty

d. NCFDD memberships and Faculty Success Program (FSP) scholarships
The National Center for Faculty Development and Diversity has been an important resource for faculty at UNM ABQ/Main, HSC, and Branch campuses. Currently we have 702 faculty at UNM registered for NCFDD memberships. DEI has been able to offer Faculty Success Program writing bootcamp scholarships to eleven faculty. Scholarships covered approximately half of the cost of the FSP. Academics units helped faculty cover the other half.

- From 2020-23 DEI awarded 11 scholarships to recipients in A&S, Law School, Anderson School of Business, Architecture, Honors College, Fine Arts, and the College of Education and Human Sciences, and colleges in the Health Sciences Center.
It is our hope to increase to NCFDD memberships to 1000 faculty, and to offer 10 FSP scholarships to ABQ/Main and HSC faculty annually. And we would like to explore opportunities to offer FSP scholarships to Branch campus faculty. See brochure for more information. https://diverse.unm.edu/affiliate-resources/faculty/national-center-for-faculty-development-diversity.html

Hiring URM faculty is vital, however it is also important to retain our faculty. DEI works with campus partners to continually address campus climate issues that are relevant to faculty. A small sample includes:

- DEI has been fortunate to work with the Native American Faculty Council, and Director of American Indian Studies Services, Pamela Agoyo who have written the UNM's official Land Acknowledgement statement, which was adopted by President Stokes UNM Spring 2020. The UNM Land Acknowledgement is now read at all Board of Regents meetings, as well as at a variety of high-profile as well as regular UNM events and committee meetings. For more information, see https://diverse.unm.edu/about/land-acknowledgement.html
- DEI is working to streamline/enhance support to faculty targets of harassment, including sexual harassment, bullying and violence at UNM. DEI is developing a website to assist faculty (and staff) to privately navigate UNM resources for support and reporting misconduct, and is working with campus partners to create an integrated conflict management system. Our new Wayfinder website was launched December 2022. See: https://wayfinder.unm.edu/
- In 2021, DEI worked with colleagues to create UNM's new *Guidelines for Preventing and Responding to Doxing, Trolling, Zoom bombing*, and other hazards of web meetings, https://webmeetings.unm.edu and https://webmeetings.unm.edu/online-safety/responding-to-

incidents.html; collaborators include: VPEI, IT Security, Academic Technologies, and CEEO. We send reminders about these resources to college deans, faculty, and student groups annually.