

THE UNIVERSITY *of* NEW MEXICO

The University of New Mexico's Master of Public Administration program has stand out practices for diversity. Primarily, their contribution is their School of Public Administration Diversity Plan which was created in conjunction with the UNM Office of Equity and Inclusion, the university's own diversity office. Based on the demographics reported by the program in 2011-2012 (see Figures 2.1 and 2.2), the diversity plan has led to significant diversity to the overall student and faculty bodies.

Student numbers are remarkably diverse with Whites as a third of the population, Hispanics at 40%, and other minorities rounding out the rest. Similarly with the program's faculty, including adjuncts, while Whites make up one half of the faculty, Minority members make up the other half (50%). The Minority faculty can further be divided between Hispanics at 17%, Asians at 28% and American Indians at 6%. Overall, this paints a broadly diverse program community, conveying the strength of the goals and implemented policies of the UNM SPA diversity plan.

The diversity plan itself includes several types of policies for implementation. Programs interested in improving their diversity can perform resource analysis for diversity projects, create committees or teams for cultural activities, or establish Cultural Offices for students and staff, to name a few such policies. Above all, a commitment and detailed review of resources and staff are essential to improving diversity. By following certain guidelines, programs can increase diversity to the benefit of its students, staff and program. For more detailed information, please see UNM's "Developing an Institutional Diversity Plan," which the program has generously made available to any and all programs interested in diversity.

Of course, UNM also has an advantage of location in the state of New Mexico (one of four states in the U.S. to have a minority majority population) to aid its diversity efforts. Nearly half of the state's population (46.3%) is Hispanic or Latino in origin. American Indians also make up 10.2% of the population.¹

Despite these natural benefits, the program still exemplifies the success of diversity plans within a program. The program, due to its efforts, has a large portion of American Indian students (17%), and retains them effectively beyond the state's average. Similarly, the large portion of Asian faculty members (28%) further conveys the program's ability to attract minority candidates.

The University of New Mexico also contains several online resources, along with its overall plan to promote diversity, which SPA incorporated into its independent program. This includes an extensive

¹ <http://quickfacts.census.gov/qfd/states/35000.html>

guide to creating a diversity plan within any program. It lists not only the UNM plan, but also the plans of nearby community colleges which have large minority populations to consider greater inclusive policies. These plans, which have proven successful for the diversity rates of its students and its successful retention of faculty, are specific examples that can be emulated by programs that continue to struggle with their own efforts of diversification.

While this Diversity plan was originally the primary effort of the university's main administration to increase and promote student and faculty diversity, it stands as an excellent example of how independent programs can use their supporting campus to increase their program's diversity. Based on site visits and discussions with UNM President, Senior Vice Provost, and Vice President of Equity and Inclusion, the SPA understands the importance of diversity. More importantly, UNM shows how greater collaboration between MPA/MPP programs with their provost offices and university administrations can foster shared efforts and campaigns for much needed diversity to the benefit of all participants.

Figure 2.1: University of New Mexico MPA Program, Student Demographics 2011-2012

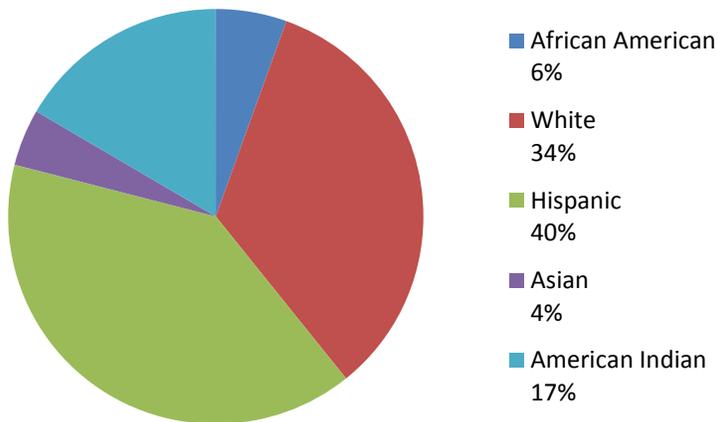


Figure 2.2: University of New Mexico MPA Program, Faculty Demographics 2011-2012

