ENHANCING ADVOCACY FOR EQUITY, ACCESSIBILITY AND INCLUSION: PROMISING PRACTICES FOR BUILDING AN INCLUSIVE CLASSROOM & DEPARTMENT

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12 February 2021
Presentation to UNM Valencia
Indigenous People's Land and Territory Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Art by Jennifer Ober
LEARNING OBJECTIVES OF THE SEMINAR

▪ Establish ground rules for the workshop & “break the ice”

▪ Introduce UNM’s Division for Equity and Inclusion goals and tools

▪ Discuss organizational theory and educational research examining the strengths of diversity, and impact of racial & intersectional microaggressions (RIMAs) and implicit bias, and how to build an inclusive work environment

▪ Share examples of faculty and staff experiences with RIMAs and Implicit Bias from published studies

▪ Critical to achieving the UNM’s mission, explore ways to interrupt RIMAs and implicit bias

▪ Discuss next steps to enhance equity and inclusion
GROUND RULES FOR TODAY’S WORKSHOP

- Embrace Discomfort
- Expect and Accept Non-Closure
- Speak your Truth; Speak for yourself; Use “I” statements
- Stay Engaged (mentally, intellectually, and physically present)
- Maintain Confidentiality; Don’t share anyone’s info without their permission
- Attack the problem, not the person
- Practice Active Listening
- Share the mic!
- Other?
- Mute your microphone. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Position your camera properly. Keep camera on as much as possible (especially during today’s interactive sections).
- Limit distractions.
- Avoid multi-tasking as much as possible.
- Moderator: please notify participants about whether the session is not going to be recorded.
- Feel free to use the chat function.
- Please use your Zoom hand and/or wait to be called on.
- Directed questions and comments in the chat are not confidential.
Dr. Zerai is Professor of Sociology & Vice President for Equity and Inclusion (VPEI) at UNM. At the helm of the Division for Equity and Inclusion (DEI), she plans for, resources, and documents impact of efforts to improve equity at UNM. She is Prof Emerita at the University of Illinois at Urbana Champaign, where she served from 2002-2019. A decolonial feminist scholar, she has published 5 books spanning multiple topics including cultural inclusivity; MCH; African women’s access to safe water, sanitation, & mobile technology; & making the work of marginalized scholars more accessible.
It’s nice to meet you!

In the chat, I invite you to share:

• YOUR NAME
• DEPARTMENT
• 2-4 VALUES or a STATEMENT or PHRASE THAT REFLECT(S) UNM’s INCLUSIVE CULTURE
DEI’S 2021 THEME: EXPANDING OPPORTUNITY BY CULTIVATING POTENTIAL & CENTERING THE COMMUNITY WEALTH OF THE PEOPLES OF NEW MEXICO AND BEYOND

Photo courtesy of Dr. Nancy López
Keeping in mind the overall goal of enhancing diversity, equity and inclusion at UNM:

▪ establish a University diversity values statement and create a process for colleges to affirm this statement on an annual basis
▪ identify and coordinate a University-wide strategy for increasing demographic diversity
▪ and improving climate through greater inclusion
The University of New Mexico is privileged to sit on Indigenous land.

Recognizing the unequal power structure and guided by the principles of equity and justice, we seek to earn trust.

UNM commits to critical reflexivity, ethical accountability, and expanding opportunity by cultivating potential & centering the community wealth of the peoples of New Mexico and beyond.
1. Better communication and coordination of diversity, equity, accessibility and inclusion (DEAI) efforts across Colleges, Schools, Branches, & HSC via
   ▪ shared diversity goal setting,
   ▪ the Liaisons for Equity, Advocacy, and Diversity (LEAD) council, and
   ▪ biannual meetings with college deans and VPEI to review DEI goals for the year, and faculty/staff diversity in the annual affirmative action plan;

2. A strengthened equity and inclusion infrastructure through
   ▪ utilizing the Diversity Council to communicate and build the annual campus-wide diversity strategy,
   ▪ providing support to the college/school-level senior diversity officers through the LEAD council, and
   ▪ providing support to college/school-level and unit-level diversity committees.
3. A focus on faculty diversity
   ▪ Setting goals for composition by race/ethnicity/gender for each college
   ▪ Providing resources to help colleges/schools/HSC/branches to meet their goals
   ▪ Creating pathways for job advancement and retention
   ▪ Educating colleagues to become better peers, mentors, and supervisors
   ▪ Building an inclusive climate in units, colleges, and university-wide

4. A focus on faculty and staff retention (as noted in the following slides) and by:
   ▪ Establishing a training curriculum for diversity advocates,
   ▪ Providing support to ethnic studies departments/programs and research institutes focused on US racial/ethnic minorities
   ▪ Provisioning access to the National Center for Faculty Development and Diversity for all grad students, faculty and staff by supporting annual institutional membership (see next slide)
A GREAT RESOURCE: WE ENCOURAGE ALL FACULTY, GRADUATE STUDENTS, & POSTDOCS TO SIGN UP FOR ACCESS TO UNM’S NCFDD INSTITUTIONAL MEMBERSHIP

TO CLAIM INDIVIDUAL MEMBERSHIP: FACULTYDIVERSITY.ORG/JOIN

NCFDD PROVIDES RESOURCES AND SUPPORT FOR EXTRAORDINARY RESEARCH PRODUCTIVITY AND WORK-LIFE BALANCE.
5. A focus on **staff diversity, equity, accessibility and inclusion, including retention & promotions**

- Establish a training curriculum for diversity advocates, hiring officers and search committee chairs/coordinator, and assign to a diversity advocate to serve on hiring committees

- Adopt demonstrated and sustained commitment to DEAI criteria for job postings (see following slide)

- Include staff as primary stakeholders in the campus climate survey (every four years, to begin Spring 2022)

- Create diversity metrics for promotions to staff in leadership positions across units (grade 14 and above; look at by number of years in current grade and other available factors; establish promotional routes and resources; look for evidence of glass ceiling; and developing mentors/champions/sponsors; examine equity concerns regarding internal reclassifications vs. posting positions)

- Host an annual event, “state of staff employees at UNM” to examine diversity metrics, including composition of staff, and hiring and promotions of URM, international, and women staff at UNM, to examine results of climate surveys and articulate priorities for improving DEAI among staff, examine progress on diversity benchmarks, and provide a space for staff to explore DEAI topics
Hiring inclusive staff at UNM as a Minority Serving Institution: Campaign to add preferred criteria language to all faculty and all (or select) staff job postings

The Diversity Council has recommended that the following language be added to all open, competitive postings for faculty appointments as a Preferred Qualification:

"A demonstrated commitment to diversity, equity, inclusion, and student success, as well as working with broadly diverse communities."

I support this recommendation. Please instruct your search committees to include this language in all postings in UNMjobs from now on.

Please contact Senior Vice President Carol Parker if you have any questions.

Thank you for your consideration.

Recommended language:
"evidence of demonstrated and sustained commitment to diversity, equity, accessibility & inclusion as well as working with broadly diverse communities."
AN EXAMPLE OF HOW TO POST DEAI PREFERRED CRITERIA IN FACULTY JOB ANNOUNCEMENTS:

- Please submit a one-page statement where you articulate how you have demonstrated your commitment to issues of equity, inclusion, and diversity in your scholarship, teaching, and/or service. Please include how you might demonstrate this at UNM and in the [department &/or school].

- For example, you may have worked with members of a marginalized or underrepresented community, a local community organization, or your current institution.

Note: Thanks to Dr. Shiv Desai from UNM COEHS for this example.
6. Address climate concerns by:

- Administering a University-wide (census) climate survey every four years
- **Tackling the physical-built and virtual environment** including addressing accessibility, the University seal, Adams mural, building names, prayer spaces, lactation spaces, signage for universal and gender-neutral restrooms, and creating a process for receiving requests for investigating and addressing the physical climate.
- Building institutional courage at UNM to support targets of harassment, bullying and violence, and streamlining conflict management systems

7. Work with Graduate Studies and the Project for New Mexico Graduates of Color (PNMGC) to identify external funding sources to support graduate students from underrepresented racial/ethnic minority groups in the U.S. in all fields and women in STEM fields at UNM.
8. Work with student resources centers, enrollment management, ethnic studies units and research centers, and academic affairs to **improve learning environment in gateway courses and improve persistence and undergraduate student success**.

- Spring 2021 and beyond: Racial and Intersectional Microaggressions (RIMA) survey and toolkits
- Gateway Equity Initiative, including the APLU Student Experience Project (SEP) and Expanding Course-Based Undergraduate Research Experiences (ECURE) grants (see: [https://provost.unm.edu/initiatives/lobos_connect_sep_info.pdf](https://provost.unm.edu/initiatives/lobos_connect_sep_info.pdf) and [https://provost.unm.edu/initiatives/lobos_connect_ecure_info.pdf](https://provost.unm.edu/initiatives/lobos_connect_ecure_info.pdf))
- Explore possibility of a 6-credit Diversity Curriculum requirement
- Addressing structural impediments to student success at UNM (e.g. mentoring development for departmental and college-level gatekeepers & addressing static curriculum)
BLACK & INDIGENOUS AND PEOPLE OF COLOR (BIPOC), TO INCLUDE ASIAN/API, LATINX, & OTHERS DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION (DEAI)

LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, INTERSEX, ASEXUAL, & PANSEXUAL (LGBTQIAP)

LIAISONS FOR EQUITY, ADVOCACY & DIVERSITY (LEAD) COUNCIL OF ASSOCIATE DEANS FOR DIVERSITY AT UNM

OFFICE FOR FEDERAL CONTRACT COMPLIANCE PROGRAMS (OFCCP)

PERSON(S) WITH DISABILITIES/DISABLED PERSONS (PWD)

UNDERREPRESENTED RACIAL/ETHNIC MINORITY (URM), TO INCLUDE AMERICAN INDIAN, BLACK, & LATINX

RACIAL AND INTERSECTIONAL MICRO-AGGRESSION(S) [RIMA(S)], TO INCLUDE RACIAL, CLASS, SEXUALITY, GENDER IDENTITY AND EXPRESSION, AND ABLEISM (DISCRIMINATION AND BIAS AGAINST PERSONS WITH DISABILITIES)

SEXUALITY, GENDER IDENTITY AND EXPRESSION (SOGIE)

VICE PRESIDENT FOR EQUITY AND INCLUSION (VPED)

SOME ACRONYMS USED BY UNM’s DIVISION FOR EQUITY AND INCLUSION (DEI)
Beginning 2019, non-whites and Latinos became “a majority of people under age 16, an expected demographic shift that will grow over the coming decades.”

“...as our society diversifies, broadening the circle of opportunity has become a matter not only of equity but also of competitiveness.”

BIPOC youth, who are “the nation's future workers, consumers, & taxpayers” must “obtain education & training” to create prosperity and social good.

3. Former U.S. Census Bureau director and Rice University Professor, Stephen Murdock.
“As a Black lesbian feminist comfortable with the many different ingredients of my identity, and a woman committed to racial and sexual freedom from oppression, I find I am constantly being encouraged to pluck out some one aspect of myself and present this as the meaningful whole, eclipsing or denying the other parts of self. But this is a destructive and fragmenting way to live”. – Audre Lorde
Audre Lorde on Being Fully Present...

“My fullest concentration of energy is available to me only when I integrate all the parts of who I am, openly, allowing power from particular sources of my living to flow back and forth freely through all my different selves, without the restrictions of externally imposed definition. Only then can I bring myself and my energies as a whole to the service of those struggles which I embrace as part of my living” (Audre Lorde, pp 120-121).

It isn’t enough to recruit BIPOC, LGBTQIAP, and PWD + colleagues to UNM & expect them to simply assimilate into a work culture that is not inclusive. To do this, would suffocate them and cut us off from all they have to offer.
DIVERSITY + INCLUSION = INNOVATION
Global performance: companies market cap >USD 10 billion

Source: CSG 3000

3000 companies in 40 countries, all sectors

From 2006 to August 2014 companies with women on the board of directors outperformed companies without women on the board by 18% in Europe; 20% in the U.S.; and 55% in Asia.


Thanks to Physics Prof. Mattias Grosse-Perdekamp (UIUC) for this slide.
DIVERSITY + INCLUSION + ACCESSIBILITY + EQUITY

- Representation in your unit reflects the diversity of the communities where you & your students live & work;
- And they are included, i.e.: everyone (faculty/students/staff) belongs, are respected both for who they are & their valuable contributions.
- All are encouraged to thrive. Requires equitable access to resources, mentoring, & opportunities for academic success and career advancement.
Dimensions of diversity & inclusion: “Debunking myths about where ability, disability and the responsibility for change lies is critical to growing inclusiveness” – DiversityEdu

- Disability is often overlooked as a dimension of diversity
- Around 56 million (20% of U.S. population) are Persons with Disabilities (PWD)
- Disability is an ordinary variation on interaction with the world
- 30% of professionals in U.S. population are Disabled/PWD
- Research has shown that we hold implicit associations related to disability (see Project Implicit, Implicit.Harvard.edu)
- It is important that we challenge our implicit biases concerning disability and those who are differently abled to create an inclusive work place and enjoy the benefits of diversity
- The Federal Government recognizes this as a needed point of growth. OFCCP sets placement goals of 7% (in each job group at universities with federal contracts)
WHAT CAN FOUNDATION LEADERS DO TO ADVOCATE FOR DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION (DEAI)?

**Communicate that diversity** is valued in your department and at the institutional level; talk to colleagues about ways to create a more inclusive environment.

Learn more about your own **unconscious biases** (e.g., take the Harvard [Implicit Attitudes Test](https://implicit.harvard.edu/implicit/)), and encourage colleagues to learn about implicit biases and ways to mitigate them.

Take advantage of campus and community opportunities to **learn more** about strategic advantages of DEAI for the bottom line (e.g., DEAI professionals, ethnic and student resource centers, ethnic, gender/sexuality studies and research institutes, & your city diversity offices).

**Promote diversity-competent search processes and hiring on** your department and set hiring and selection criteria that new colleagues must provide “evidence of demonstrated and sustained commitment to diversity, equity, accessibility & inclusion as well as working with broadly diverse communities.”
A. Understand strategic advantage of diversity, accessibility, equity & inclusion

B. Importance of self-reflexivity and humility

C. Solicit and listen to inclusive input to model UNM as minority-serving (vs. minority-enrolling) institution

D. Implement value-driven and transparent decision making

E. Challenge ableism, & pervasive unconscious bias & myths of disability (e.g., generalized disability, helplessness, +)
RACIAL & INTERSECTIONAL MICROAGGRESSIONS (RIMAs) DEFINITIONS

- Research has shown that racial & intersectional microaggressions (RIMAs), “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Sue, et al., 2007) are a threat to inclusive climates in higher education.

- “Intersectional” defined: research shows that racial microaggressions are amplified by bias related to gender, SOGIE, ableism, and other identities and characteristics; intersectional microaggressions may take place amongst these categories separate from race as well.

- Though RIMAs can be subtle and are often dismissed by perpetrators, their effects can cause anger and often drain the psychic energy of Black, Indigenous, and People of Color (BIPOC).

- Unfortunately, RIMAs and implicit bias create inequities in education, employment, health care, and housing. Implicit bias can lead to microaggressions.
“MICROAGGRESSIONS”
COINED BY PROF CHESTER PIERCE

- The concept of “microaggressions,” was coined in 1970 by the late Chester Pierce, M.D. A psychiatrist at Harvard Medical School to describe the daily insults and dismissals endured by Black Americans at the hands of whites.

- Dr. Pierce was the first African American full professor at Massachusetts General Hospital
PROFESSOR DERALD WING SUE

https://www.youtube.com/watch?v=mgvjnxr6oce

- Created taxonomy of racial microaggressions in everyday life from review of social psychological literature
- Developed catalog of ways to interrupt microaggressions
RIMAs & Implicit Biases reproduce structural health inequalities in ways that may be invisible in health science centers & patient care.

Please post examples in Menti Meter:

Examples noted in the literature:

- Limit access to research funding
- Decrease quality of letters of recommendation
- Limit reviewers for papers and grant proposals
- Students encouraged to drop or switch certain majors
- Students may withdraw from interactions with faculty, and thus miss out on key social capital
- Students may leave the university

- [https://www.menti.com/4rgkv4f25j](https://www.menti.com/4rgkv4f25j)
STUDIES SHOW THAT MEN ARE PERCEIVED TO BE MORE COMPETENT; AND WOMEN, MORE LIKEABLE.

- Broad, nationwide sample of biology, chemistry, and physics professors (n=127, men and women) evaluated application materials of an undergraduate science student for a laboratory manager position (Moss-Racusin et al., 2012)
- Same application materials, only difference: name either apparently cis-male or cis-female
- Faculty rated the applicant’s competence, hireability, amount of mentoring they would offer, and likeability
BIASES IN FACULTY PERSPECTIVES CONCERNING FIT FOR HIRING, MENTORING, AND LIKEABILITY FOR MEN VERSUS WOMEN CANDIDATES

Moss-Racusin et al., 2012, Science faculty’s subtle gender biases favor male students
RACIAL & INTERSECTIONAL MICROAGGRESSIONS (RIMAS) +

- “Racial microaggressions are *brief and commonplace* daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Sue, Capodilupo, et al., 2007).

- Other types of microaggressions – gender, sexuality, religion, ability status, class . . .
  - See RIMA handout and references, Sue 2010.
  - See handout about LGBTQ microaggressions.
  - [https://diverse.unm.edu/resources/handouts.html](https://diverse.unm.edu/resources/handouts.html)
TYPES OF RACIAL MICROAGGRESSIONS

- **Racial insults**
  - Rude and insensitive actions or comments that insult BIPOC by signaling that the individual is considered *inferior* to a white counterpart, less intelligent, a second-class citizen, and given to behavior and criminality inscribed upon race. Often unconscious.

- **Racial invalidations**
  - Actions or comments that *negate* or ostracize BIPOC *lived realities*. Often unconscious.

- **Racial assaults** – similar “old fashioned racism”
  - Typically are *conscious* actions meant to demean a person through deliberate and *overt* racial discrimination, which can be *violent verbal or nonverbal attacks*, often hidden.
TYPES OF RACIAL MICROAGGRESSIONS

- **Racial insults**: “You speak well” (communicates target is a perpetual foreigner)

- **Racial invalidations**: “When I look at you, I don’t see color.” (Denying BIPOC folks’ racialized experiences)

- **Racial assaults**: “NGH” image with noose embedded; lynching threat against Black instructor at UNM
ENVIRONMENTAL OR INSTITUTIONAL RIMAS

▪ Courses where all of the readings, lectures, and content reflect a white Eurocentric perspective and/or do not include BIPOC, LGBTQIAP, PWD and women authors

▪ Mostly or all white and male portraits in places of honor

▪ Environmental symbols like offensive mascots, monuments, building and street names, etc

▪ College majors, classes, meetings, etc. that have one or a fewer BIPOC students and faculty
Implicit Bias

- **Bias** is the process by which the brain uses “mental associations that are so well-established as to operate without awareness, or without intention, or without control.”
- Harvard University Project Implicit
Nobel Laureate, Daniel Kahneman, Emeritus Professor of Psychology and Public Affairs at Princeton University, and a fellow of the Center for Rationality at the Hebrew University in Jerusalem.

Challenged rational choice theory and provided research basis of our understandings of implicit bias

95% of mental processing happens before conscious thought kicks in

As health care providers and role models, it is important that we become aware of our own biases so that we can mitigate our automatic responses and choose to make well-considered decisions when it comes to patient care & mentoring/instruction
**INTERRUPT TOOLKIT** [see handout packet]

https://diverse.unm.edu/resources/handouts.html

- **I**- Inquire
- **N**- Non-threatening
- **T**- Take responsibility
- **E**- Empower
- **R**- Reframe
- **R**- Redirect
- **U**- Use impact questions
- **P**- Paraphrase
- **T**- Teach by using “I” phrases

INTERRUPT

- **I- Inquire:** Encourage elaboration, leverage curiosity. “I’m curious, what makes you think that?”

- **N- Non-threatening:** Convey the message with respect. Separate the person from the action or behavior. “Some may consider that statement to be offensive.” Communicate preferences rather than demands. “It would be helpful to me if…”

- **T- Take responsibility:** If you need to reconsider a statement/action, acknowledge and apologize, if necessary. Address micro-aggressions and revisit them if they were initially unaddressed. “Let’s go back…”

- **E- Empower:** Ask questions that will make a difference. “What could you do differently?”

**INTERRUPT**

- **R-** Reframe: “Have you ever thought about it like this?”
- **R-** Redirect: Helpful when an individual is put on the spot to speak for their identity group. “Let’s shift the conversation…”
- **U-** Use impact questions: “What would happen if you considered the impact on…”
- **P-** Paraphrase: Making what is invisible (unconscious bias), visible. “It sounds like you think…”
- **T-** Teach by using “I” phrases: Speak from your own experience. “I felt x when y happened, and it impacted me because…”

To create an inclusive work environment, it is crucial to:

- Honor students’ and colleagues’ varied cultural/physical/experiential backgrounds and experiences
- Support them holistically with academic success, professional development, & advancement opportunities.

In sum, to be truly inclusive, and to ensure that we enjoy the intellectual benefits of diversity (SWE ARUP 2014), we must ultimately expand classroom and departmental culture to incorporate the interests and epistemologies and experiences of students and colleagues from the many communities, both domestic and international, represented on our campuses.
**SUGGESTED NEXT STEPS**

- Meet with diverse constituency groups to hear and think through how to address concerns they may have about creating a more inclusive work culture, diversity-competent hiring, and better representation among students and faculty at all ranks.

- Other suggestions concerning building an inclusive climate:
  - Take a look at your leadership and faculty profiles, does the diversity reflect the communities where you and your students live and work?
  - Consider investing in ongoing diversity education for students and colleagues, including academic leadership.
  - Empower your diversity committee: diversity values statement & strategic plans.
  - Add preferred criteria for hiring. Sample wording: “We seek candidates who have a demonstrated and sustained commitment to promoting diversity, equity, accessibility, and inclusion and who have organic relationships with Black, Indigenous and People of Color (BIPOC) and Disabled/PWD communities.” You may wish to require candidates to speak to these qualities as a part of their application process.
  - Create a land acknowledgement statement—display on your website’s homepage if possible.
  - Other ideas?
CONCLUSION

- Thank you for the opportunity to discuss promising practices for building an inclusive classroom & department.
- We appreciate the opportunity to discuss RIMAs, and ways to reduce the impact of RIMAs implicit bias in the classroom and in your workplace.
- Inclusion today is the key to a better tomorrow.
- Efforts to promote an inclusive work environment will help to grow our reputation and produce leaders in academia and in the work force who enhance both equity and inclusion.
RESOURCES FROM UNM DEI+

- Handouts:
  - RMAs: An Overview
  - Interrupting RMAs
  - SOGIE microaggressions: overview
  - Case development for Racial Bias in Medicine Small Group Session
  - Facilitator Guide


- LGBTQRC.UNM.EDU Confidential Advocate

- Climate in COVID-19 Webinar Series ~

- Disability and leadership: Engendering visibility, acceptance, and support: [https://www.heidrick.com/Knowledge-Center/Publication/Disability_and_leadership_Engendering_visibility_acceptance_and_support](https://www.heidrick.com/Knowledge-Center/Publication/Disability_and_leadership_Engendering_visibility_acceptance_and_support)

- DiversityEdu online course for faculty search committees: getdiversityedu.com or email zerai@unm.edu
Special appreciation to WISELI: Women in Science & Engineering Leadership Institute, University of Wisconsin

• This presentation drew upon brochures prepared by Eve Fine and Jo Handelsman
• Benefits and Challenges of Diversity in Academic Settings

NSF funded ADVANCE Center for Institutional Change, University of Washington for slides/resources

A full reference list to publications cited in this presentation is available upon request

University of Illinois DRIVE committee and work of co-chair Professor Wendy Heller and grad assistant Jacqueline Yi

DiversityEdu implicit bias awareness search committee training curriculum

Erin McConahey, ARUP Fellow’s presentation, “Give Me the Data: talking about unconscious bias”, University of Illinois, March 5-6, 2015

Assata Zerai’s Intersectionality in Intentional Communities (2016) and Zerai’s and colleagues’ NSF: IGE proposal entitled Science for All (2018)
SHAC & TAO-Therapy Assistance Online EthicsPoint AGORA Crisis Care CARS

See links for these critical campus resources

- [http://shac.unm.edu/services/mental-health/index.html](http://shac.unm.edu/services/mental-health/index.html)
- [https://thepath.taoconnect.org/local/login/home.php](https://thepath.taoconnect.org/local/login/home.php)
- [http://compliance.unm.edu/resources/ethics-toolkit/index.html](http://compliance.unm.edu/resources/ethics-toolkit/index.html)
- [http://www.agoracares.org/](http://www.agoracares.org/)
- [https://cars.unm.edu/](https://cars.unm.edu/)
### Example of Intersectional Data (From Q/A):

**UNM Main Campus 5-Year Baccalaureate Degree Rates**

**Report Year: Fall 2015 - Spring 2020**

Total students in this cohort: 3,271; First-generation: 1,543; Continuing-generation: 1,728

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<th>Total Graduated First-Gen Graduates (BA/BS)</th>
<th>% Graduated in 5 Years or Less</th>
<th>Total Graduated Cont-Gen Graduates (BA/BS)</th>
<th>% Graduated in 5 Years or Less</th>
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<td><strong>40.07%</strong></td>
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<th>% Graduated in 5 Years or Less</th>
<th>Total Graduated Cont-Gen Graduates (BA/BS)</th>
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<tr>
<td>Hispanic or Latinx</td>
<td>134</td>
<td>34.99%</td>
<td>156</td>
<td>46.99%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1</td>
<td>50.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Non-Res Alien</td>
<td>16</td>
<td>51.61%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>60.00%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11</td>
<td>50.00%</td>
<td>8</td>
<td>29.63%</td>
</tr>
<tr>
<td>White</td>
<td>42</td>
<td>33.33%</td>
<td>174</td>
<td>49.01%</td>
</tr>
<tr>
<td><strong>Total Male Graduates</strong></td>
<td><strong>225</strong></td>
<td><strong>35.89%</strong></td>
<td><strong>367</strong></td>
<td><strong>46.81%</strong></td>
</tr>
<tr>
<td><strong>Total BA/BS Degrees</strong></td>
<td><strong>592</strong></td>
<td><strong>38.37%</strong></td>
<td><strong>888</strong></td>
<td><strong>51.39%</strong></td>
</tr>
</tbody>
</table>
THANK YOU!

WE INVITE YOU TO CONTACT DEI:
505.277.1238
DIVERSE.UNM.EDU

UNM Action Collaborative

INSTITUTE FOR THE STUDY OF “RACE” & SOCIAL JUSTICE
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