

**CAS Faculty/Staffs Diversity Survey Findings**  
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## Part VIII. Parametric Analysis

### Preliminary Findings on Faculty and Staff Survey:

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#### **Statement of Purpose:**

The college of Arts and Sciences seeks to understand the diverse values, needs, and circumstances of faculty and staff's lives at NMSU. The survey was also designed to capture faculty and staff's understanding of and perspectives on our current "state" of diversity in the college. This information gathered through this survey will be used to develop ideas and methods for promoting a culture and a set of practices in the College of Arts and Sciences that maximizes faculty and staff's satisfaction in NMSU.

#### **Methodology:**

The target population for this survey was the faculty and staffs working in the College of Arts and Sciences during the Spring 2013 semester. The survey questionnaire was developed based on similar surveys conducted at various universities across the country and with constitution of the specific socio-historical context of New Mexico and NMSU as a land grant and Hispanic-serving institution. The pre-test was conducted to maximize its reliability and validity by a small group of faculty and staff before the actual survey was conducted. The final survey was administered on-line between March 2013 and April 2013. Survey participants were recruited through an email message sent to all CAS faculty and staffs.

## **Part I. Descriptive statistics of Survey Respondents**

### **A. Individual characteristics:**

Respondents were asked a series of demographic questions. The findings are presented in the tables below. Unless stated, the total number of respondents is 219.

In terms of gender, 56.2% of respondents are women, 39.7% of respondents are male, and, 1.4% identified themselves as "inter-sexed" (Table I.1)

Table I.1 Respondent's Gender (N=219)

	Frequency	Percent (%)
Woman	123	56.2
Man	87	39.7
Inter-sexed	2	.9
Missing/No answer	7	3.2
	219	100%

Regarding sexual orientation, 83% of respondents identified themselves as ‘hetero-sexual,’ followed by ‘Gay/Lesbian’ (7.3%), and ‘Bi-sexual’ (3.2%). 4.1% of respondents refused to identify their sexual orientation (Table I.2).

Table I.2 Respondents' Sexual Orientation (N=219)

	Frequency	Percent (%)
Heterosexual	182	83.1
Gay or Lesbian	16	7.3
Bisexual	7	3.2
Transgendered	1	.5
No answer	4	1.8
Did not identify	9	4.1
	219	100%

Out of 218 respondents, the majority (31.1%) were 40-49 years old, followed by 50-59 (30.6%), 30-39 (16.9%), and 60-69 (12.8%) (Table I.3).

Table I.3 Respondent's Age (N=218)

	Frequency	Percent (%)
20-29	7	3.2
30-39	37	16.9
40-49	68	31.1
50-59	67	30.6
60-69	28	12.8
70+	11	5.1
	218	100%

69% of respondents are white, followed by Hispanic (16%), Asian (3.7%), and Native-American (2.3%). International and African-American are less than 1% (Table I.4).

Table I.4 Respondent's Ethnicity (N=219)

	Frequency	Percent (%)
Alaskan Native or American Indian	5	2.3
Asian	8	3.7
Asian-American	1	.5
Black or African-American	1	.5
Hispanic/Latina(o)/Mexican American	35	16.0
White/Non-Hispanic	151	68.9
Do not identify	11	5.0

International	2	.9
No Answer	5	2.3
	219	100%

Out of 219 responses collected, 66% of responses came from faculty members, 32% came from staff, and 2% of responses did not identify position. Among faculty, 55.2% are tenure-track faculty, 18.6% are college track professors, and 14.5% are part time adjuncts. Among staff, 54% hold exempt status and 46% hold non-exempt status (Table I.5).

Table I.5 Respondent's Position in NMSU (N=219)

	Frequency	Percent (%)
Faculty	145	66.2
Staff	69	31.5
No Answer	5	2.3
	219	100%

In terms of education, most respondents have a final degree (as expected). 55.7% have doctorate degrees, 18.3% graduate degrees, followed by BA degrees (8.7%) and associate degrees (3.7%) (Table I.6).

Table I.6 Respondent's Education (N=219)

	Frequency	Percent (%)
Associate Degree	8	3.7
Bachelor Degree	19	8.7
Graduate or Professional Degree	40	18.3
Doctorate	122	55.7
High School Diploma	5	2.3
Some College	15	6.8
Other	5	2.3
N/A	1	.5
No Response	4	1.8
	219	100%

In terms of religion, NMSU faculty and staff have very diverse religions (Table I.7).

Table I.7 Respondent's Religion (N=219)

	Frequency	Percent (%)
Atheist	24	11.0
Buddhist	8	3.7
Catholic	36	16.4
Hindu	1	.5

Jewish	6	2.7
Lutheran	3	1.4
Methodist	1	.5
Muslim	1	.5
Native American	1	.5
Roman Catholic	16	7.3
Other Protestant	32	14.6
Nondemonination	1	.5
Other	24	11.0
No Preference	38	17.4
None	1	.5
Not to respond	21	9.6
No Response	5	2.3
	219	100%

About 36% of respondents have worked for NMSU for less than 20 years. 20.5% have worked less than 10 years, followed by 12.8% with less than 5 years at NMSU (Table I.8).

Table I.8 Respondent's Years at NMSU (N=219)

	Frequency	Percent (%)
Less than 3 years	29	13.2
3 to 5 years	28	12.8
5 to 10 years	45	20.5
10 to 20 years	78	35.6
More than 20 years	32	14.6
No Response	7	3.2
	219	100%

## Part II. Perceptions of NMSU culture

### A. Level of Comfortableness at NMSU:

Two questions regarding “overall climate” and “overall campus climate for diverse people”, using 5-point Likert scale, were asked first.

73% of faculty and staff are saying the overall climate at NMSU is comfortable (somewhat comfortable or very comfortable) and 21% said uncomfortable (Table II.1). 69% of respondents said NMSU climate to diverse people is positive or very positive and 20.6% of respondents said NMSU climate is negative to diverse people (Table II.2).

Table II.1 Overall Climate at NMSU (N=219)

	Frequency	Percent (%)
Very Comfortable	64	29.2
Somewhat comfortable	95	43.3
Somewhat uncomfortable	25	11.4
Very uncomfortable	22	10.0
No opinion	6	2.7
No Response	7	3.2
	219	100%

Table II.2 Overall Climate to diverse people at NMSU (N=219)

	Frequency	Percent (%)
Very positive	58	26.5
Somewhat positive	94	42.9
Somewhat negative	28	12.8
Very negative	16	7.3
No opinion	15	6.8
No Response	8	3.7
	219	100%

B. Perceptions of Campus culture

Respondents were also asked to describe and rate the NMSU campus culture on a five-point semantic differential scale. Those scales include friendly/hostile, respectful/disrespectful, non-sexist/sexist, non-homophobic/homophobic, caring/indifferent, not ageist/ageist, communicative/non-communicative, cooperative/un-cooperative, accessible/not accessible, and inclusive/racist. Mean scores are reported in Table II.3. Lower mean scores imply positive response for that variable. One area stood out by respondents was on “Communication.” 203 respondents responded to this question, and the mean was close to the midpoint.

Most of respondents think NMSU is respectful, not sexist, cooperative, and accessible. However, for other questions, such as hetero-homogeneous, caring-indifferent, the response was close to mid-point.

Table II.3 Perception of campus culture based on a five-point scale with “1” indicating the more inclusive term, 3 the neutral term, and 5 the more exclusive term (N: total number of responses)

	Mean	S. D.
Friendly – Hostile	2.06 (N=206)	.99
Hetero-Homogeneous	2.42 (N=197)	1.04
Caring-indifferent	2.70 (N=206)	1.15
Respectful-Disrespectful	2.47 (N=206)	1.09

Not Sexist – Sexist	2.63 (N=202)	1.13
Not Ageist - Ageist	2.53 (N=197)	1.05
Communicative – Not communicative	2.98 (N=203)	1.20
Cooperative – Uncooperative	2.74 (N=204)	1.14
Accessible – Inaccessible	2.57 (N=199)	1.17
Inclusive - Racist	2.42 (N=199)	1.13

C. Respondent’s Level of Comfortableness of Discussing Sensitive Issues

To measure respondents’ comfort levels of discussing sensitive issues at NMSU, respondents were asked whether they strongly agree, agree, disagree, or strongly disagree on 12 different issues. Table II.4 presents the frequencies of responses for each issue.

As seen in Table II.4, the majority of respondents said they feel comfortable discussing sensitive issues at NMSU. However, for issues such as politics, employment status, and religious beliefs, respondents felt uncomfortable to discuss at NMSU.

Table II.4 Respondent’s Level of Comfortableness of Discussing Sensitive Issues at NMSU

	SA (%)	A (%)	D (%)	SD (%)	No/DK(%)	NR(%)
Discussing Issues at NMSU regarding:						
Age	35.2	40.2	5.5	2.3	7.8	9.1
Disability Status	30.1	37.4	9.1	3.7	10.5	9.1
Gender	32.4	41.1	8.7	4.1	4.6	9.1
National Origin	33.3	37.9	11.9	3.7	4.1	9.1
Race/Ethnicity	27.9	39.3	13.2	6.8	3.2	9.6
Religious Beliefs	25.6	32.0	19.2	5.9	7.8	9.6
Sexual orientation/identity	25.6	36.1	13.2	5.9	9.6	9.6
Social or Economic Class	29.2	37.0	13.7	4.6	5.9	9.6
Veteran Status	28.3	35.6	6.4	1.8	18.7	9.1
Home State	36.5	40.2	3.7	1.8	8.7	9.1
Politics	20.1	32.0	23.3	8.2	6.8	9.6
Employment Status	29.2	34.2	16.0	8.2	2.7	9.6

D. Self-Perceptions in Work Place:

In the following question, respondents were asked to rate how they are viewed in their work place, on ten 7-point semantic differential questions. Those scales include respected/disrespected, admired/resented, successful/unsuccessful, intelligent/un-intelligent,

valued/demeaned, appreciated/worthless, strong/weak, hard-working/lazy, important to the campus/tolerated on campus, and noticed/invisible. Table II.5 shows the mean scores for each question.

Table II.5 Feelings and Perceptions in Work Place based on a five-point scale with "1" indicating the more inclusive term, 4 the neutral term, and 7 the more exclusive term

	Mean	S.D.
Respected - Disrespected	2.77 (N=197)	1.84
Admired – Resented	3.11(N=197)	1.69
Successful – Unsuccessful	2.62 (N=196)	1.55
Intelligent - Unintelligent	2.50 (N=195)	1.45
Valued – Demeaned	3.06 (N=197)	1.89
Appreciated – Worthless	3.02 (N=196)	1.73
Strong – Weak	2.73 (N=193)	1.54
Hard-working – Lazy	2.35 (N=192)	1.48
Important to the campus – tolerated on campus	3.15 (N=195)	1.76
Noticed - Invisible	3.11 (N=195)	1.65

E. Overall Climate at Work Place (department or program):

In the following question, respondents were asked to rate the overall climate in their work place (Table II.6). 66.7% of respondents said they feel somewhat comfortable or very comfortable and 17.4% said they feel somewhat uncomfortable or very uncomfortable. For this question, 35 respondents (16%) did not answer this question.

Table II.6 Overall Climate at Work Place (N=219)

	Frequency	Percent (%)
Very Comfortable	68	31.1
Somewhat comfortable	90	41.1
Somewhat uncomfortable	19	8.7
Very uncomfortable	18	8.2
No Opinion/Don't Know	3	1.4
No Response	21	9.6
	219	100%

### Part III. Respondent’s experiences of harmful behavior

- A. Personal Experience on Harassment at NMSU:  
 Question on personal experience of harassment in NMSU, 29% (63 respondents) said they have experienced personal harassment at NMSU.

Table III.1 Personal Experience on Harassment at NMSU (N=219)

	Frequency	Percent (%)
YES	69	31.5
NO	109	49.8
I prefer not to answer	19	8.7
No Response	22	10.0
	219	100%

- B. Reason for Harassment at NMSU:  
 Table III.2 shows the reasons for harassment at NMSU, stated by respondents who said they had an experience of harassment. Some might say more than two reasons, so the percentage was not meaningful for this response. However, reasons for experiencing harassment, listed by respondents, were sex, ethnicity, employment category, race, and age, in that order.

Table III.2 Perceived Reasons for Harassment by Respondents

	Frequency	%
Sex	26	11.9
Ethnicity	22	10.0
Employment Category	19	8.7
Race	15	6.8
Gender	15	6.8
Age	14	6.4
Gender Identity	13	5.9
Physical Characteristics	9	4.1
SES	9	4.1
Country of Origin	9	4.1
Marital/Relationship Status	8	3.7
Family/Parental Status	8	3.7
Sexual Orientation	6	2.7
Physical Disability	5	2.3
Religion	5	2.3
Immigration Status	4	1.8
Learning Disability	2	0.9

- C. Reactions to Harassment:  
 Those who responded they had harassment experiences at NMSU, were asked about their reactions to harassment. Table III.3 shows the reactions to that harassment, taken by those who had an experience of being harassed at NMSU.

Only 23 respondents said they filed a complaint to NMSU.

Table III.3 Reactions Taken to Harassment

	Frequency	%
I made a complaint to NMSU	26	11.9
I avoided the harasser	23	10.5
I felt embarrassed	19	8.7
I told a friend	18	8.2
I didn't report due to fear of retaliation	16	7.3
I didn't know whom to go to	15	6.8
I confronted the harasser at that time	13	5.9
I ignored	10	4.6
I left the situation immediately	11	5.0
I confronted the harasser later	7	3.2
It didn't affect me at that time	3	1.4
I filed bias/bigotry/hate response complaint	2	0.9
Other	8	3.7

D. Level of Satisfaction after made an official complaint:

Only 7 respondents responded on this question – how satisfied were you with the outcome, if you made an official complaint. However, 5 out of those 7 respondents said they were very “un-satisfied” with the outcome.

E. Reasons for not making an official complaint:

There are diverse responses for this question. For confidentiality purposes, the actual responses were not reported here. Instead, those responses were grouped into similar categories. In this report, only those categories were reported. Those categories are:

- Fear of retaliation (including revenge, losing job, tenure, etc.)
- Lack of knowledge regarding IOE office or other resources
- Dis-encouragement by higher administrator

## Part IV. Level of Comfort on Working with Diverse People at NMSU

In the next question, respondents were asked about their level of comfortableness on working with diverse people at NMSU, on a total of 13 different demographic variables. 5-point Likert scales were used for these questions, “1” with very comfortable and “5” with very uncomfortable. On each question, the number of responses was given in parenthesis. Low mean scores imply “comfortable” and high mean scores imply “uncomfortable”.

Respondents did not show any problem working with people from diverse backgrounds. The variable that had the highest mean score was “political orientation”, followed by “primary language” and “religion”. This indicates people are listing “uncomfortable” in reference with working with those people with different political orientations, language, and religion.

Table IV.1 Level of Comfort on Working with Diverse People at NMSU

	Mean	S.D.
Political Orientation (195)	1.85	.962
Primary Language (192)	1.59	.807
Religion (195)	1.58	.798
Ability/Disability Status (195)	1.53	.720
Military or Veteran Status (194)	1.52	.783
Employment Level/Rank (195)	1.51	.769
Education Level (194)	1.44	.741
Sexual Orientation/Identity (195)	1.39	.690
National Origin (194)	1.38	.682
Race/Ethnicity (194)	1.37	.657
Gender (192)	1.36	.677
Social/Economic Class (195)	1.36	.677
Age (195)	1.33	.630

After this question, respondents were also asked about the level of agreement regarding several statements related to NMSU. A total of 18 statements regarding NMSU were created and 5-point Likert scales, “1” with strongly agree and “5” with strongly disagree, were also used.

Here, we only report means and standard deviations to see how faculty and staff feel about the following 18 statements regarding NMSU. On each question, the total number of responses is given in parenthesis. Low mean scores are implying “agree” and high mean scores are implying “disagree”. (To do this, we gave the value of “3” to “No Opinion/Don’t Know” responses. Therefore, the mid-point is 3). One statement, “I am satisfied with the benefits available to me as an employee at NMSU,” had the highest mean score, which means respondents disagree with this statement. Those statements regarding “benefits,” “opportunities,” “diversity issues” had higher means scores.

Table IV.2 Level of Agreement on Statements Regarding NMSU

	Mean	S.D.
Racial diversity and respect are important to being a responsible NMSU employee	1.61 (N=187)	.969
Speaking up against injustice or inequality is important to being a responsible NMSU employee	1.81 (N=187)	1.045

If people were treated more equally, we would have fewer problems in NMSU	2.15 (N=186)	1.129
I have an obligation to work toward a more diverse and equitable College of Arts and Sciences	1.84 (N=187)	1.001
Universities like NMSU have a primary responsibility to work toward eliminating racial/ethnic injustice in our society	1.74 (N=188)	1.030
Universities like NMSU have a primary responsibility to work toward eliminating gender inequalities in our society	1.76 (N=188)	1.057
Since NMSU is a Hispanic serving institution, hiring more Hispanic faculty should be a top priority at the university	2.82 (N=186)	1.428
Incorporating multicultural perspectives in the curriculum in NMSU is important	1.74 (N=188)	.941
The College of Arts & Sciences should require at least one course on social inequalities in New Mexico	2.78 (N=186)	1.340
It has been easy getting to know people with racial/ethnic backgrounds different from my own at NMSU/within the college	2.18 (N=188)	1.223
The climate at NMSU is generally accepting of who I am	2.07 (N=188)	1.128
The climate of my program/department is generally accepting of who I am	1.92 (N=186)	1.136
I would recommend NMSU to diverse friends or colleagues looking for a welcoming work environment	2.43 (N=188)	1.312
I am satisfied with the benefits available to me as an employee at NMSU	3.07 (N=188)	1.444
I am satisfied with my opportunities for advancement at NMSU	2.96 (N=188)	1.406
I am satisfied with the distribution of resources in my program or department	2.88 (N=188)	1.383
My work on diversity issues is valued in the College of Arts & Sciences	2.78 (N=187)	1.173
I was able to be open and honest in completing this questionnaire	1.54 (N=188)	.783

## Part V. Perceptions on NMSU Performance

In the following questions, NMSU’s overall performance on equity in 13 different areas were evaluated using 5-point grade scale (A, B, C, D, and F. These responses were later transformed into numeric 5-point scale, “1” with A and “5” with F). Table 5.1 shows faculty

and staff evaluations on NMSU’s performance. As in the previous table, a total number of responses were reported in parenthesis.

As indicated in Table V.1, most faculty and staff evaluated NMSU’s performance high in most of areas, except ‘sexual orientation’, ‘political orientation’, and ‘employment level.’

Table V.1 Perceived NMSU’s Performance

	Mean	S.D.
Employment Level/Rank	2.77 (N=185)	1.143
Political Orientation	2.59 (N=187)	.931
Sexual Orientation/Identity	2.58 (N=188)	1.054
Social/Economic Class	2.54 (N=188)	1.072
Race/Ethnicity	2.54 (N=187)	1.137
Ability/Disability Status	2.52 (N=188)	.973
Education Level	2.52 (N=187)	1.028
Primary Language	2.51 (N=187)	.980
Religion	2.46 (N=188)	.916
Gender	2.44 (N=189)	1.007
Military or Veteran Status	2.40 (N=188)	.875
National Origin	2.34 (N=188)	.964
Age	2.33 (N=188)	.958

## Part VI. Definition of “Diversity”

Respondents were asked whether age, disability accessibility, gender, national origin, race/ethnicity, religious beliefs, sexual orientation/identity, social or economic class, Veteran status, and geographic diversity should be included in the College of Arts and Sciences’ definition of diversity. Table VI.1 presents the findings.

Table VI.1 Response on how the College of Arts and Sciences should define “diversity” (N=219)

Dimension of diversity	SA	A	DA	SD	NO/DK	NR
Age	42.5% (93)	29.2% (64)	6.4% (14)	1.8% (4)	3.7% (8)	16.4% (36)
Disability accessibility	46.6% (102)	30.1% (66)	0.5% (1)	1.8% (4)	4.1% (9)	16.9% (37)
Gender	48.4% (106)	26.9% (59)	2.3% (5)	2.7% (6)	3.2% (7)	16.4% (36)
National origin	43.4% (95)	29.7% (65)	2.3% (5)	4.1% (9)	3.7% (8)	16.9% (37)

Race/ethnicity	50.7% (111)	25.6% (56)	1.4% (3)	2.7% (6)	3.2% (7)	16.4% (36)
Religious beliefs	37.4% (82)	25.6% (56)	6.4% (14)	5.9% (13)	7.8% (17)	16.9% (37)
Sexual orientation/identity	45.7% (100)	27.4% (60)	3.2% (7)	3.7% (8)	3.7% (8)	16.4% (36)
Social or economic class	42.0% (92)	26.5% (58)	4.6% (10)	4.2% (9)	5.5% (12)	17.4% (38)
Veteran status	35.2% (77)	24.7% (54)	9.6% (21)	3.7% (8)	9.6% (21)	17.4% (38)
Geographic diversity	37.4% (82)	24.7% (54)	6.8% (15)	5.0% (11)	9.1% (20)	16.9% (37)
Other	13.2% (29)	3.7% (8)	1.8% (4)	1.4% (3)	15.1% (33)	64.8% (142)

## Part VII. Estimates of Structural Diversity at NMSU: Gaps between Reality and Perceptions by Faculty and Staff

Respondents were asked to estimate the demographic makeup of students and faculty at NMSU. Tables VII.1 and VII.3 present the data for estimates on students and faculty respectively. Respondents were given fixed choices of a range of percentages at ten point intervals. The midpoints of each category were used to calculate the estimated mean, median, and standard deviation of the respondents' understanding of structural diversity at NMSU. The gap between the estimated structural diversity and the actual structural diversity are presented in Tables VII.2 and VII.4. Respondents over-estimated the percent of Hispanic, Native American/American Indian, African American/Black, and Asian/Asian American students.

### A. Faculty and Staff estimates of the structural diversity of NMSU students.

Table VII.1 Faculty and staff estimates of the structural diversity of NMSU students

Faculty and staff estimates of the percent of NMSU students who are ...	Mean <sup>a</sup>	Median <sup>a</sup>	Standard deviation	Sample size
Hispanic/Latino/Mexican American	49.0%	45%	12.4	177
Native American/American Indian	8.6%	5%	10.4	177
African American/Black	7.9%	5%	6.2	176
Asian/ Asian American	8.8%	5%	8.2	176
Anglo/White American	37.1%	35%	13.6	177
International students	12.7%	5%	11.2	178
Female students	52.7%	55%	9.0	174

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean and median of estimates.

Table VII.2 Gap between faculty and staff estimates and actual structural diversity of NMSU students

Faculty and staff estimates of the percent of NMSU students who are ...	Estimated percent <sup>a</sup>	Actual percent <sup>b</sup>	+/- Gap <sup>c</sup>
Hispanic/Latino/Mexican American	49.0%	47%	+ 2.0%
Native American/American Indian	8.6%	2%	+ 6.6%
African American/Black	7.9%	3%	+ 4.9%
Asian/ Asian American	8.8%	1%	+ 7.8%
Anglo/White American	37.1%	45% - Anglos plus international students	+ 4.8%
International students	12.7%		
Female students	52.7%	55%	- 2.3%

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean "estimated percent."  
 b = Actual percentages are based on figures from the *NMSU 2012 Factbook* for Las Cruces campus, which included 17,651 students (76% full-time students).  
 c = Positive numbers indicate an overestimation of the group and negative numbers indicate an underestimation of the group.

B. Faculty and staff estimates of the structural diversity of NMSU faculty.

Table VII.3 Faculty and staff estimates of structural diversity of NMSU faculty

Faculty and staff estimates of the percent of NMSU faculty who are ...	Mean <sup>a</sup>	Median <sup>a</sup>	Standard deviation	Sample size
Hispanic/Latino/Mexican American	21.0%	15%	14.7	173
Native American/American Indian	7.2%	5%	9.8	173
African American/Black	6.6%	5%	5.0	173
Asian/ Asian American	10.8%	5%	8.7	172
Anglo/White American	56.7%	65%	22.1	173
International faculty members	15.0%	15%	13.5	171
Female faculty members	37.7%	35%	12.8	172

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean and median estimates.

Table VII.4 Gap between estimated structural diversity and actual structural diversity of NMSU faculty

Faculty and staff estimates of the percent of NMSU faculty who are...	Estimated percent <sup>a</sup>	Actual % of Tenure-Track	+/- Gap <sup>c</sup>
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		faculty <sup>b</sup>	
Hispanic/Latino/ Mexican American	21.0%	12%	+ 9.0%
Native American/ American Indian	7.2%	1%	+6.2%
African American/Black	6.6%	1%	+ 5.6%
Asian/ Asian American	10.8%	8%	+ 2.8%
Anglo/White American	56.7%	64%	- 7.3%
International faculty	15.0%	nd	nd
Female faculty	37.7%	36%	+ 1.7%

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean "estimated percent."

b= Actual percentages of tenure-track faculty (N=562) are based on *NMSU PAID - Report on Faculty Diversity* (2010).

c = Positive numbers indicate an overestimation of the group and negative numbers indicate an underestimation of the group.

## Part VIII. Parametric Analysis

To obtain meaningful insight, mean comparisons were conducted for most of the questions. The following are results from mean difference tests (*p* value was not reported here).

- A. No significant differences by gender (female vs. male) on most of the variables examined.

However, there were significant differences between female and male on the following variables:

- Disable accessibility and comfortableness with working with different ages in work place. Females have higher means scores on these variables.

Also, there were significant different between male and female on the following statements:

- "universities like NMSU have a primary responsibility to work toward eliminating racial/ethnic injustice in our society", **female has a lower mean on this.**
- "universities like NMSU have a primary responsibility to work toward eliminating gender inequalities our society", **female has a lower mean on this.**
- "incorporating multi-cultural perspectives in the curriculum at NMSU is important", **female has a lower mean on this.**

- B. Significant differences exist on most variables by positions – faculty and staff.

- Staff tends to have lower means on all variables (staff have more positive attitude than faculty), except evaluating NMSU's performance on age, disability, gender, and SES. Staff mean scores on these variables were higher than those of faculty. This is

- interpreted as staff opinion of NMSU's performance on these 4 variables is more negative than faculty.
- Mean scores for staff for most of variables are relatively lower than faculty.

Also, there were significant different between faculty and staff on the following statements:

- "I am satisfied with the benefits available to me as an employee at NMSU", **staff has a lower mean on this.**
- "I am satisfied with the distribution of resources in my program or department", **staff has a lower mean on this.**

C. There were no significant differences among groups (tenured, assistant prof., and college track) on most of the variables except the following statements:

- "If people were treated more equally, we would have fewer problems at NMSU", **tenured faculty (associate professors and full professors) has the highest mean on this.**
- "universities like NMSU have a primary responsibility to work toward eliminating racial/ethnic injustice in our society", **non-tenured faculty has the lowest mean on this.**
- "universities like NMSU have a primary responsibility to work toward eliminating gender inequalities our society", **non-tenured faculty has the lowest mean on this**
- "Since NMSU is a Hispanic serving institute, hiring more Hispanic faculty should be a top priority at the university", **non-tenured faculty has the lowest mean on this. The difference in means is large. Non-tenured faculty has a mean of 1.18, whereas tenured faculty and college track have means of 2.77 and 2.67.**
- "incorporating multi-cultural perspectives in the curriculum at NMSU is important", **tenured people (associate professors and full professors) have the highest mean (3.07) on this.**

D. There were significant differences by years at NMSU (less than 5 years, 5-10 years, and 10+ years), on the following variables:

- Campus climate for diverse people, cooperative-uncooperative, inclusive-racist.
- **Respondents with more years at NMSU show the highest mean scores on most of questions (higher mean scores imply negative on all questions).**

Also, there was significant difference by years at NMSU on the following statement:

- "The College of Arts and Sciences should require at least one course on social inequalities in New Mexico".

E. Finally, data reduction analysis was run to see whether we can group those variables into underlying factors. Two underlying factors were extracted through this analysis. Here, in this report, we call the first factor as "NMSU's overall culture on diversity" and the second factor as "acceptance of personal differences at NMSU." Those questions were converted into these two factors, and a mean comparison was run again to determine the differences between or among groups.

Results show there were no significant differences by gender (female vs. male), staff status (exempt vs. non-exempt), faculty positions (tenured, non-tenured, college track faculty), and years at NMSU.

However, there was a significant difference between faculty and staff. As previously noted, faculty tend to evaluate NMSU more negatively than staff.