



ANNUAL REPORT

2019 – 2023

**FROM VICE PRESIDENT DR. ASSATA ZERAI, PH.D.,
DIVISION FOR EQUITY AND INCLUSION**



When accepting the position of Vice President for Equity and Inclusion **five** years ago, I could have never imagined the new life I would build for my family in Albuquerque and that New Mexico would become home so quickly. I feel so fortunate and humbled to have the opportunity to serve my beloved Lobo pack.

Countless students, faculty, staff, and community members at UNM and surrounding areas have welcomed me. I feel so fortunate and humbled to have the opportunity to serve my beloved Lobos. The Division for Equity and

Inclusion (DEI) had the opportunity to grow staff and expand programming that centers justice, equity, accessibility, diversity, and inclusion (JEADI) during the last three years. While the pandemic presented challenges for all of us, colleagues in DEI and across our campuses rose to the occasion with the past years' work summarized below. Programming was initially delivered online and incrementally moved into hybrid modes as things became safer. To improve accessibility, however, remote options continued to be offered.

We remain honored to support our earnest UNM community and are proud of students, faculty, and staff's accomplishments and how they take ownership over creating their unique educational and professional experience. We are privileged to serve our constituency groups with whom we work with side by side. They motivate and inspire us, and every day we strive to serve with integrity, transparency, and heart.

Below is a summary of the primary areas of responsibility with some accomplishments in the past few years highlighted. We have organized this report into three categories of work.

1. Main administrative areas for which DEI has been directly responsible.
2. Areas under our purview.
3. Scholarly and teaching activities, research, and collaboration.

We have elected to elaborate on select activities and goals. Others are enumerated below and elaborated on in [DEI's strategic plan](#).

ADMINISTRATIVE CATEGORIES OF WORK

A. DIVERSITY INPUT TO 2040 STRATEGIC PLAN

In November 2019, DEI was charged by Provost Holloway to lead a process to provide diversity input to the [UNM 2040 Strategic Plan](#).

Despite the Covid-19 pandemic, DEI responded appropriately and contributed valuable input which was collected between November 2019 and May 2021 from hundreds of stakeholders including DEI staff, the [UNM Diversity Council](#) (DC), [UNM Liaisons in Equity and Advocates for Diversity](#) (LEAD) Council, the [UNM Staff Council](#), the [Staff Council Diversity Committee](#), Health Sciences Center (HSC), branch campuses, and UNM colleges, departments, schools, and other units. A summary document was produced in July of 2021, titled, **“Recommendations from the Diversity, Equity and Inclusion taskforce,”** which can be found at <https://diverse.unm.edu/jeadl-action-plan/2040-strategic-planning.html>.

After completing this process, DEI joined The Napa Group. Dr. Zerai served on the Inclusive Excellence Taskforce as chair and invited Pam Agoyo, UNM’s Director of [American Indian Student Services](#) to serve as co-chair. In addition to the initial 40-page report produced in July 2021, DEI met with more than twenty taskforce members to discuss each of the objectives within the [Inclusive Excellence Goal](#). As a result, a comprehensive new document titled, “UNM 2040 Opportunity Defined: Report from the Goal 4. Inclusive Excellence (IE) Taskforce” was created and summarized detailed input, operationalization of the seven objectives, specific tactics for achieving each of the objectives, recommended timelines for completion of tactics, and metrics to measure success. The updated 90-page report was completed and re-submitted in November 2021. See <https://diverse.unm.edu/jeadl-action-plan/2040-strategic-planning.html>) and <https://opportunity.unm.edu/>

Dr. Zerai serves as the Goal 3-Inclusive Excellence Champion and looks forward to gathering implementation team members to define short-term objectives. The Division for Equity and Inclusion has a head start on plans to implement the inclusive excellence goal at UNM in the areas of faculty diversity and inclusive climate.

B. DIVISION FOR EQUITY AND INCLUSION STRATEGIC PLAN

A fortunate feature of time in hundreds of Zoom sessions over the past three years is the work we completed to articulate DEI’s strategic plan. This was not a siloed effort, but was embedded within the UNM 2040 strategic framework. Our work addresses diversity communication and coordination across the UNM system, faculty diversity, student success, and resources for staff, as well as campus climate and evidence-based approaches to our JEADI work. The strategic plan is on the DEI website as the “social justice action plan or JEADI action plan.” It was previously defined as our “anti-racism action plan” and was renamed in response to calls for such plans during U.S. racial reckoning dialogues in 2020-21, and it has embedded anti-racism work since 2019.

C. FACULTY DIVERSITY STRATEGIC PLAN

A faculty diversity strategic plan was set in place in 2020. Dr. Zerai coalesced stakeholders from academic colleges and branch campuses across the university through the mechanism of establishing [Liaisons in Equity and Advocacy for Diversity \(LEAD\)](#). The LEAD Council is made up of associate deans and related roles. The council meets monthly and works to advance faculty diversity and support. A major objective is to increase demographic diversity at UNM among tenured and tenure track faculty by 25% by 2027, with a focus on underrepresented racial (and Hispanic ethnic) minority (URM) faculty.

Tactics to help accomplish this objective include the following. **First**, faculty and executive search committee members are trained about how to reduce implicit bias in the decision-making, selection, and interview processes. Academic Affairs and DEI have collaborated to ensure that all search committee members complete the [DiversityEdu online course](#). The DiversityEdu online course focuses on raising awareness of how to attenuate effects of implicit bias in faculty search committees and execute diversity competent searches.

Second, DEI is building a pathway to the professoriate with the [Inclusive Excellence \(IE\) postdoc program](#). It was launched in 2020 and has resulted in seven new postdoc hires at UNM who demonstrate high potential to serve as assistant professors. Two have already been converted to a faculty position, and one other is likely to be converted to assistant professor by Fall 2022. Additionally, DEI has worked with the Office of Academic Affairs to assist in establishing alternative hiring protocols for IE postdocs and other faculty identified outside of a traditional academic search.

Third, DEI provides resources aimed at retention of faculty through professional and scholarly development opportunities through UNM's institutional membership to the [National Center for Faculty Development and Diversity \(NCFDD\)](#). NCFDD provides on-demand access to a library of resources, mentoring tools, and support for writing and research productivity. Scholarships are available to faculty to participate in the [NCFDD Faculty Success Program \(FSP\)](#), which includes a writing boot camp, promoting intentionality around work-life balance, and one-on-one and group mentoring.

Fourth, DEI has collaborated with the [Office of Institutional Analytics](#) to establish a [faculty diversity dashboard](#) to track progress in the diversity composition among UNM faculty at the Albuquerque main campus.

GOALS

It is our hope to realize DEI's current goals to expand these efforts to HSC and branch campuses in the future. Dr. Zerai has communicated with all EVP, Deans, and Chancellors about our faculty diversity plan and has offered to work with each to help them develop appropriate goals and plans for their campuses.

D. COMMUNICATION, COLLABORATION, AND COORDINATION OF UNIVERSITY-WIDE JEADI EFFORTS

DEI has enhanced coordination, communication, and articulation of its commitments to UNM's JEADI efforts across colleges, schools, and other units via:

- **The DC monthly meetings.** The vice president for DEI (VPEI) coordinates monthly agendas alongside the DC co-chairs and issues annual charge letters to four subcommittees: Diversity Curriculum, Restorative Justice and Inclusive Climate, Climate Surveys, and JEADI Education. Each committee has two co-chairs who facilitate monthly meetings with their respective subcommittee and meet as co-chairs bimonthly.
- **Shared diversity goal setting via LEAD Council.** LEAD Council issues a call for nominations for Inclusive Excellence postdoc, nominations and holds office hours for applicants, and serves as the selection committee to advance DEI support.
- **Annual meetings held with all deans, chancellors, and EVPs** across the university to review JEADI goals for the year.
- **Promotion of marketing efforts.** DEI established the JEADI acronym with the DEI theme being, *“we seek to expand opportunity by cultivating individual potential and centering the community wealth of the peoples of New Mexico and beyond”*
- **DEI updates provided through all faculty messages** two-to-three times annually, with offers to conduct individual meetings or presentations to faculty by college, school, or department.
- **UNM DEI website redesign project**, which is ongoing.
- **Web safety and security initiatives.** To prevent and respond to Zoom and online threat protocol and communications, Dr. Zerai worked with UNM IT, academic affairs, CEEO, UNMPD, and other partners to establish standard operating procedures and create brochures and websites to provide resources to our students, faculty and staff. See <https://webmeetings.unm.edu/online-safety/responding-to-incidents.html>.
- **Intentional continuing HSC connections** with HSC EVPs (past and present), DEI at HSC, diversity officers in HSC colleges, and at UNMH.
- **Intentional continuing branch campus connections** with chancellors, deans, and faculty.

GOALS

We will build on efforts to discuss faculty and staff diversity in the annual affirmative action plan with all deans, EVPs, and chancellors and coordinate these efforts alongside the Center for Compliance, Ethics & Equal Opportunity (CEEEO).

"We seek to expand opportunity by cultivating individual potential and centering the community wealth of the peoples of New Mexico and beyond."

E. DIVERSITY EDUCATION

Diversity education offerings have grown in the past 4 years. We offer a four session series with content focused on: 1) Applying organizational theory to building an inclusive and antiracist non-profit organization; 2) Intersectionality, understanding racial intersectional microaggressions, and becoming upstanders; 3) The struggle for inclusivity in non-profit organizations and professional associations; and 4) The history of the organization or association attending the workshops and examining push factors promoting JEADI and pull factors challenging inclusivity within the organization.

In addition to these sessions, which can be standalone offerings, we present customized training as requested. For example, a session focused on the use of content warnings during faculty lectures was presented to Honors College faculty. Dr. Zerai has prepared the bulk of the content for the majority of Diversity Education offerings, outside of the LGBTQRC Safe Zone workshop content. A full list of presentations, audiences, and attendance can be found here at [DEI Presentations.xlsx](#). Approximately 2,683 presentations were delivered by DEI in 2020-21, and to over 1,000 in 2021-2022 via Zoom, hybrid, or in-person on campus, within audiences from New Mexico, nationally and internationally.



Six DEI representatives attended the National Association of Diversity Officers in Higher Education (NADOHE) conference in San Diego, California from UNM in March of 2022. Four participants presented results from UNM's Racial and Intersectional Micro-aggressions (RIMA) survey and delivered a 90-minute interactive workshop.



This included skits exemplifying micro-aggressions, with discussion of the skits and examples of ways to interrupt RIMAs depicted. The room was at full capacity and the energy was amazing! Positive feedback was received and invitations to present RIMA and guidance on becoming upstanders at other campuses was received.

GOAL

To regularize these offerings, build capacity by training staff to replicate interactive sessions to diverse audiences, and offer participate certificates.

F. JUSTICE EQUITY ACCESSIBILITY DIVERSITY INCLUSION RESEARCH AND FUNDRAISING

DIVERSITY EDUCATION SERVICES

DEI offers diversity education to outside entities for a fee (\$2000-2500 for the series). A four-session series was offered in 2021-22 to New Mexico Public

Broadcasting Service (NMPBS) station KNME, The Alliance for Economic Prosperity (AFLEP) non-profit organization, and South Chapter of the Sociologists for Women in Society professional association.

DEI DIGITAL ARCHIVE

DEI has set up a [Digital Repository](#) of resources for the community.

- UNM Black Faculty Truth Commission presents *Truth Telling: Justice and the Problem of Small Numbers*. Presented 4/20/2021 by K. Powers, A. Zerai and A. Mathewson, https://www.youtube.com/watch?v=kA5C_ALSAco.
- Institutional Ethnography Workshop: Creating a Genealogy of Latinx and BIPOC Faculty and Race, Gender and Social Justice Curriculum Across Departments and Programs. Presented 4/20/2021 by Dr. Assata Zerai, VP for Equity and Inclusion and Professor of Sociology and Angeles Castorena, Institute for the Study of "Race" and Social Justice Undergraduate Intern, https://www.youtube.com/watch?v=wcE15w0SR_w&ab.

OTHER RESEARCH EFFORTS

DEI administers university-wide surveys to ABQ, HSC, and branch campus constituency groups to learn more about students targeted by racial and intersectional microaggressions, concerns expressed by our faculty with disabilities who have encountered harassment and bullying, better ways to support queer and trans faculty and staff, and STEM experiences among first-year and transfer students. Results are used to design and implement interventions to address trouble spots identified by this research.

The following surveys have been administered or are actively planning to administer.

- [RIMA](#) – administered Spring 2021 with over 20 reports posted to all colleges, AASS, ARC, and aforementioned noted in bio above; upstander workshops offered to dozens of departments at UNM and to professional associations and academic and DEI-focused conferences
- [LGBTQ Resource Center survey](#) – administered late Spring 2021
- [Faculty with Disabilities survey](#) – designed Spring 2021; IRB protocol accepted; administered early Fall 2022

- **Campus climate surveys** – designed Spring 2020-Spring 2022; IRB protocol to be submitted Summer 2022; administered spring 2022; separate surveys to students, faculty, and staff
- **Survey of STEM experiences among first-year and transfer students** – a part of the New Mexico Alliance for Minority Participation (NM-AMP) effort; IRB approved this project in spring 2022; survey administered Spring 2022

GOAL

In the spirit of continual improvement, quadrennial university-wide climate surveys will be administered to document the impact of our interventions and identify new areas in which we can grow our inclusivity.

G. VPEI COMMUNITY OUTREACH

The VPEI is involved in a variety of other community outreach initiatives, detailed below.

- Served as Housing Coordinating Council participant and co-chaired Youth Housing Continuum Committee (YHCC); the YHCC Needs Assessment Survey planning occurred Summer 2020-Fall 2022 and was completed Fall 2022; recommendations included media blitz and meetings with legislators to solidify resources to formalize a comprehensive approach to youth homelessness and to establish a youth shelter and proposed UNM short-term emergency housing
- Covid presentations, panels, educational resources, and website offered
- Maternal Mortality Review Committee: 6-hour meetings quarterly to review all maternal deaths, led by NM Department of Health
- Office of African American Affairs collaborations
- US Census 2020, NM collaborations (OAAA, UNM, +)
- Consultations to officials at the Roundhouse and entities seeking to establish diversity strategic plans, and land acknowledgement statements
- Diversity education offered to outside entities as noted in “F. JEADI research efforts and fundraising” above

H. COVID RESPONSE:

- Created guidelines document and other resources; see: <https://diverse.unm.edu/resources/covid-19.html>
- Established a temporary Student-Faculty Facilitation Network (SFFN)

- Climate in Covid Series, Part 1 (Spring-Summer 2020) and Part 2 (2020-21):
<https://youtu.be/PA1YUI2zGdl>
- Adapted all meetings and programming to Zoom and other online or hybrid formats

I. CAMPUS CLIMATE

Please see <https://campusclimate.unm.edu/index.html> for an in-depth overview of all campus climate initiatives, including the university-wide Campus Climate Survey and report.

- **University seal** – VPEI chaired and executed UNM seal competition and administered the selection process; see: <https://campusclimate.unm.edu/initiatives/seal.html>
- **Adams mural occlusion** – DEI contributed input to the process and wrote a letter in response to Historical Preservation Society concerns; for more info, see:
<https://campusclimate.unm.edu/initiatives/murals.html>
- **Building names** – a Diversity Council subcommittee, the Restorative Justice and Inclusive Climate Sub-Committee, is addressing this by hosting university-wide discussions
- **Public safety** – in addition to town hall noted below, the Diversity Council subcommittee, the Restorative Justice and Inclusive Climate Sub-Committee, is addressing this by hosting university-wide discussions
- **A sampling of webinars, panels, and town halls to respond to concerns:**
 - Combatting Anti-Blackness Town Hall (May 2020); see:
<https://diverse.unm.edu/resources/videos.html>
 - AAPI Vigil (Spring 2021)
 - Promising Practices in UNM Campus Public Safety Town Hall (9/24/2020); see:
<https://youtu.be/pWU7G3OlrZw> and [Q&A Responses from Town Hall: Promising Practices in UNM Campus Public Safety](#)
 - Climate in Covid Series; Part 1 (spring-summer 2020) and Part 2 (2020-21); see:
<https://youtu.be/PA1YUI2zGdl> (noted above)
 - Diversity Dialogues (2021-22); for a full list, see: <https://diverse.unm.edu/resources/videos.html>
- **Individual consultations** – Providing 1:1 consultations with undergrad, grad, and professional students and faculty, staff, department chairs, deans, and other executive administrators who come to DEI or VPEI personally with climate concerns
- Climate concerns are also addressed through DEI surveys, reports, and follow-ups noted in section “F. JEADI research efforts & fundraising, 5. Other research” above.

J. GRADUATE STUDENT SUPPORT AND GOALS

The collaboration with the HSRU Alliance provides a prime opportunity to align around some joint goals. One of the goals in the Alliance's MOU is to double the number of Hispanic doctoral students at our 20 institutions. Doctorates awarded to Hispanic students in 2021 ranged from 6 to 65 among HSRUs, and 24 were awarded at UNM (See Table 1 in appendix). Therefore, we recommend the following ambitious goal for UNM.

It our hope for a future in which we double the number of doctorates awarded to BIPOC and Hispanic students at UNM by creating an inclusive learning environment in which they thrive, because we will work towards guaranteeing 5 years of funding for each of them and strengthening faculty mentoring practices. We look forward to working with Graduate Studies, the Diversity Council, and LEAD Council, our colleges and schools, and colleagues in Academic Affairs to chart a way toward accomplishing this goal.

K. PROFESSIONAL ASSOCIATIONS (ADMINISTRATIVE)

- Rocky Mountain Association of Diversity Officers in Higher Education; steering committee member
- National Association of Diversity Officers in Higher Education
- Southern Region Educational Board (SREB) Institute on Teaching and Mentoring; annual participant and lead recruiter for UNM
- Alliance of Hispanic Serving Research Universities; Institutional Liaison

II. ADMINISTRATIVE AREAS UNDER DEI'S PURVIEW

A. STUDENT-FACING

US, GLOBAL DIVERSITY, AND INCLUSION REQUIREMENT

- Form C Name Change: U.S. & Global Diversity, Equity, Inclusion and Power
- Form C for Approved Syllabi
- Received 27 Syllabi for Review by two faculty with peer reviewed research/teaching in the learning outcomes; Approved 27 courses.
- Conversations with Faculty Governance (Faculty Senate Curriculum Subcommittee, Policy Committee, etc.) re: instituting co-chairs as ex-officio members of the Faculty Senate Curricula committee
- On-going monthly meetings of the DCCS
- On-going weekly office hours and by appointment

- Website updates (in progress)
- Letters of appreciation to Committee members for inclusion in their annual review materials (in progress)

LGBTQ RESOURCE CENTER

For academic year 2022, the LGBTQ Resource Center focused its programmatic work on the holistic wellbeing of its student population. Events were held at various locations across campus to reach as many students as possible.



- The LGBTQ Resource Center held its first welcome back event in 2019, with over 125 students, staff, faculty, and community members in attendance.
- Partnerships grew on and off campus, with MPower holding bimonthly workshops at their location off campus for students to teach various life skills.
- A high school intern worked with the LGBTQ Resource Center all year to build Rainbow Recruitment, a high school engagement initiative.
- Counseling began again, with Julia Woodward being able to see eight clients over the academic year.
- The first ever LGBTQ Tailgate was held in October in observance of National Coming Out Day.



- HIV testing continued, with more students taking advantage of the five-minute rapid results test provided.
- Health and Wellness sessions, known as Wellness Wednesdays, commenced, with a regular group of ten students attending. These lessons focused on mindfulness, study tips, healthy eating, and fitness programs that could be done in dorm rooms.
- The Safe Zone workshops were offered virtually, with attendees from the nursing program, as well as various branch campuses in attendance. The LGBTQ Resource Center also provided this workshop for Albuquerque city employees.
- Rainbow Graduation was held in the Bobo Room of Hodgin Hall with over ten students recognized for their completion of their degrees

- Student groups, Queer Student Alliance (QSA), and UNM Association for Jotería, Arts, Activism and Scholarship (AJAAS) met consistently over the year, holding discussions, workshops, and seminars highlighting Trans and Queer scholarship being produced across campus

B. STAFF

- DEI supports staff affinity groups
- Staff Council and Staff Diversity Committee support
- HR Diversity Liaison consultations
- Presentations at New Student Orientation (NSO) were provided throughout Summer 2022



C. FACULTY SUPPORT

- Wayfinder website was constructed to assist faculty and staff with resources when they have experienced harassment, bullying, and/or discrimination
- Exploration of an Integrated Conflict Management System for UNM (alongside CEEO, HSC and others)
- NASEM Action Collaborative on Sexual Assault activities

D. COMBINATION OF FACULTY, STAFF, AND STUDENTS

INSTITUTE FOR RACE AND SOCIAL JUSTICE

- FALL Institute meeting on Asian Hate
- Institute Advisory Board Meetings in Fall and Spring
- Admissions to Grad Certificate to over 100 participants 2019-2023
- Admissions to Undergrad Certificate to over 50 participants 2019-2023
- Research: New and ongoing funding

- Successful Postdoc Application: Dr. George Weddington, Dr. López' Primary Mentor as sociology faculty and ISRSJ Director/co-founder
- Launched search for two postdocs for RWJF Grant (identified and interviewed finalist but they accepted another position).
- Service: NM Governor's Advisory Council on Race and Social Justice; Black Education Act Advisory Committee

E. DIVERSITY COUNCIL SUB-COMMITTEE REPORTS

RESTORATIVE JUSTICE & INCLUSIVE CLIMATE (RJIC) SUBCOMMITTEE REPORT, 2020-2021

In 2021-2022, the RJIC, co-chaired by Pamela Agoyo and Liz Hutchison, focused exclusively on advancing the work of the Building Names Working Group, which aims to provide President Stokes with a robust process for the review and response to requests for building name changes on the UNM campus, a process not currently within the charge and jurisdiction of the UNM Naming Committee. In the Fall 2021 semester, the RJIC further divided the Building Names Subcommittee into two groups: the Campus Walks Group (led by Pam Agoyo) and the Position Paper Group (led by Mark Emmons).

Campus walks with Diversity Council and other UNM staff and faculty were conducted in the Spring 2022 semester and will resume in Fall 2022, in an effort to compile a complete list of problematic building/place names on campus and advise the Position Paper group on its proposed Action Plan.

The Position Paper Group began meeting in Spring 2022, examining the renaming processes recently established at other universities, the history of known problematic building names at UNM, the charge and initial suggestions of the UNM Naming Committee, and participating in the Campus Walks. The group also met regularly throughout Summer 2022 to draft and revise a position paper organized as follows:

1. **Introduction:** How and why have certain building names been a problem at UNM, and how this report is informed by other university efforts to engage in renaming (such as the murals, seal, and totem pole).
2. **Values:** Description of the principles that have guided the committee's work, and how they align with UNM 2040 Strategic Goals.
3. **Process:** Procedures for reviewing a request for changing a building name, including the appointment of a review committee, contents of the petition, research and review by committee, sharing and consultation with campus and other communities, committee decision and appeal process.
4. **Call to Action:** Building names already identified as problematic that could be reviewed via the proposed process.

The Position Paper group will introduce a full draft of its recommendations to the full Diversity Council in October 2022. Our goal is to evaluate the draft position paper in light of the information gathered in the campus walks

and receive input from Diversity Council in order to produce a revised document to be shared with President Stokes by December 2022.

CLIMATE SURVEY REPORT 2021-22 AND PLANS FOR 2022-23

The Climate Survey Subcommittee of the Diversity Council had a very active agenda for the 2021-2022 academic year. Subcommittee members met bimonthly and finished the demographics for all three surveys.

PROGRESS TO COMPLETING 2020-2021 GOALS:

- 1. Continue to participate in post-RIMA presentations to groups around campus.**
- 2. Participate in the development of workshops, toolkits, and break-out sessions to normalize interrupting RIMAs across campus and disciplines.**
- 3. Finalize the campus wide Climate Survey Instrument – Spring 2022.**
 - Subcommittee members worked in Break-Out Diversity Council sessions; and held separate meetings to finalize the Climate Survey, including adapting survey questions to the UNM campus population for all three Climate Surveys (faculty, students, and staff).
 - Any analytical reports should include the contextual histories for each of the surveys and survey questions adapted for UNM's population. These reports should include our changes in the use of terminologies that may be appropriate now but may change in the future. It is difficult to have these conversations so contextual histories for each of the survey queries become more significant, and we need to track those changes so we can understand the landscape.
 - Our work on the demographics, spaces, race and ethnicity questions on the RIMA Survey helped us to finalize those queries and submit the Climate Survey to UNM IRB, Summer/Fall 2022
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 - The Climate Survey was approved by UNM IRB in October of 2022.
- 4. Implement campus wide (branches, north campus) Climate Survey – Fall 2022.** Subcommittee members are preparing to implement the three surveys separately, beginning with the faculty, then staff, then students in Fall 2022 and Spring 2023.
- 5. Seek out and/or participate in opportunities to discuss RIMAs and discuss ways to reduce the impact of RIMAs implicit bias in higher education.** Climate Survey Subcommittee co-chairs participated in the planning and delivery of RIMA presentations in person, virtually, and at professional conferences.
 - UNM. Department of Foreign Languages & Literatures. March 3, 2021.

- SEP Summer 2021 Convening. August 4, 2021.
- HSC: Psychiatry and Behavioral Sciences Grand Rounds/Regularly Scheduled Series, August 27, 2021 – Assata Zerai, keynote.
- Experiences Advocating for Health Equity at UNMH: Promising Practices for Faculty, Researchers, and Providers.
- UNM. Office of Institutional Analytics. The Art & Science of Data: A Toolkit for Interrupting Racial & Intersectional.
- Microaggressions (RIMAs) and Reducing their Deleterious Effects on Campus. January 12, 2022.
- UNM Mentoring Conference. Interrupting Microaggressions & Reducing Negative Impacts on Access to Higher Education. October 19, 2021.
- COPH College Meeting. COPH RIMA Presentation. 2022, January 21, 2022.
- UNM. Office of Advising Strategies. Upstander Workshop for Academic Advisors. February 17, 2022.
- NADOHE (National Association of Diversity Officers in Higher Education). Utilizing the Racial and Intersectional.
- Microaggressions (RIMA) Survey as a Strategy for Confronting Anti-Blackness and Advancing Equity at a Highly Research.
- Intensive (R1) Hispanic Serving Institution (HSI), San Diego, CA, March 17, 2022.
- Sociologists for Women in Society Winter Conference. March 31-April 3, 2022.
- American Educational Research Association (AERA) Annual Conference. Black Students Experiencing Racial and Intersectional.
- Microaggressions at a Research-Intensive (R1) Hispanic-Serving Institution. April 23, 2022.
- 2022. NACADA Region 10 Conference. Understanding the Impact of Microaggressions in Higher Education and Creating Upstander Intervention. Albuquerque, NM, May 17, 2022.
- UNM. RIMA @ SIRI. June 2, 2022.
- International Association for College Admissions Counseling. July 11-15, 2022.
- Society for the Future of Higher Education. July 20, 2022.

OTHER TASKS COMPLETED

Following in the footsteps of the RIMA Survey, we discussed identifying conferences to submit proposals for disseminating information.

- Art and Science of Data Conference, February 15, 2023, sponsored by the Office of Institutional Analytics
- FWCA (Faculty Women of Color in the Academy Conference)

GOALS FOR 2022-23

- Develop advertising strategy for staff and student Climate Surveys
- Support the work of Crip Liberation – (criplib@unm.edu), a student group seeking to redress ableism and accessibility for disabled students at UNM.
- Complete implementation of Climate Surveys:
 - Faculty (soft launch 7 November; advertised launch 10 November-December 31)
 - Staff (January 9-February 28, 2023)
 - Students (March 1-April 30, 2023)
- Analyze data results
- Long term goals (need to be captured and tracked)
- Identify audiences
- Develop presentations and workshops to disseminate information
- Develop proposals to present at conferences
- Develop proposals to publish
- Develop recommendations/Best Practices
- Implement recommendations

DIVERSITY CURRICULUM

The U.S. & Global Diversity, Equity, Inclusion & Power (DEIP) 3-credit undergraduate university-wide graduation requirement was established in 2014 (see <https://gened.unm.edu/us-global-diversity-requirement.html>). Initially courses were approved by meeting one of the four learning outcomes. In the spirit of continual improvement and focus for impact we have updated our syllabi checklist and catalog description to state that 3 of 4 learning outcomes must be met. We clarified that courses that document disparities with no critical engagement explanations for disparities do not meet the learning outcomes. We also improved the name of the requirement by adding the words “equity” and “power” to the title, which yield a title based on the acronyms that conveys that a diversity requirement that centering equity and power have been shown to increase critical thinking, empathy and student success.

Rigorous Peer Review by Voting Faculty with Peer-Reviewed Scholarship and Teaching in the Learning Outcomes of the Requirement

This requirement is overseen by faculty that have a dedicated publication/teaching and service record in equity and inclusion that are appointed to the Diversity Council Curriculum Subcommittee by the Vice President of the Division of Equity and Inclusion (see Appendix A: Flowchart of Approval Process and Appendix B: Side by Side Comparison of the General Education and Diversity Requirement Review Process).

MAIN ACTIVITIES

- Streamline the Syllabi Checklist to Increase Clarity About the Learning Outcomes being Met as well as accompanying Assessment (e.g., narrative rather than checkbox/table format)
- Weekly office hours for individual faculty interested in teaching courses that meet the learning outcomes for the U.S. & Global Diversity and Inclusion requirement
- Fall workshop providing basic information about the submission of courses and learning outcomes for the U.S. & Global Diversity and Inclusion Requirement
- Review Syllabi from Multiple Departments and Submit Form C for Approval from Faculty Governance
- Meet with appropriate faculty governance bodies to explore partnership between Diversity Council Curriculum Subcommittee and Faculty Governance for Posterity. (see <https://diverse.unm.edu/assets/docs/navigating-resistance-to-anti-racist-anti-oppressive-curriculum-a-case-study-of-a-diverse-public-university-in-the-u.s-southwest>)

LONG TERM GOALS

- Explore possibility of creating the requirement for all UNM Branch Campuses and other 2-year and 4-year institutions of higher education across the state.

- Work on growing the requirement from 3 to 6 credits. The University of Pittsburgh, Emory University, California State University, Oregon State and other universities have created dedicated requirements for all undergraduates on antiracism and/or ethnic studies. Arizona University requires a total of three classes or nine undergraduate credits in equity and inclusion. We have recommend increasing the number of required credits from three to six credits in the future. It will also be important that at least three of the six credits be at the upper division.
- Develop Assessment Plan in 2023 for implementation in 2024 based on pilot during 2019-2020
- Track Student Outcomes and Impact of DEIP courses for publication in peer-reviewed journal
- Create an institutional structure that Protects the integrity and impact of the requirement for student success
- Working on an NSF Community of Practice

LEARNING & RESOURCES REPORT

The Learning and Resource Subcommittee remained engaged for FY22 and placed a hold on activity pending the development of the new website for DEI.

For FY23, the subcommittee is planning on working to enhance the new site with updated offerings and continue to inventory offerings across campus. DEI will continue to work with HR and other campus partners to develop learning opportunities to ensure a safe and healthy campus climate.

III. SCHOLARLY AND DIVERSITY EDUCATION ACTIVITIES

A. PUBLICATIONS RELEVANT TO THE WORK OF DEI

PEER-REVIEWED JOURNAL ARTICLES:

- López, N., Greenberg, M., Hutchison, E., & Zerai, A. 2021. "Inclusive Mentoring: Equity and Diversity as Practice." *The Chronicle of Mentoring and Coaching*. Special Issue 14, pp 92-99.

PEER-REVIEWED BOOK CHAPTERS

- Zerai, Assata (in press). "Teaching decolonial research methodology from a student-centered radical Black feminist orientation" in *Transforming classroom experiences for helping professions in higher education-global perspectives*. Edited by Roshini Pillay, Sharon Moonsami, and Sibusiso Mkwanzani.

- Zerai, Assata (in press). Foreword in *Dismantling Constructs of Whiteness in Higher Education: Narratives of Resistance from the Academy*. Edited by Teresa Y. Neely and Margie Montañez. New York, NY: Routledge.

PEER-REVIEWED PUBLICATIONS PUBLISHED IN 2021

- López, Nancy and Howard Hogan. 2021. "What's Your 'Street Race'? The Urgency of Critical Race Theory and Intersectionality as 'Lens' for Revisiting the U.S. Office of Management and Budget Guidelines, Census and Administrative Data in Latinx Communities and Beyond." *Genealogy*, 5 (3): 75-81.
- López, Nancy. 2021. "Race, Nation, Inequality and Resistance: An Intersectional Lens for Understanding the Politics, Policies and Consequences of Naming and Belonging," in *The Complexities of Race: Identity, Power, and Justice in an Evolving America*. Edited by Charmaine Wijeyeshinghe. New York: New York University, pp. 36-82.

PEER-REVIEWED PUBLICATIONS ACCEPTED IN 2021

- Muhammad, Michael and Nancy López. "Scholar While Black/AfricanAmericanman and Scholar While Black/AfroLatinxwoman: Theorizing Race-Gender Micro/Macro Aggressions as Covert Racist Actions for Maintaining White Domination in Academia a 'Post-Racial' Society," in *Reproducing Whiteness: Race and Social Justice in the Higher Education Workplace*. Edited by Teresa Neely and Margie Montanez. Under contract, "Series on Critical Race Studies and Multiculturalism in LIS," accepted for publication, forthcoming 2022.

IN PREPARATION

- Zerai, A., Mupawose, A., and Moonsamy, S (in preparation). *Decolonizing Methodology*. [Handbook of Social Sciences and Global Public Health](#), edited by Pranee Liamputtong.
- Zerai, Assata and Nancy López (in preparation). "Transforming Faculty Mentoring: A New Vision for Diversity, Equity and Inclusion in Academic Mentoring Programs" Chapter 12 in (Dave Law and Nora Dominguez, editors) *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*. Utah State University Press.
- Erwin, C., N. Lopez, A. Zerai, M. Jenrette, and V. Martinez. "Is Reporting Graduation by Race, Gender or First-Generation College Status Alone Enough? The Urgency of Practicing Intersectionality for Equity."

- Zerai, Assata (in preparation). “Black, LGBTQIA, and Students with Disabilities Experiencing Racial & Intersectional Microaggressions (RIMAs) at Hispanic Serving Research University.”
- Lee, Karen, Irizarry, Yasimyn, Nancy López, Ruth Zambrana, “So You Want to Make Latinx/Hispanic a Race? Multidimensional Measures for Interrogating Inequality,” in preparation for peer reviewed journal submission in August 2022 (accepted for panel at ASA 2022). In preparation for submission to sociology journal in Fall 2022.

B. SELECT CONFERENCE PRESENTATIONS

- Zerai, A. 2022. “Black, LGBTQIA, and Students with Disabilities Experiencing Racial & Intersectional Microaggressions (RIMAs) at a R1 HSI.” AERA. April 22-25, 2022.
- Zerai, A. 2021. “BIPOC, A Toolkit for Mentors to Interrupt Racial and Intersectional Microaggressions and thus Reduce Negative Impacts on Access to Higher Education for Students who are Latinx/Hispano, AAPI, Persons with Disabilities, Queer, and Transgender.” UNM Mentoring Institute. Plenary. October 2021.
- Zerai, Assata; Nancy López; Teresa Y. Neely; Heather Mechler; Mónica Jenrette. APLU Student Experience Project Convening Workshop. “Interrupting Racial & Intersectional Microaggressions (RIMAs) on Campus.” August 4, 2021
- Zerai, A. 2021. Humanities Without Walls. Marquette University and University of Illinois at Urbana-Champaign. “Implicit Bias in The Context of Career Diversity: A Conversation with Dr. Assata Zerai.” June 24, 2021.
- Zerai, A. 2021. “Influences of Radical Black Feminism, Scholar-Activism on Decolonial Research Methodology and Teaching: Lessons Learned.” Presentation to University of The Witwatersrand Umthombo Webinar Series. June 11, 2021.
- Zerai, A. 2021. “The Power of Anti-Racism and Social Justice Work on Campus: UNM’s Action Plan for Racial and Intersectional Justice.” APLU Urban Serving Universities Convening. June 3, 2021.
- Zerai, A. 2021. Humanities Research Institute, University of Illinois qt Urbana-Champaign. “Redistributive, Reciprocal, and Collaborative Projects Between Predominantly White and Minority Serving Institutions.” March 19, 2021.
- Blanco-Silva, L. and Assata Zerai. 2021 “Recognizing the Strategic Advantage of Diversity and Inclusion for University Foundation Offices.” National Association of Diversity Officers in Higher Education (NADOHE) conference March 19, 2021.

- Zerai, A. 2021. UNM-Hospital Black History Month Keynote. “The Vital Necessity for Cultivating an Equity and Inclusion Lens to Promote the Health of New Mexicans”. February 26, 2021.
- Zerai, A. 2020. Teaching Decolonial Research Methodology from a Student-centered Radical Black Feminist Orientation. Decolonizing Africana Social Sciences Panel Organizer and Presenter. African Studies Association. November 21, 2020.
- Zerai, A. 2020. “Responsible Leadership Work in Education, Research and Clinical Practice to Promote Best Practices in Recruiting, Hiring and Retaining a Diverse and Inclusive Team.” Midwives ACNM LEAD Nursing Conference. November 15, 2020.
- Zerai, A. 2020. “Radical Black Feminism, Scholar-Activism, and Decolonial Research Methodology.” UKZN Decoloniality Summer School. Durban, South Africa. January 17, 2020.
- Moletsane, Lebo, Assata Zerai, & Ronelle Carolissen. 2020. “Neoliberalism, Gender and Curriculum Transformation in Higher Education: Feminist Decoloniality as Care (FemDAC).” UKZN Decoloniality Summer School. January 17, 2020.
- Zerai, A. 2019. “African Women, ICT and Neoliberal Politics: The Challenge of Gendered Digital Divides to People-Centered Governance.” Author-Meets-Critics Session. African Studies Association November 12-14, 2019.
- Lopez, N. 2021 Organizer & Presider. Special Session. “Practicing Intersectionality for Liberation: Challenges and Possibilities,” American Sociological Association (virtual).
- Lopez, N. 2021 Organizer & Presider. Book Forum. Laura Gómez. “Inventing Latinos: A New Story of American Racism,” American Sociological Association (virtual).
- Lopez, N. 2021 Co-organizer and Facilitator. “Latinx Antiracist Feminist Liberatory Praxis” Sociologists for Women in Society (virtual).
- Lopez, N. 2021 Presenter. “Can Intersectional Analysis of Graduation Advance Race-Gender-Class Equity in Higher Education? Evidence from a Hispanic Serving Institution (HSI) in the Southwest, National Association of Diversity Officers in Higher Education, March (virtual presentation, 40 min.), <https://www.youtube.com/watch?v=caRvrK5uMZI>

For a full list, see DEI presentations, see: [DEI Presentations.xlsx](#)

C. DEI GRANT APPLICATIONS

- U.S. Department of Education Developing Hispanic Institutions. *Centering Latinx First-Generation College Students at a Hispanic Serving Research University (HSRU) in the Southwest*. PI: Assata Zerai, Ph.D.; Co-PIs: Nancy López, Ph.D.; Rosa Cervantes, M.A.; Robert Gonzalez, Ph.D.; Diane Torres-Velasquez, Ph.D.; and Lizandra Godwin, Ph.D. Project/Proposal Support Start Date (if available):

01/01/2023; Project/Proposal Support End Date (if available): 12/31/2027; Total Award Requested (including indirect costs): \$2.5M.

- New Mexico Alliance for Minority Participation, National Science Foundation. Co-Principal Investigator, Advisory Board Member, and Social Science Researcher, Assata Zerai, Ph.D. University of New Mexico. 2022-2026. \$400k.
- National Science Foundation. *Racial Equity: A New Vision for Stem Doctoral Education (RE-STEM)*. PI: Assata Zerai, Ph.D.; Co-PIs: Nancy López, Ph.D.; Melanie Moses, Ph.D.; Lizandra Godwin, Ph.D. Project/Proposal Support Start Date (if available): 01/01/2022; Project/Proposal Support End Date (if available): 06/30/2029; Total Award requested (including indirect costs): \$9.6M. Not funded.
- National Science Foundation. Innovations in Graduate Education (IGE) Program. Structural Change in PhD Social Science Programs for Broadened Impacts and Diversity: NSF IGE. PI: Julie Coonrod (Graduate Studies); Co-PI: Assata Zerai (Sociology and Division for Equity and Inclusion), and colleagues. University of New Mexico. Project/Proposal Support Start Date (if available): 07/01/2021; Project/Proposal Support End Date (if available): 06/30/2024; Total Award Amount (including Indirect Costs): \$499,769. Not funded.

C. DEI-RELEVANT COLLABORATIONS AND GRANTS

- New Mexico Alliance for Minority Participation, National Science Foundation. Co-Principal Investigator, Advisory Board Member and Social Science Researcher, Assata Zerai, Ph.D. University of New Mexico. \$2000. 2021-present.
- Indian Resource Development, New Mexico State University. \$20,000. Principal Investigator/Director” Assata Zerai, University of New Mexico.
- The Andrew W. Mellon Foundation, “Neoliberalism, Gender and Curriculum Transformation in Higher Education”. \$380,000. PI: Relebohile Moletsane (University of KwaZulu-Natal). Co-PI: Reitumetse Mabokela (University of Illinois, Urbana-Champaign, IL, USA); Co-Investigator: Assata Zerai (University of New Mexico, Albuquerque, NM USA). 2019-2023.
- “HSI Intersectionality Community of Practice for Student Success (HSI-ICPSS),” HSI Program, National Science Foundation, \$49,938, September 15, 2022-August 31, 2023. López, Nancy (PI). 2022.
- “Employing an Intersectionality Framework in Revising Office of Management and Budget Standards for Collecting Administrative Race and Ethnicity Data,”1,558,500, Co-PIs: Yasmiyn Irizarry (UT-Austin); Edward Vargas (ASU), Robert Wood Johnson Foundation, November 15, 2021-November 14, 2024. López, Nancy (PI). 2021
- “Centering Student Voice to Understand the Influence of Ethnic Studies Courses on Students’ Academic, Behavioral, and Social-Emotional Outcomes: A Cross-Case Mixed Methods Collaboration”

\$620,000, PI: Kyo Yamashiro (Loyola Marymount University); co-PIs: Kyo Yamashiro, Loyola Marymount University (LMU); Lucrecia Santibañez, University of California, Los Angeles (UCLA); Will Perez, Loyola Marymount University (LMU); Nancy López, University of New Mexico (UNM); Shiv Desai, University of New Mexico (UNM); Sade Bonilla, University of Massachusetts – Amherst (UMass Amherst); Emily K. Penner, University of California, Irvine (UC Irvine); Adriana Villavicencio, University of California, Irvine (UC Irvine); William and Flora Hewlett Foundation, June 2021-May 2023. López, Nancy (co-PI). 2021.

- López, Nancy (co-PI). 2020. “Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from Three Research Practice Partnerships,” a Mixed-Method, Multi-Site Investigation, Principal Investigator: Emily Penner (UC-Irvine), \$570,000, Co-PIs: Lucrecia Santibañez (Claremont Graduate University), Kyo Yamashiro (Loyola Marymount University); Nancy López (APS-UNM), WT Grant Foundation Reducing Inequality Initiative, July 2020-June 2022

APPENDIX

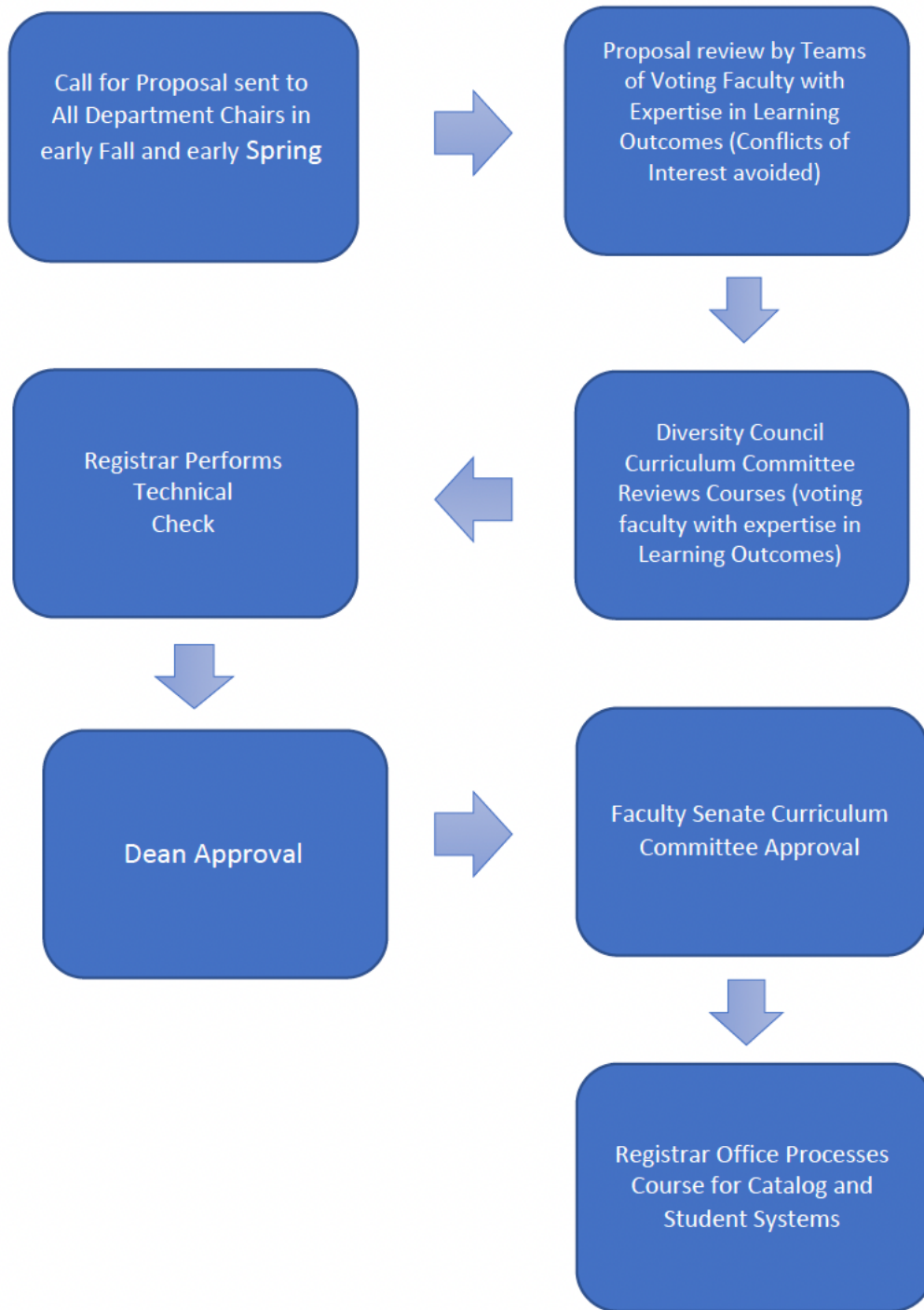
Table 1. Total doctorates earned; total number, undergraduate, and graduate program enrollment; total full-time instructional faculty; Hispanic total number of doctorates earned, Hispanic full-time graduate students, and Hispanic total full-time instructional faculty as reported by IPEDS 2021.

UnitID	Institution Name	Grand total (EF2020A All students total)	Grand total (EF2020A Full-time students Undergraduate total)	Hispanic total (EF2020A Full-time students Undergraduate total)	Hispanic total (EF2020A Full-time students Graduate)	Doctorates awarded - research/scholarship (DRVC2020)	Hispanic or Latino total (C2020 A Grand total Doctorates earned - research/scholarship First major)	Grand total (S2020_IS Full-time instructional with faculty status)	Hispanic or Latino total (S2020_IS Full-time instructional with faculty status)
104151	Arizona State University Campus Immersion	74795	57485	15108	1121	656	58	3176	252
104179	University of Arizona	45601	28556	7949	1025	435	42	2056	186
110653	University of California-Irvine	36303	28990	7336	815	420	38	2125	126
110671	University of California-Riverside	26434	22056	9144	574	272	10	1049	78
110705	University of California-Santa Barbara	26179	22480	5586	282	298	13	1097	65
110714	University of California-Santa Cruz	19161	16521	4518	245	152	10	687	72
126562	University of Colorado Denver/Anschutz Medical Campus	24723	8622	2083	472	138	14	4610	228
132903	University of Central Florida	71881	43513	12300	755	300	18	1577	123
133951	Florida International University	58836	27551	18233	3430	194	50	1398	291
145600	University of Illinois Chicago	33518	20023	6916	955	339	19	2250	163
182281	University of Nevada-Las Vegas	31142	19843	6323	560	210	22	1143	73
187985	University of New Mexico-Main Campus	22311	12124	6126	1029	198	24	1935	303
190576	CUNY Graduate School and University Center	9300	714	260	425	421	48	230	13
225511	University of Houston	47090	28966	9931	796	343	24	1330	122
227216	University of North Texas	40953	26353	7128	468	312	25	1127	79
228769	The University of Texas at Arlington	48072	19770	6249	520	205	6	1093	65
228778	The University of Texas at Austin	50476	37404	9836	1259	806	65	2801	244
228796	The University of Texas at El Paso	24879	14632	12455	950	139	63	765	282
229027	The University of Texas at San Antonio	34742	23018	13549	878	121	34	958	180
229115	Texas Tech University	40322	29010	8463	624	390	24	1763	140

Source: Integrated Postsecondary Education Data System 2022, formatted by UNM DEI

[<https://nces.ed.gov/ipeds/datacenter/Data.aspx>]. Sorted by IPEDS Unit ID.

APPENDIX A: FLOWCHART OF APPROVAL PROCESS



APPENDIX B: SIDE BY SIDE COMPARISON OF THE GENERAL EDUCATION AND DIVERSITY REQUIREMENT REVIEW PROCESS

<p>General Education Requirement (formerly called core curriculum; 31 credits/10 classes at the 1000 or 2000 level and distributed across multiple areas: Social and Behavioral Sciences; Communication; Mathematics and Statistics; Physical and Natural Sciences; Humanities; Second Language; Art and Design; Student Choice) Website: gened.unm.edu</p>	<p>U.S. & Global Diversity and Inclusion 3-credit Requirement at any level that may double count with other degree requirements including Gen Ed courses that meet learning outcomes (Proposed new name: U.S. & Global Diversity, Equity, Inclusion & Power Requirement) Website: diverse.unm.edu</p>
<p>Established in 1990s and made into statewide requirement in 2000s (? Need verification on aforementioned dates)</p>	<p>Established 2014</p>
<p>Peer Review by Individual Academic Unit</p>	<p>Peer Review by Multidisciplinary Experts from multiple colleges and departments with peer-reviewed scholarship/teaching in the learning outcomes of the requirement</p>
<p>Academic Freedom Protected by Individual Academic Unit</p>	<p>Academic Freedom Protected by Diversity Council Curriculum Committee (DCCC)</p>
<p>Assessments and APR Conducted by Individual Academic Unit</p>	<p>Assessments conducted by DCCC comprised of faculty with peer reviewed scholarship/teaching in the learning outcomes of the requirement</p>
<p>Professional Development Training and consultation conducted by Individual Academic Unit</p>	<p>Professional Development Training and outreach conducted by DCCC</p>
<p>Lifetime approval with no renewal process every six years</p>	<p>Re-evaluated for renewal every six years to assess how updated syllabi meets learning outcomes; goal cultivating a community of practice around excellence in research/teaching and rigorous curriculum review for continual improvements that advance student success</p>