The Power of Anti-Racism and Social Justice Work on Campus: UNM’s Action Plan for Building and Sustaining an Inclusive Climate

Assata Zerai, Ph.D. | Vice President for Equity and Inclusion | Professor of Sociology | she-her
University of New Mexico | 11 August 2023
Contact: zerai@unm.edu
Updates from the Division for Equity and Inclusion (DEI)

See our DEI website: diverse.unm.edu
Alliance of Hispanic Serving Research Universities (HSRU)

Data and analysis offered by Dr. Assata Zerai
Alliance of Hispanic Serving Research Universities (HSRU)
Memorandum of Understanding (MOU)

• MOU states (on page 1), "Goals ... By 2030 we will:

• Double the number of Hispanic doctoral students enrolled at our universities, and

• Increase by 20% the Hispanic professoriate in our universities.”

• See https://hsru.unm.edu/ for the full MOU.
Comparisons Among Alliance of HSRUs: Doctorates Conferred and Hispanic Students Enrolled in Graduate Programs (from IPEDS 2021)

<table>
<thead>
<tr>
<th>UnitID</th>
<th>Institution Name</th>
<th>Doctoral degrees conferred - research/scholarship (DRVC2020)</th>
<th>Doctoral degrees conferred - professional practice (DRVC2020)</th>
<th>Total number of students receiving a Doctoral degree (DRVC2020)</th>
<th>Hispanic or Latino total (C2020_A Grand total Doctoral degrees conferred - research/scholarship First major) #</th>
<th>Hispanic or Latino total (C2020_A Grand total Doctoral degrees conferred - research/scholarship First major) %</th>
<th>Hispanic total (EF2020A Full-time students Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>133851</td>
<td>Florida International University</td>
<td>194</td>
<td>365</td>
<td>559</td>
<td>50</td>
<td>9%</td>
<td>3430</td>
</tr>
<tr>
<td>228778</td>
<td>The University of Texas at Austin</td>
<td>806</td>
<td>504</td>
<td>1309</td>
<td>65</td>
<td>5%</td>
<td>1259</td>
</tr>
<tr>
<td>104151</td>
<td>Arizona State University Campus Immersion</td>
<td>656</td>
<td>252</td>
<td>908</td>
<td>58</td>
<td>6%</td>
<td>1121</td>
</tr>
<tr>
<td>187895</td>
<td>University of New Mexico-Main Campus</td>
<td>198</td>
<td>325</td>
<td>522</td>
<td>24</td>
<td>5%</td>
<td>1029</td>
</tr>
<tr>
<td>104179</td>
<td>University of Arizona</td>
<td>435</td>
<td>516</td>
<td>948</td>
<td>42</td>
<td>4%</td>
<td>1025</td>
</tr>
<tr>
<td>145600</td>
<td>University of Illinois Chicago</td>
<td>339</td>
<td>792</td>
<td>1124</td>
<td>19</td>
<td>2%</td>
<td>955</td>
</tr>
<tr>
<td>228796</td>
<td>The University of Texas at El Paso</td>
<td>139</td>
<td>26</td>
<td>165</td>
<td>63</td>
<td>38%</td>
<td>950</td>
</tr>
<tr>
<td>229027</td>
<td>The University of Texas at San Antonio</td>
<td>121</td>
<td>0</td>
<td>121</td>
<td>34</td>
<td>28%</td>
<td>878</td>
</tr>
<tr>
<td>110653</td>
<td>University of California-Irvine</td>
<td>420</td>
<td>233</td>
<td>650</td>
<td>38</td>
<td>6%</td>
<td>815</td>
</tr>
<tr>
<td>225511</td>
<td>University of Houston</td>
<td>343</td>
<td>467</td>
<td>810</td>
<td>24</td>
<td>3%</td>
<td>796</td>
</tr>
<tr>
<td>132903</td>
<td>University of Central Florida</td>
<td>300</td>
<td>166</td>
<td>466</td>
<td>18</td>
<td>4%</td>
<td>755</td>
</tr>
<tr>
<td>229115</td>
<td>Texas Tech University</td>
<td>390</td>
<td>127</td>
<td>517</td>
<td>24</td>
<td>5%</td>
<td>624</td>
</tr>
<tr>
<td>110671</td>
<td>University of California-Riverside</td>
<td>272</td>
<td>69</td>
<td>341</td>
<td>10</td>
<td>3%</td>
<td>574</td>
</tr>
<tr>
<td>182281</td>
<td>University of Nevada-Las Vegas</td>
<td>210</td>
<td>205</td>
<td>415</td>
<td>22</td>
<td>5%</td>
<td>560</td>
</tr>
<tr>
<td>228769</td>
<td>The University of Texas at Arlington</td>
<td>205</td>
<td>60</td>
<td>265</td>
<td>6</td>
<td>2%</td>
<td>520</td>
</tr>
<tr>
<td>126552</td>
<td>University of Colorado Denver/Anschutz Medical Campus</td>
<td>138</td>
<td>559</td>
<td>697</td>
<td>14</td>
<td>2%</td>
<td>472</td>
</tr>
<tr>
<td>227216</td>
<td>University of North Texas</td>
<td>312</td>
<td>13</td>
<td>325</td>
<td>25</td>
<td>8%</td>
<td>468</td>
</tr>
<tr>
<td>190576</td>
<td>CUNY Graduate School and University Center</td>
<td>421</td>
<td>14</td>
<td>435</td>
<td>48</td>
<td>11%</td>
<td>425</td>
</tr>
<tr>
<td>110708</td>
<td>University of California-Santa Barbara</td>
<td>298</td>
<td>0</td>
<td>298</td>
<td>13</td>
<td>4%</td>
<td>282</td>
</tr>
<tr>
<td>110714</td>
<td>University of California-Santa Cruz</td>
<td>152</td>
<td>0</td>
<td>152</td>
<td>10</td>
<td>7%</td>
<td>245</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System 2022, formatted by DEI [https://nces.ed.gov/ipeds/datacenter/Data.aspx]
Sorted by Total Full time Hispanic Graduate Students
HSRU Goal to double total number of Hispanic doctoral students enrolled

<- UNM is among top 4 of 20 institutions in enrolling Latinx full-time graduate students (number).
According to currently stated HSRU goals, UNM is expected to increase Hispanic tenure-system faculty (assistant, associate and full profs) by 20% by 2030 (from 303 to 363.6%). We currently top all 20 institutions in our numbers of assistant & associate professors.
UNM 2040; Faculty Justice, Equity, Accessibility, Diversity, & Inclusion (JEADI); & HSRU: Opportunities to Streamline our Goals

• Faculty Diversity & Inclusive Excellence programs
  • 10 postdocs hired so far
  • 5 converted to assistant professor
  • One postdoc is not returning
  • In response to recent SCOTUS decision, we are revising the program: *more to come!*

• Making progress on overall goals to increase URM faculty diversity (see OIA website)

• Will continue to provide resources to increase faculty diversity & success (DiversityEdu, NCFDD/FSP, IE postdoc & hiring programs) & develop diversity interview Qs and rubric for evaluating evidence of a demonstrated commitment to diversity

• Graduate Student Diversity: we will track this and work with deans to set goals that align with HSRU. Will recommend doubling of all URM doctoral students (depending upon current numbers). We are awaiting post-SCOTUS Affirmative Action in Admissions decision guidance from the DOJ and DOE before launching this new program.
Being an MSI in a research-intensive context is about our students, our values, and it is about our scholarship.

Plan for Faculty Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI)

1. LEAD Council of Associate Deans for Diversity from each academic college
2. Faculty composition goal setting and dashboard
3. Inclusive Excellence Postdoc and Visiting Scholars Program (Main/ABQ Campus)
4. Raising awareness of and how to lessen impact of implicit bias and create more diversity-competent faculty searches: DiversityEdu (Main/ABQ Campus)
5. Non-Competitive Hires (new–Main/ABQ Campus) & Dual-Career Academic Couples Hiring Programs (pending-Main/ABQ Campus)
6. Professional development and work-life balance: NCFDD institutional membership and FSP scholarships
### Underrepresented Racial/Ethnic Minority and Women Tenure-System Faculty
#### Fall 2019 IPEDS Peer Comparisons

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Grand Total</th>
<th>Women %</th>
<th>Women Rank</th>
<th>American Indian or Alaska Native %</th>
<th>American Indian or Alaska Native Rank</th>
<th>Black or African American %</th>
<th>Black or African American Rank</th>
<th>Hispanic or Latino %</th>
<th>Hispanic or Latino Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University-Tempe</td>
<td>1383</td>
<td>35.5%</td>
<td>6</td>
<td>1.4%</td>
<td>2</td>
<td>2.3%</td>
<td>9</td>
<td>7.5%</td>
<td>7</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>1547</td>
<td>40%</td>
<td>4</td>
<td>0.8%</td>
<td>4</td>
<td>2.1%</td>
<td>11</td>
<td>11.4%</td>
<td>1</td>
</tr>
<tr>
<td>University of California-Riverside</td>
<td>824</td>
<td>20%</td>
<td>18</td>
<td>0.5%</td>
<td>7</td>
<td>1.7%</td>
<td>15</td>
<td>3.1%</td>
<td>18</td>
</tr>
<tr>
<td>University of Colorado Denver/Anschutz Medical Campus</td>
<td>2606</td>
<td>91%</td>
<td>1</td>
<td>0.7%</td>
<td>6</td>
<td>2.5%</td>
<td>8</td>
<td>9.5%</td>
<td>4</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>1212</td>
<td>32%</td>
<td>8</td>
<td>0.4%</td>
<td>10</td>
<td>1.5%</td>
<td>17</td>
<td>5.4%</td>
<td>10</td>
</tr>
<tr>
<td>Florida International University</td>
<td>709</td>
<td>18%</td>
<td>19</td>
<td>0.2%</td>
<td>16</td>
<td>2.6%</td>
<td>7</td>
<td>6.1%</td>
<td>9</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>1326</td>
<td>33%</td>
<td>7</td>
<td>0.1%</td>
<td>19</td>
<td>2.0%</td>
<td>12</td>
<td>4.2%</td>
<td>14</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>1180</td>
<td>29%</td>
<td>10</td>
<td>0.4%</td>
<td>8</td>
<td>3.0%</td>
<td>5</td>
<td>3.3%</td>
<td>16</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>903</td>
<td>24%</td>
<td>15</td>
<td>0.4%</td>
<td>9</td>
<td>2.8%</td>
<td>6</td>
<td>3.0%</td>
<td>19</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>1059</td>
<td>24%</td>
<td>14</td>
<td>0.3%</td>
<td>11</td>
<td>1.6%</td>
<td>16</td>
<td>3.4%</td>
<td>15</td>
</tr>
<tr>
<td>University of Nevada-Las Vegas</td>
<td>675</td>
<td>17%</td>
<td>20</td>
<td>0.3%</td>
<td>12</td>
<td>2.2%</td>
<td>10</td>
<td>2.7%</td>
<td>20</td>
</tr>
<tr>
<td>University of New Mexico-Main Campus</td>
<td>844</td>
<td>27%</td>
<td>11</td>
<td>2.0%</td>
<td>1</td>
<td>0.8%</td>
<td>21</td>
<td>8.3%</td>
<td>6</td>
</tr>
<tr>
<td>New Mexico State University-Main Campus</td>
<td>493</td>
<td>14%</td>
<td>22</td>
<td>0.3%</td>
<td>13</td>
<td>0.7%</td>
<td>22</td>
<td>5.4%</td>
<td>11</td>
</tr>
<tr>
<td>Oklahoma State University-Main Campus</td>
<td>863</td>
<td>21%</td>
<td>17</td>
<td>0.7%</td>
<td>5</td>
<td>1.5%</td>
<td>18</td>
<td>1.8%</td>
<td>23</td>
</tr>
<tr>
<td>University of Oklahoma-Norman Campus</td>
<td>944</td>
<td>24%</td>
<td>16</td>
<td>1.2%</td>
<td>3</td>
<td>1.5%</td>
<td>19</td>
<td>2.1%</td>
<td>22</td>
</tr>
<tr>
<td>The University of Tennessee-Knoxville</td>
<td>1132</td>
<td>30%</td>
<td>9</td>
<td>0.1%</td>
<td>20</td>
<td>3.3%</td>
<td>4</td>
<td>3.3%</td>
<td>17</td>
</tr>
<tr>
<td>University of Houston</td>
<td>1027</td>
<td>25%</td>
<td>12</td>
<td>0.1%</td>
<td>21</td>
<td>3.6%</td>
<td>3</td>
<td>6.2%</td>
<td>8</td>
</tr>
<tr>
<td>Texas A &amp; M University-College Station</td>
<td>2077</td>
<td>44%</td>
<td>3</td>
<td>0.3%</td>
<td>14</td>
<td>5.4%</td>
<td>2</td>
<td>9.0%</td>
<td>5</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>593</td>
<td>14%</td>
<td>21</td>
<td>0.1%</td>
<td>22</td>
<td>1.9%</td>
<td>13</td>
<td>2.2%</td>
<td>21</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>1795</td>
<td>46%</td>
<td>2</td>
<td>0.2%</td>
<td>17</td>
<td>5.8%</td>
<td>1</td>
<td>10.0%</td>
<td>2</td>
</tr>
<tr>
<td>The University of Texas at El Paso</td>
<td>489</td>
<td>11%</td>
<td>23</td>
<td>0.0%</td>
<td>23</td>
<td>0.7%</td>
<td>23</td>
<td>9.7%</td>
<td>3</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>1070</td>
<td>26%</td>
<td>13</td>
<td>0.2%</td>
<td>18</td>
<td>1.9%</td>
<td>14</td>
<td>5.4%</td>
<td>12</td>
</tr>
<tr>
<td>University of Utah</td>
<td>1611</td>
<td>40%</td>
<td>5</td>
<td>0.3%</td>
<td>15</td>
<td>1.2%</td>
<td>20</td>
<td>4.8%</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26362</strong></td>
<td><strong>36%</strong></td>
<td><strong>N/A</strong></td>
<td><strong>0.6%</strong></td>
<td><strong>N/A</strong></td>
<td><strong>2.8%</strong></td>
<td><strong>N/A</strong></td>
<td><strong>6.7%</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

Source: 2019 IPEDS; Formatting and ranks added by DEI
Resources from the Division for Equity and Inclusion

...to assist you and your faculty, students & staff.

Please see DEI’s department chairs website. Contents and link:

Resources for faculty ABQ-main, branches, HSC):
- National Center for Faculty Development and Diversity (NCFDD) & the NCFDD Faculty Success Program (FSP-main and HSC only)
- Inclusive Excellence Postdoctoral and Visiting Scholars Program
- Supporting Faculty with Disabilities

Resources for chairs, deans, and targets of web-based incidents
- Resources for Department Chairs assisting Scholars Targeted in Doxing and Trolling Incidents
- Resources for Scholars Targeted in Doxing and Trolling Incidents

Resources for your students (ABQ-main, branches, HSC):
- New Mexico Alliance for Minority Participation (NM-AMP) info

Resources for students, faculty & staff (ABQ-main, branches, HSC):
- The Staff-Faculty Wayfinder Website
- Alliance of Hispanic Serving Research Universities
- RIMA Upstanders’ Toolkit
- LGBTQ Resource Center
- UNM Campus Climate Surveys

VPEI contact: zeral@unm.edu and website diverse.unm.edu. Please reach out to me; I am here to support you!
UNM Inclusive Excellence Postdoctoral and Visiting Scholars Program. Note: In response to the recent SCOTUS decision, we are reimagining this program. Stay tuned: Details will be released in September 2023.

Tentative Deadlines:

- Round 1: 24 January 2024
- Round 2: 4 April 2024

Review checklist for nomination packets

- Mentoring plan is primary criterion
- NCFDD tools such as mentoring map
- [https://diverse.unm.edu/postvschecklist.pdf](https://diverse.unm.edu/postvschecklist.pdf)

Rubric for evaluating candidates

- [https://diverse.unm.edu/resources/postdoc.html](https://diverse.unm.edu/resources/postdoc.html)
- LEAD members will select candidates
- One vote per college
  (main campus) + VPEI
All are encouraged to join the National Center for Faculty Development and Diversity (NCFDD): for ABQ-main, branches, HSC

- NCFDD provides resources and support for extraordinary research productivity and work-life balance.
- Available to Main/ABQ; HSC; Branch Campuses
- To claim individual membership: facultydiversity.org/join
DEI Scholarships to Main/ABQ and HSC for the NCFDD Faculty Success Program: Summer & Fall 2024 & Spring 2025

- The NCFDD Faculty Success Program (FSP) is an intense, 12-week, online-based program
- Designed to transform the personal & professional lives of participants, FSP provides strategies to:
  - increase research productivity
  - gain better control of their time
  - live a full & healthy life beyond campus
- FSP scholarship applications will be accepted from tenure system faculty on main campus and HSC who are active NCFDD members
- DEI is providing up to $2,125 per person in funding assistance for up to six recipients to participate in this program.

- Applications to DEI are due by **February 24** (for summer 2024) or are due **May 10** (for fall 2024 or spring 2025).

- FSP Scholarship deadlines for 2024-25:
  - **February 24, 2024** for Summer 2024
  - **May 10, 2024** for Fall 2024, or Spring 2025
- Link to apply: [https://diverse.unm.edu/resources/faculty/ncfddfacultysuccessprogram.html](https://diverse.unm.edu/resources/faculty/ncfddfacultysuccessprogram.html)
- Faculty will be required to pay for the difference of the remaining tuition cost, through matching funds, which may come from the faculty member’s home department, college, their start-up funds, or other sources.
Preventing and Addressing Zoom Bombing, Trolling, Doxing and other Web threats: ABQ-main, branches, HSC

• Malicious acts on the internet are real threats to intellectual freedom and the safety and security for our Lobo community.

• Emboldened by the relative anonymity of the internet and enabled by access to systems that do not require authentication to share video, text, and images, these acts are typically perpetrated by people outside of the UNM community who want to disrupt events and prevent the free exchange of ideas.

• DEI and Academic Affairs have partnered with UNM-IT to provide resources to prevent and address such threats.

• Department Chairs and Deans are expected to provide support to their faculty, students and staff who have been targets.

• Helpful links: https://webmeetings.unm.edu/online-safety/index.html
  https://webmeetings.unm.edu/online-safety/responding-to-incidents.html
Enhancing our Inclusive Culture at UNM

- Addressing bullying and harassment
- Climate surveys of students, faculty and students every 4 years to document troubling patterns and provide evidence of improvement in climate
- Addressing built and virtual environment (new university seal, library mural, building names)
- Workshops offered to university students, faculty, and staff on six campuses (main, branches and health sciences)
LGBTQ Resource Center

- Confidential advocacy
- Notable Programs
  - HIV Testing
  - Counseling
- Student Peer Groups
- Safe Zone Workshops
- Services for students, faculty and staff
- See: lgbtqrc.unm.edu
The Staff and Faculty Wayfinder Website

Wayfinder
A Resource Navigator for UNM Staff and Faculty
AVP Liz Hutchison – Portfolio in DEI
(History/Faculty Governance/Faculty SAFE/Feminist Research Institute)

AVP Hutchison promotes inclusive climate and improving response to sexual harassment by:
- Working with DEI and other campus units to promote improvements in campus climate;
- Leading UNM’s participation in the National Academies for Science, Engineering and Medicine’s Action Collaborative for Preventing Sexual Harassment in Higher Education
- Improving support to faculty and staff who experience bullying, discrimination, and sexual harassment
The Staff and Faculty Wayfinder Website

**way·find·er** /ˈwāˌfindər/ n (1854) 1 : a sign, landmark, or other indicator used to assist people in navigating to a particular location. 2 : a person navigating to a particular location.
Wayfinder: Research Foundations

• **University websites**: Cause further harm to targets of sexual harassment (Kennon, 2020; Dietkus, 2022)
• **Social support for targets**: Effective institutional response to sexual harassment requires providing information and support (NASEM Report, 2018; Smith and Freyd, 2014; Cortina and Magley, 2003)
• **Harm to specific communities**: Experience higher rates of misconduct, may face additional barriers to reporting misconduct and seeking support (Brubaker, 2017; Cantalupo, 2019; Gómez, 2021)
• **Conflict resolution**: Reduce barriers to navigating conflict by offering multiple access points, confidential resources, and control over pathways (SPIDR, 2001; Rowe & Bendersky, 2002; Wood, Voth Schrag, Hairston & Jones 2019; Ahmed, 2021)
Wayfinder: Design Goals

- **User-centered**: build user self-efficacy by enhancing control, building knowledge about available options for getting support or making reports
- **Private**: address user concerns about confidentiality, retaliation and further harm
- **Intersectional**: address users’ experience of different but simultaneous harms, showing how and where the university may support and address their effects
- **Trauma-informed**: Jargon-free text, minimal “clicks,” exit and confidential resource buttons
Wayfinder: Development and Evaluation

June-October, 2022: Usability Studies
• Where targets could go for information, support, and/or to report their experience, and
• University policies or other guidelines that might apply to the situation described.

November-December, 2022: Approvals
• 14 Campus Partners (CEEO, HR, AF&T, etc.)
• Usability and Accessibility

2023: Launch, Outreach and Evaluation
Using the Staff and Faculty Wayfinder

Wayfinder

A Resource Navigator for UNM Staff and Faculty. Visit Wayfinder.unm.edu.
Discussion of Case Studies

1. Did you find places this person could go to get help or take further action?
2. Which of these actions would protect the user’s confidentiality, and which would trigger a university response?
3. Where might you, as Chair or Director, report the incident or seek additional guidance and support?
More Information

Information and References:
https://diverse.unm.edu/jeadi-action-plan/wayfinder.html


Email contact: Liz Hutchison, ehutch@unm.edu
Enhancing our Inclusive Culture at UNM: Recent Surveys

- Racial and Intersectional Microaggressions (RIMA) Survey (administered to all grad and undergrad students at six campuses, Spring 2021)
- LGBTQ Resource Center Survey to faculty and staff (administered Spring 2022)
- Survey to Faculty with Disabilities (administered fall 2022)
- UNM Campus Climate Surveys (main and branches) to UNM Faculty (administered mid-late Fall 2022); Staff (administered January-February 2023); Students (administered March-April 2023)
Faculty With Disabilities Survey

- We are available to share results from the Survey for Faculty with Disabilities administered fall 2022. For more information and a printable version, go to https://campusclimate.unm.edu/faculty-with-disabilities-survey/index.html.

- By completing this survey, respondents helped the Division for Equity and Inclusion (DEI) to better understand the diversity of disability among faculty at UNM, such as
  - cognitive disabilities (e.g., dyslexia),
  - emotional disabilities (e.g., anxiety disorder),
  - mental disabilities (e.g., depression),
  - physical disabilities (e.g., wheelchair use),
  - sensorial disabilities (e.g., Deafness), and
  - chronic health disabilities (e.g., Crohn’s disease), as well as
  - combinations of the above (e.g., traumatic brain injury).

- Respondents also assisted DEI efforts to identify the sources of harassment and bullying of faculty with disabilities, to improve university resources and working conditions for disabled faculty, and to advance its mission of widespread cultural change around disability in higher education.

What is your experience of being a disabled faculty member at UNM?
More information about the RIMA survey and how to interrupt microaggressions

UNM RIMA Survey Website: campusclimate.unm.edu/initiatives/rimasurvey.html

- Interrupting Microaggressions Toolkit: https://diverse.unm.edu/assets/docs/handouts-11062020.pdf

- SOGIE Microaggressions: Overview https://diverse.unm.edu/resources/handouts.html

- Presentation on RIMAs & Implicit Bias: https://diverse.unm.edu/assets/docs/essdeipresentation11062020.pdf

- Dr. Sue on PBS News Hour https://www.pbs.org/newshour/show/how-unintentional-but-insidious-bias-can-be-the-most-harmful
Additional Resources from UNM DEI+


- LGBTQRC.UNM.EDU

- LGBTQRC.UNM.EDU Confidential Advocate

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

- Disability 101 Employment Policies and Etiquette
Terms used interchangeably, acronyms and relevant notes

- Asian/Asian American and Pacific Islander (AAPI) – includes Asian, Asian American, and Hawai’ian students unless otherwise indicated
- Black, African American – includes Black people of African descent
- Black, Indigenous, and People of Color (BIPOC), also includes Latinx/Hispano, Asian American and Pacific Islander, and Multiracial individuals
- Diversity, Equity, Accessibility, & Inclusion (DEAI)
- Indigenous, Native American, American Indian – used interchangeably
- Liaisons for Equity, Advocacy & Diversity (LEAD) Council of associate deans for diversity
- Office of Institutional Analytics (OIA)
- Persons with Disabilities (PWD); includes physical, emotional, cognitive, and/or sensory disabilities
- Sexual Orientation, Gender Identity and Expression (SOGIE)
- Note: presentation references available upon request