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 | 29 August 2023
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Updates from the Division for Equity and Inclusion (DEI)

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

Data and analysis offered by Dr. Assata Zerai
With support from Ms. Mónica Jenrette
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.
## Fall 2021: Doctoral Degrees Conferred to Hispanic Students: HSRU Comparisons

<table>
<thead>
<tr>
<th>Unit Id</th>
<th>Institution Name</th>
<th>Doctoral degrees conferred - research/scholar ship</th>
<th>Doctoral degrees conferred - professional practice</th>
<th>Total number of students receiving a Doctoral degree</th>
<th>Hispanic or Latino total (Doctoral degrees conferred - research/scholar ship First major)#</th>
<th>Hispanic or Latino total (Doctoral degrees conferred - research/scholar ship First major)%</th>
<th>Fall 2020 Hispanic total (Full-Time Students Graduate)</th>
<th>Fall 2021 Hispanic total (Full-Time Students Graduate)</th>
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</thead>
<tbody>
<tr>
<td>133951</td>
<td>Florida International University</td>
<td>206</td>
<td>397</td>
<td>603</td>
<td>40</td>
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<td>897</td>
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<td>1010</td>
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<td>4.46%</td>
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<td>187985</td>
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<td>440</td>
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<tr>
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<td>University of Illinois Chicago</td>
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<td>23.60%</td>
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<td>946</td>
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<tr>
<td>110653</td>
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<td>314</td>
<td>710</td>
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<td>815</td>
<td>917</td>
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<tr>
<td>229027</td>
<td>The University of Texas at San Antonio</td>
<td>134</td>
<td>134</td>
<td>25</td>
<td>45</td>
<td>18.66%</td>
<td>878</td>
<td>900</td>
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<td>872</td>
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<tr>
<td>132903</td>
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<td>317</td>
<td>193</td>
<td>510</td>
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<td>790</td>
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<tr>
<td>229115</td>
<td>Texas Tech University</td>
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<td>325</td>
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<td>574</td>
<td>620</td>
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<tr>
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<td>3.71%</td>
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<td>543</td>
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<tr>
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<td>The University of Texas at Arlington</td>
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<td>276</td>
<td>14</td>
<td>5.07%</td>
<td>520</td>
<td>529</td>
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<tr>
<td>126562</td>
<td>University of Colorado Denver/Anschutz Medical Campus</td>
<td>165</td>
<td>575</td>
<td>740</td>
<td>15</td>
<td>2.03%</td>
<td>472</td>
<td>492</td>
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<tr>
<td>227216</td>
<td>University of North Texas</td>
<td>259</td>
<td>10</td>
<td>269</td>
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<td>6.32%</td>
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<td>453</td>
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<tr>
<td>190576</td>
<td>CUNY Graduate School and University Center</td>
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<td>359</td>
<td>37</td>
<td>10.31%</td>
<td>425</td>
<td>440</td>
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<tr>
<td>110705</td>
<td>University of California-Santa Barbara</td>
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<td>287</td>
<td>287</td>
<td>24</td>
<td>8.36%</td>
<td>282</td>
<td>318</td>
</tr>
<tr>
<td>110714</td>
<td>University of California-Santa Cruz</td>
<td>160</td>
<td>160</td>
<td>26</td>
<td>16.25%</td>
<td>245</td>
<td>241</td>
<td></td>
</tr>
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</table>

Source: Integrated Postsecondary Education Data System 2023, formatted by DEI [https://nces.ed.gov/ipeds/datacenter/Data.aspx]
Sorted by Fall 2021 Full-Time Hispanic Graduate Students

HSRU Goal to double total number of Hispanic doctoral students enrolled in 2020 (1,029)
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 in 2020 to 363.6). In Fall 2021, with 306 total Hispanic faculty, we top all 21 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

• 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) & have developed diversity interview Qs and the LEAD Council is working on a 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). Will follow 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
### Alliance of Hispanic Serving Research Universities (HSRU) Institutions: Hispanic Tenured and Tenure-Track Faculty Fall 2021

<table>
<thead>
<tr>
<th>HSRU Institution Name</th>
<th>Grand total (Full-time instructional with faculty status)</th>
<th>Hispanic or Latino total (Full-time instructional with faculty status)</th>
<th>Hispanic or Latino total (Full-time instructional with faculty status): Expected by 2030 (20% increase from 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Mexico-Main Campus</td>
<td>1933</td>
<td>306</td>
<td>363.6</td>
</tr>
<tr>
<td>Florida International University</td>
<td>1415</td>
<td>309</td>
<td>349.2</td>
</tr>
<tr>
<td>The University of Texas at El Paso</td>
<td>745</td>
<td>284</td>
<td>338.4</td>
</tr>
<tr>
<td>Arizona State University Campus Immersion</td>
<td>3279</td>
<td>269</td>
<td>302.4</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>2861</td>
<td>268</td>
<td>292.8</td>
</tr>
<tr>
<td>University of Colorado Denver/Anschutz Medical Campus</td>
<td>4710</td>
<td>232</td>
<td>273.6</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>2138</td>
<td>201</td>
<td>223.2</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>998</td>
<td>196</td>
<td>218</td>
</tr>
<tr>
<td>University of Illinois Chicago</td>
<td>2261</td>
<td>168</td>
<td>195.6</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>1454</td>
<td>122</td>
<td>168</td>
</tr>
<tr>
<td>University of California-Irvine</td>
<td>2089</td>
<td>131</td>
<td>151.2</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>1551</td>
<td>127</td>
<td>147.6</td>
</tr>
<tr>
<td>University of Houston</td>
<td>1358</td>
<td>126</td>
<td>146.4</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>1171</td>
<td>81</td>
<td>94.8</td>
</tr>
<tr>
<td>University of California-Riverside</td>
<td>1001</td>
<td>86</td>
<td>93.6</td>
</tr>
<tr>
<td>University of Nevada-Las Vegas</td>
<td>1155</td>
<td>70</td>
<td>87.6</td>
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<tr>
<td>University of California-Santa Cruz</td>
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<td>82</td>
<td>86.4</td>
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<tr>
<td>The University of Texas at Arlington</td>
<td>1061</td>
<td>67</td>
<td>78</td>
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<tr>
<td>University of California-Santa Barbara</td>
<td>1073</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>CUNY Graduate School and University Center</td>
<td>240</td>
<td>16</td>
<td>15.6</td>
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</table>

We currently top HSRUs in numbers of Hispanic faculty. According to HSRU goals, UNM is expected to increase Hispanic tenured-system faculty by 20% (from 303 in 2020 to 364) by 2030 (includes ABQ-Main & HSC).
## Underrepresented Racial/Ethnic Minority and Women Tenure-System Faculty
### Fall 2021 IPEDS Peer Comparisons

**Source:** 2023 IPEDS; Formatting and ranks added by DEI

<table>
<thead>
<tr>
<th>HSRU 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>
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<tbody>
<tr>
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<td>39.79%</td>
<td>8</td>
<td>1.08%</td>
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<td>3.30%</td>
<td>12</td>
<td>8.18%</td>
<td>8</td>
</tr>
<tr>
<td>CUNY Graduate School and University Center</td>
<td>200</td>
<td>48.00%</td>
<td>2</td>
<td>0.00%</td>
<td>18</td>
<td>9.50%</td>
<td>1</td>
<td>6.50%</td>
<td>16</td>
</tr>
<tr>
<td>Florida International University</td>
<td>741</td>
<td>35.63%</td>
<td>14</td>
<td>0.27%</td>
<td>12</td>
<td>5.94%</td>
<td>2</td>
<td>12.82%</td>
<td>4</td>
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<tr>
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<td>36.02%</td>
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<td>0.27%</td>
<td>12</td>
<td>2.33%</td>
<td>16</td>
<td>7.26%</td>
<td>12</td>
</tr>
<tr>
<td>The University of New Mexico-Main Campus</td>
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<td>44.97%</td>
<td>3</td>
<td>2.54%</td>
<td>1</td>
<td>1.77%</td>
<td>18</td>
<td>14.36%</td>
<td>3</td>
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<td>11</td>
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<td>15</td>
<td>4.62%</td>
<td>6</td>
<td>6.05%</td>
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<td>9.00%</td>
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<tr>
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<td>1.74%</td>
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<td>3.13%</td>
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<td>18.15%</td>
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<td>7.21%</td>
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<td>3.44%</td>
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<td>7.49%</td>
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<tr>
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<td>3.01%</td>
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<td>12.21%</td>
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<td>4.51%</td>
<td>8</td>
<td>6.42%</td>
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<tr>
<td>University of Colorado Denver/Anschutz Medical Campus</td>
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<td>0.33%</td>
<td>9</td>
<td>1.19%</td>
<td>20</td>
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<td>University of Houston</td>
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<td>4.52%</td>
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<td>9.05%</td>
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<td>University of Illinois Chicago</td>
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<td>0.07%</td>
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<td>5.92%</td>
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<tr>
<td>University of Nevada-Las Vegas</td>
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<td>14</td>
<td>0.42%</td>
<td>7</td>
<td>4.24%</td>
<td>9</td>
<td>5.94%</td>
<td>19</td>
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<tr>
<td>University of North Texas</td>
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<td>0.00%</td>
<td>18</td>
<td>4.70%</td>
<td>5</td>
<td>6.61%</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>21142</strong></td>
<td><strong>40.05%</strong></td>
<td>N/A</td>
<td><strong>0.55%</strong></td>
<td>N/A</td>
<td><strong>3.56%</strong></td>
<td>N/A</td>
<td><strong>8.62%</strong></td>
<td>N/A</td>
</tr>
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</table>
Division for Equity & Inclusion-LEAD
Council URM Faculty Composition
Dashboard

Dashboard populated by Office of Institutional Analytics (OIA)
Link: http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html
UNM Albuquerque Main Campus

Note: Total number of tenure system faculty in October 2022=837
Resources from the Division for Equity and Inclusion

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

Please see DEI’s chancellors, deans, division and 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
- HHMI Mentoring Black Students’ Academic Excellence and STEM bank

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!
2024-2025 Inclusive Excellence Postdoctoral and 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 fellows, research associates, 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 underrepresented racial/ethnic minority (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 bridge 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 $55,000 (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](https://diverse.unm.edu/resources/postdoc.html)
Questions: [diverse@unm.edu](mailto:diverse@unm.edu)

Guideline/Eligibility
- Must be nominated by tenure-granting UNM main campus unit
- Nominees must have obtained Ph.D. or terminal degree from an accredited institution, prior to July 1, 2024
- Nominees must demonstrate promise for a tenure-track appointment at UNM
- Nominating faculty must be in residence full-time for duration of the award
- Postdoctoral fellows or scholars are recommended to teach a minimum 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 hiring academic program.
- The stipend will include a rigorous review of the candidate's qualifications for a tenure-track position
- If Postdocs/Scholars identified through a national search and subsequently recommended by the department for tenure-track faculty position, may be eligible for bridge funding

Rubric for evaluating postdoc candidates
- [https://diverse.unm.edu/resources/postdoc.html](https://diverse.unm.edu/resources/postdoc.html)

LEAD Council members will select candidates: 1 vote per college (on central campus) + VPEI

UNM Inclusive Excellence Postdoctoral and Visiting Scholars & Hiring Programs

*In response to the recent SCOTUS decision, further will be released in September 2023*

- IE postdoc tentative deadlines:
  - Round 1: 24 January 2024
  - Round 2: 4 April 2024

- Review nomination packet checklist
  - Mentoring plan is primary criterion
    - [https://diverse.unm.edu/postvschecklist.pdf](https://diverse.unm.edu/postvschecklist.pdf)

- Rubric for evaluating postdoc candidates
  - [https://diverse.unm.edu/resources/postdoc.html](https://diverse.unm.edu/resources/postdoc.html)

- LEAD Council members will select candidates: 1 vote per college (on central campus) + VPEI
SCOTUS Affirmative Action in Admissions Decision: UNM Taskforce

- Convened in April 2023 by Vice president for equity & Inclusion (VPEI)
  - Staffed by Office of University counsel (OUC)
  - Results of the data collection effort are available
- Guidance from OUC is forthcoming; in the meantime they are available to meet with colleges and departments to answer questions and provide advice.
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 activate individual membership: facultydiversity.org/join

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 Care 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/index.html)

• [https://webmeetings.unm.edu/online-safety/responding-to-incidents.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)
UNM Climate Surveys 2022-23

Preliminary results are available to present to your campus, college, school, or other units.

The all-campuses report is ready and college-level reports are in process (available on demand) and will be available by October 1.

Contact: Assata Zerai, Vice President for Equity & Inclusion (zerai@unm.edu)
UNM provides free, 24/7 virtual health and well-being services for students: please share with your students!

UNM is now partnered with timelycare.com/UNM/TimelyCare to deliver a new virtual health platform for students. Through either a mobile app or desktop, TimelyCare provides 24/7 access to virtual care from anywhere in the U.S. at no cost.

UNM website: timelycare.unm.edu
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 /ˈwɑːˌfɪndər/ 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
More Information

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


Email contact: Liz Hutchison, ehutch@unm.edu
Supplemental Slides

Additional Resources
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?
UNM Land and Territory Acknowledgement

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

Developed by the Special Assistant for American Indian Affairs in consultation with the Native American Faculty Council. Approved and adopted by President Garnett S. Stokes, February 2020.
Acknowledging the Labor and Sacrifices of Black Americans

At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.

- Fall 2022 FYEX Black Minds Matter Class
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

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
LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

Men of Color Initiative (MOCI)

Upstander Workshops

RIMA
SURVEY RESULTS
HOW TO INTERBUILD RACIAL AND INTERNATIONAL INTERVENTION
BECOMING AN UPSTANDER®

DIVISION FOR EQUITY & INCLUSION

505.277.1238
DIVERSE.UNM.EDU

Institute for Study of Race and Social Justice