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

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University of New Mexico | 11 August 2023

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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)

UnitID	Institution Name	Doctoral degrees conferred - research/ scholarship (DRVC2020)	Doctoral degrees conferred - professional practice (DRVC2020)	Total number of students receiving a Doctoral degree (DRVC2020)	Hispanic or Latino total (C2020_A Grand total Doctoral degrees conferred - research/ scholarship First major) #	Hispanic or Latino total (C2020_A Grand total Doctoral degrees conferred- research/ scholarship First major) %	Hispanic total (EF2020A Full-time students Graduate)
133951	Florida International University	194	365	559	50	9%	3430
228778	The University of Texas at Austin	806	504	1309	65	5%	1259
104151	Arizona State University Campus Immersion	656	252	908	58	6%	1121
187985	University of New Mexico-Main Campus	198	325	522	24	5%	1029
104179	University of Arizona	435	516	948	42	4%	1025
145600	University of Illinois Chicago	339	792	1124	19	2%	955
228796	The University of Texas at El Paso	139	26	165	63	38%	950
229027	The University of Texas at San Antonio	121	0	121	34	28%	878
110653	University of California-Irvine	420	233	650	38	6%	815
225511	University of Houston	343	467	810	24	3%	796
132903	University of Central Florida	300	166	466	18	4%	755
229115	Texas Tech University	390	127	517	24	5%	624
110671	University of California-Riverside	272	69	341	10	3%	574
182281	University of Nevada-Las Vegas	210	205	415	22	5%	560
228769	The University of Texas at Arlington	205	60	265	6	2%	520
126562	University of Colorado Denver/Anschutz Medical Campus	138	559	697	14	2%	472
227216	University of North Texas	312	13	325	25	8%	468
190576	CUNY Graduate School and University Center	421	14	435	48	11%	425
110705	University of California-Santa Barbara	298	0	298	13	4%	282
110714	University of California-Santa Cruz	152	0	152	10	7%	245

<- UNM is among top 4 of 20 institutions in enrolling Latinx full-time graduate students (number).

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

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.

HSRU Institution Name	Grand total (S2020_IS Full-time instructional with faculty status)	Hispanic or Latino total (S2020_IS Full-time instructional with faculty status)	Grand total (S2020_IS Full-time instructional professors)	Hispanic or Latino total (S2020_IS Full-time instructional professors)	Grand total (S2020_IS Full-time instructional associate professors)	Hispanic or Latino total (S2020_IS Full-time instructional associate professors)	Grand total (S2020_IS Full-time instructional assistant professors)	Hispanic or Latino total (S2020_IS Full-time instructional assistant professors)	Hispanic or Latino total (full-time instructional with faculty status): Expected by 2030 (20% increase)
University of New Mexico-Main Campus	1935	303	481	45	534	85	641	115	363.6
Florida International University	1398	291	295	46	357	41	299	71	349.2
The University of Texas at El Paso	765	282	162	41	180	63	133	32	338.4
Arizona State University Campus Immersion	3176	252	825	70	754	66	684	53	302.4
The University of Texas at Austin	2801	244	979	66	521	46	372	44	292.8
University of Colorado Denver/ Anschutz Medical Campus	4610	228	689	30	951	63	1231	57	273.6
University of Arizona	2056	186	784	48	524	48	497	48	223.2
The University of Texas at San Antonio	958	180	259	41	227	34	232	49	216
University of Illinois Chicago	2250	163	573	33	609	52	748	58	195.6
Texas Tech University	1763	140	403	22	379	36	300	21	168
University of California-Irvine	2125	126	932	50	410	19	472	39	151.2
University of Central Florida	1577	123	359	24	390	25	350	26	147.6
University of Houston	1330	122	441	32	354	41	217	16	146.4
University of North Texas	1127	79	327	19	247	21	214	15	94.8
University of California-Riverside	1049	78	374	15	244	22	289	23	93.6
University of Nevada-Las Vegas	1143	73	310	14	248	12	166	17	87.6
University of California-Santa Cruz	687	72	302	21	121	18	142	20	86.4
The University of Texas at Arlington	1093	65	241	9	206	13	187	13	78
University of California-Santa Barbara	1097	65	505	32	162	14	215	13	78
CUNY Graduate School and University Center	230	13	150	6	50	3	25	4	15.6

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

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

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: zerai@unm.edu and website diverse.unm.edu. *Please reach out to me; I am here to support you!*

UNM DIVISION FOR EQUITY & INCLUSION

call for NOMINATIONS

2024-2025
Inclusive Excellence Postdoctoral & Visiting Scholars Program

The University of New Mexico's Inclusive Excellence Postdoctoral and Visiting Scholars Program (IEPVSP) is available to support up to three postdoctoral fellow, research associate, or visiting scholar positions that would enhance racial/ethnic diversity on main campus. Candidates must be nominated by UNM main campus tenure-granting academic units that wish to hire them for 12-month appointments. Candidates may not apply directly.

The goal is to identify individuals from **u**nderrepresented **r**acial/ethnic **m**inority (URM) groups (i.e., African American/Black, American Indian/Indigenous, and Latinx), or women traditionally underrepresented in STEM (mathematical and physical sciences or engineering), who are potential candidates for main campus tenure-track faculty appointments that would contribute to diversity and strategic hiring goals.

Departments are expected to mentor and support high-potential candidates to prepare them for tenure track assistant professor appointments at UNM. In addition, departments on main campus will be encouraged to apply for DEI funding for hiring URM tenure-system faculty after candidates' successful completion of the Inclusive Excellence Postdoc & Visiting Scholars Program.

Stipend
- The stipend for the 2024-25 Academic Year is $50,000 (for a 12-month appointment). Academic units will cover fringe benefits and can provide supplemental funds.
- An additional $2,000 is provided for research, travel, and related expenses, and academic units can provide additional funds. Moving funds are not provided.
- If needed, funding for legal assistance associated with immigration is the responsibility of the academic unit. DEI will not be responsible for immigration paperwork.

Visit: https://diverse.unm.edu/resources/postdoc.html
Questions: diverse@unm.edu

Guidelines/Eligibility
- Must be nominated by a tenure-granting UNM main campus academic unit.
- Nominee must have obtained Ph.D. or terminal degree from an accredited institution, prior to July 1, 2024.
- Nominee must demonstrate promise for a tenure-track appointment at UNM.
- Recipients must be in residence full-time for the duration of the award period.
- Postdoctoral fellows or Scholars are recommended to teach a maximum of one course annually, at the discretion of the department.
- Postdoctoral fellows or Scholars are appointed for one year with possibility for a second year. In the final year of postdoctoral fellowship/visiting scholars program, the unit (or units) will undertake a rigorous review of the candidate's qualifications for a tenure-track position.
- IE Postdocs/Scholars, identified through a national search and subsequently recommended by the department for a tenure-track faculty position, may be eligible for bridge funding.
- Due to limited funding, individuals who have received DEI support as postdocs or graduate fellows in the past do not qualify.

2024 Nomination Deadlines
Round 1 - January 24, 2024
Round 2 - April 4, 2024
12:00pm

Division for Equity & Inclusion

IE Postdoc and Visiting Scholars Program 5.10.2022

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

✓Rubric for evaluating candidates
- https://diverse.unm.edu/resources/postdoc.html
- LEAD members will select candidates
- One vote per college (main campus) + VPEI

UNM

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

Development & Diversity

WE ARE AN NCFDD INSTITUTIONAL MEMBER!

ON DEMAND ACCESS TO THE MENTORING, ACCOUNTABILITY, AND SUPPORT YOU NEED TO THRIVE IN THE ACADEMY.

CREATE YOUR FREE NCFDD ACCOUNT

1. Visit facultydiversity.org/join.
2. Select your institution from the dropdown menu.
3. On the institution's landing page, click "Activate My Membership."
4. Complete the Registration Form using your institution email address (you@yourschool.edu)
5. Go to your email and click "Activate Account" in the confirmation email.

AS A MEMBER, YOU CAN ACCESS:

- The Monday Motivator delivered to inbox weekly
- Monthly Core Curriculum webinars
- Guest Expert Webinars
- Multi-Week Web Courses
- NCFDD's library of all previous webinars
- 14-Day Writing Challenges with WriteNow accountability tracking
- Peer-mentor ("buddy") matches by request
- Dissertation Success Curriculum for advanced graduate students
- Discussion forums with moderated monthly writing challenges
- Free Faculty Success Program (FSP) Alumni

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
  - 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
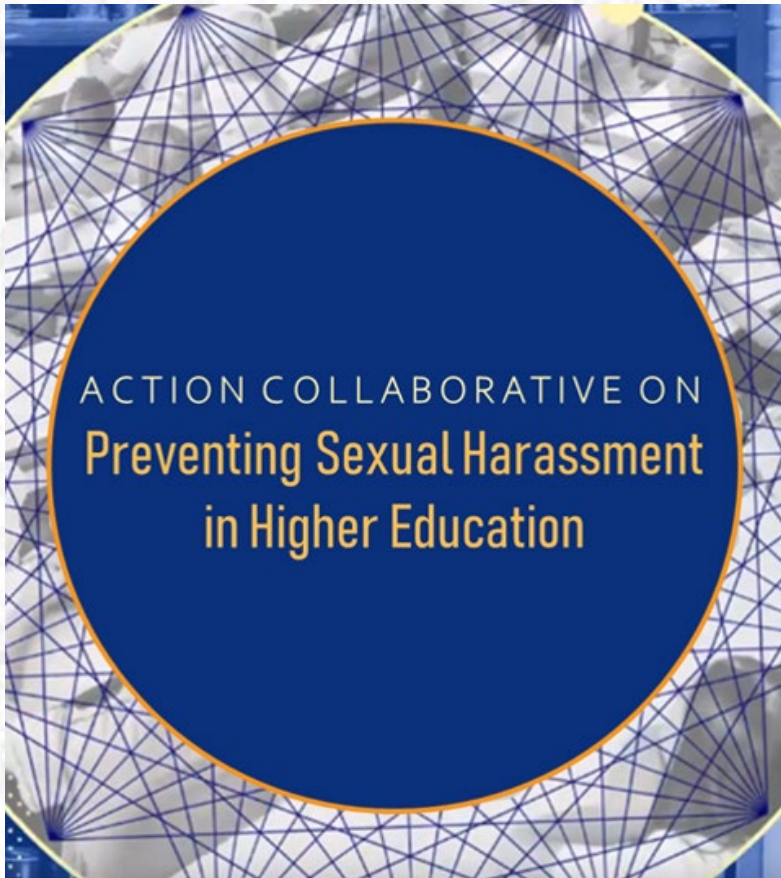
The Staff and Faculty Wayfinder Website

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 / ˈwā͟ˌfīndər/ *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

- <u>University websites</u>: Cause further harm to targets of sexual harassment (Kennon, 2020; Dietkus, 2022)
- <u>Social support for targets</u>: Effective institutional response to sexual harassment requires providing information and support (NASEM Report, 2018; Smith and Freyd, 2014; Cortina and Magley, 2003)
- <u>Harm to specific communities</u>: Experience higher rates of misconduct, may face additional barriers to reporting misconduct and seeking support (Brubaker, 2017; Cantalupo, 2019; Gómez, 2021)
- <u>Conflict resolution</u>: 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

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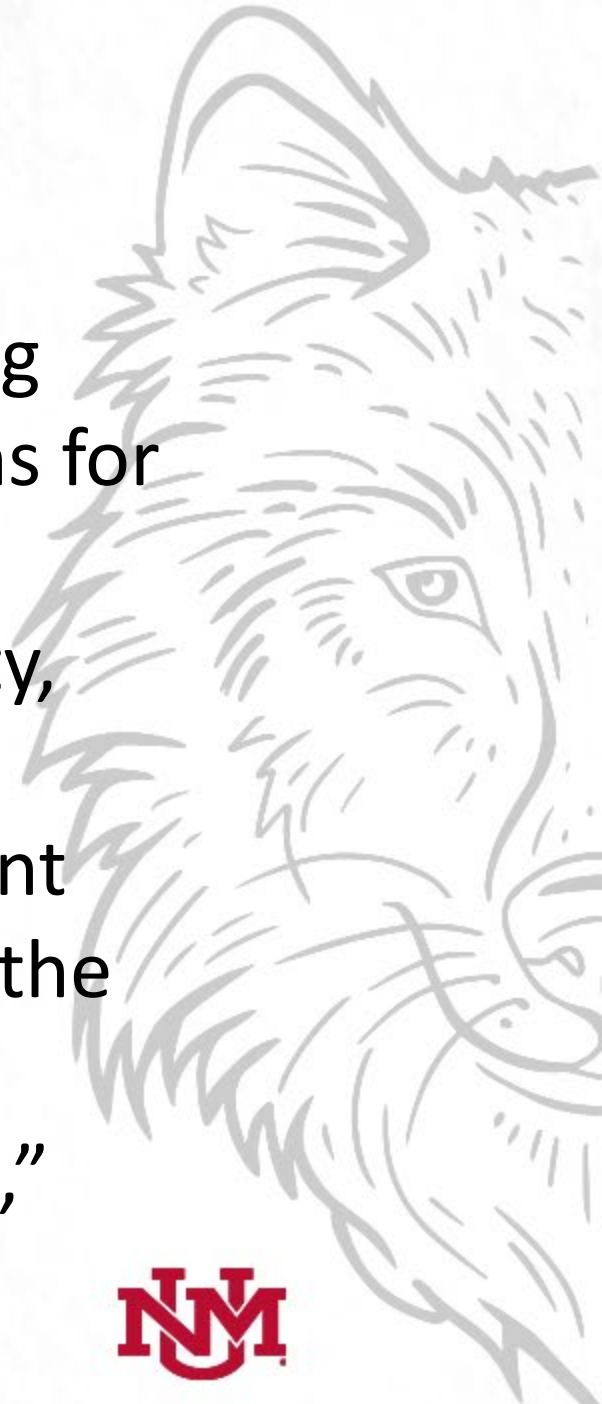
Wayfinder: Development and Evaluation

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

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

UCAM Story: http://news.unm.edu/news/new-website-designed-to-help-unm-staff-and-faculty-get-help-when-they-experience-harm

Email contact: Liz Hutchison, ehutch@unm.edu

Supplemental Slides

Additional Resources

Enhancing our Inclusive Culture at UNM: Recent Surveys

- o Racial and Intersectional Microaggressions (RIMA) Survey (administered to all grad and undergrad students at six campuses, Spring 2021)
- o LGBTQ Resource Center Survey to faculty and staff (administered Spring 2022)
- o Survey to Faculty with Disabilities (administered fall 2022)
- o 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/essdeipresentation1106202
  0.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+

- DallaPiazza, M. et al 2018. Exploring Racism and Health: An Intensive Interactive: Session for Medical Students
  - https://www.mededportal.org/doi/10.15766/mep_2374-8265.10783

- 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 https://www.ncsl.org/research/labor-and-employment/disability-101-employment-policies-and-etiquette.aspx

Terms used interchangeably, acronyms and relevant notes

- Asian/**A**sian **A**merican and **P**acific **I**slander (**AAPI**) – includes Asian, Asian American, and Hawai'ian students unless otherwise indicated
- Black, African American – includes Black people of African descent
- **B**lack, **I**ndigenous, and **P**eople **o**f **C**olor (**BIPOC**), also includes Latinx/Hispano, Asian American and Pacific Islander, and Multiracial individuals
- **D**iversity, **E**quity, **A**ccessibility, & **I**nclusion (**DEAI**)
- Indigenous, Native American, American Indian – used interchangeably
- **L**iaisons for **E**quity, **A**dvocacy & **D**iversity (**LEAD**) Council of associate deans for diversity
- **O**ffice of **I**nstitutional **A**nalytics (**OIA**)
- **P**ersons **w**ith **D**isabilities (**PWD**); includes physical, emotional, cognitive, and/or sensory disabilities
- **S**exual **O**rientation, **G**ender **I**dentity and **E**xpression (**SOGIE**)
- **URM**: Underrepresented Racial/Ethnic Minorities: American Indian, Black, Hispanic/Latina/o/x. See NSF: https://www.nsf.gov/statistics/2017/nsf17310/digest/glossary-and-key-to-acronyms/
- Note: presentation references available upon request

Action Collaborative on Preventing Sexual Harassment in Higher Education

RIMA SURVEY RESULTS

HOW TO INTERRUPT RACIAL AND INTERSECTIONAL MICROAGGRESSIONS

BECOMING AN UPSTANDER!*

*Being an upstander means acknowledging experiences of individuals experiencing RIMAs and offering to serve as an ally and advocate.

Upstander Workshops

UNM

DIVISION FOR EQUITY & INCLUSION

505.277.1238
DIVERSE.UNM.EDU

Institute for Study of Race and Social Justice

LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

Men of Color Initiative (MOCI)

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