



AN ACTION PLAN FOR BUILDING AND SUSTAINING AN INCLUSIVE CULTURE

UNM Climate Surveys and Interventions

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PRESENTED TO **JUNIPER REIMAGINED**

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UNM CLIMATE SURVEYS, 2022-2023

This is a sub-report of the UNM Climate Surveys that focuses on the experiences of queer and transgender students at UNM. The [final report](#) that covers faculty, staff, and students on all UNM campuses is available. The UNM Vice President for Equity and Inclusion (VPEI), Dr. Assata Zerai, has presented the results to leadership at all UNM campuses, colleges, schools, and many stakeholders. Dr. Zerai welcomes invitations to present to affinity groups. You may contact her at diverse@unm.edu with your requests.

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DIVERSITY COUNCIL CLIMATE SURVEY SUBCOMMITTEE

TIMELINE AND ORIGIN

Led by the [Division for Equity and Inclusion \(DEI\)](#), discussion of the UNM Climate Survey began in Fall 2019. The [Climate Survey Subcommittee \(CSS\)](#) of the [UNM Diversity Council](#) launched in Spring 2020. In Spring 2020 through Spring 2022, monthly discussions to build UNM's Climate Survey took place. The subcommittee decided to utilize the [University of Michigan's 2017 DEI Climate Survey](#) as a basis of our survey. The subcommittee worked for over a year to customize demographic data for UNM's population and updated other relevant questions for UNM-focused settings and experiences. More information about the subcommittee can be found in the [final report](#).

Due to the COVID-19 pandemic and other concerns, the launch date for the survey was moved to Fall 2022. We began socializing the survey in Spring 2022 and received clearance from the UNM [Institutional Review Board \(IRB\)](#) beginning in Fall 2022 and received successful ethics review of all three surveys before each was released.

UNM CAMPUS CLIMATE SURVEYS ADVERTISEMENT AND COMMUNICATIONS PLAN

The [Climate Survey Subcommittee](#) (CSS) met with the UNM Diversity Council several times and shared plans with the [University President's Leadership](#), [Deans' Council](#), [Liaisons in Equity and Advocacy for Diversity \(LEAD\) Council](#) (of associate deans for diversity, representing all colleges across the UNM system), branch campus faculty, staff, and administrators, and [Health Sciences Center](#) (HSC) stakeholders; at staff survey opening day breakfast at La Posada, sponsored by the Staff Council; and through All-Faculty, All-Staff, and All-Students announcements.



Announcements, presentations, and news stories were shared through [University Communications and Marketing \(UCAM\)](#), Student Resource Centers, [Associated Students at UNM \(ASUNM\)](#), [Graduate and Professional Student Association \(GPSA\)](#), [President's Weekly Perspective](#), [Daily Lobo](#), physical flyers distributed at the SUB, digital signage, The Week at UNM, postcards and table tents mailed to branch campus libraries, and timely email reminders to individual email addresses.

UNM CLIMATE SURVEY EXECUTIVE SUMMARY: FALL 2023

Climate surveys were administered to UNM faculty (November-December 2022), staff (January-February 2023), and students (March-April 2023) at UNM Main Campus, UNM School of Law, and UNM branch campuses. Queer and Transgender students from these campuses are the focus of this report.

The [UNM Health Sciences Center \(HSC\)](#) conducted a separate climate survey, and the [report is available](#).

TOTAL COMPLETED SURVEYS

FACULTY – 231 (22%) RESPONSE RATE

Though a 22% response rate is excellent for an online survey, the low cell numbers in analyses of UNM faculty made it difficult to compare between various faculty groups.

Unfortunately, only 40% of faculty respondents are satisfied with the overall campus climate at UNM. Tenured and tenure-track faculty were 2.1 times as likely to feel satisfied with the overall campus climate relative to contingent instructors ($p < .01$), and non-minority faculty were 4.5 times as likely to be satisfied with UNM's campus climate relative to minority faculty ($p < .001$). 48% of faculty either agree or strongly agree that they are valued as an individual at UNM.

STAFF – 978 (25%) RESPONSE RATE

Staff response rates and numbers were high due to efforts to connect with them. 55%, a little over half, indicate that they are satisfied or very satisfied with the overall campus climate at UNM, and 64% indicated that they feel valued. Satisfaction with the overall campus climate was higher for staff who did not report experiences as targets of discrimination over the past year. Non-minority staff were less likely to be targets of discrimination, and staff who were not targets of discrimination were less likely to consider leaving UNM. Staff experiencing discrimination in the past 12 months were more likely to be Black, Indigenous, Asian/Asian American and Pacific Islander (AAPI), or to have served in the military.

STUDENTS – 2907 (13%) RESPONSE RATE

The majority of student respondents feel satisfied or very satisfied with the overall climate (72%), feel valued (64%), and most indicate that they have access to mentors at UNM (63%). The rest of the report contains a deeper breakdown of student responses, with a focus on the experiences of

students who are lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other sexual orientation, gender identity and expression (SOGIE) minorities (LGBTQIA+)¹.

UNM CLIMATE SURVEY RESULTS

CAMPUS & COLLEGE

Below, please find descriptions of students who completed the [Climate Survey for UNM Students](#) by campus and degree-seeking status. Here, we provide details for all students and for students who identified as LGBTQIA+.

ALL STUDENTS BY CAMPUS: UNDERGRADUATE, GRADUATE, AND PROFESSIONAL

A total of 4,117 individuals completed the Climate Survey for UNM Students; 4,058 consented to participate, 2,907 of whom are students.

Campus/Degree Program	Number Invited	Completed Surveys*	Response Rate
Branch Campuses			
Gallup Branch	1,347	148	10.99%
Los Alamos Branch	341	39	11.44%
Taos Branch	595	56	9.41%
Valencia County Branch	923	53	5.74%

¹ 'LGBTQIA+' and 'Queer and Transgender' students are used interchangeably in this report.

UNM West	NA	83	NA
Health Sciences Center	NA	138	NA
Albuquerque-Central Campus	18,848	2,233	11.85%
Campus not indicated		6	NA
TOTALS:	22,054	2,907	13.18%
By Degree-Seeking Status			
Graduate & Professional Programs**	3,519	782	22.22%
Non-degree Status***	830	119	14.34%
Associate Degree-seeking	1,849	151	8.17%
Bachelor's Degree-seeking	14,191	1,855	13.07%
TOTAL:	22,054	2,907	13.18%

*The completion rate was 13.18%, which excludes over 1000 suspicious cases.

**Includes graduate programs, School of Law, and School of Medicine.

***Includes nondegree status and undergraduate certificate-seeking students.

ALL LGBTQIA+ STUDENTS BY CAMPUS: UNDERGRADUATE, GRADUATE, AND PROFESSIONAL

Out of 2,907 students who consented to participate in the Climate Survey for UNM Students, 776 are queer and transgender.

Campus/Degree Program	Completed Surveys (all students)*	Completed Surveys (LGBTQIA+)*
Branch Campuses		
Gallup Branch	148	29
Los Alamos Branch	39	16
Taos Branch	56	17
Valencia County Branch	53	14
UNM West	83	26
Health Sciences Center	138	39
Albuquerque Central Campus (includes Law)	2,233	643
Campus not indicated	6	1
TOTALS:	2,907	776
By Degree-Seeking Status		
Graduate & Professional Programs**	782	169
Non-degree Status***	119	6
Associate Degree-seeking	151	0
Bachelor's Degree-seeking	1,855	0

Degree-Seeking Status not indicated	0	601
TOTALS:	2,907	776

*The completion rate was 13.18%, which excludes over 1000 suspicious cases.

**Includes graduate programs, School of Law, and School of Medicine.

***Includes non-degree status and undergraduate certificate-seeking students.

ALL STUDENTS BY COLLEGE

Below, please find a list of students who completed the Climate Survey for UNM Students shown by college. They range from 11% to 49%, with an average of 16%. Students who didn't report a college are not counted in completed surveys totals.

College/School	Number Invited	Completed Surveys*	Response Rate
Anderson School of Management	2,771	298	10.75%
School of Architecture & Planning	350	52	14.86%
College of Arts & Sciences	5,253	798	15.19%
College of Education & Human Sciences	1,110	199	17.93%
School of Engineering	1,702	250	14.69%
College of Fine Arts	1,166	245	21.01%
Honors College (HC)	1	17	**
School of Law	308	151	49.03%
University College	1,353	305	23%

College of University Libraries & Learning Sciences	35	16	45.71%
University Studies	450	***	N/A
TOTALS:	14,499	2,331	16.08%

*The response rate across ABQ-Central Campus colleges and schools was 16.08%, which excludes over 1000 suspicious cases.

**We only invited 1 student from Honors College. It is possible students who believe they are in Honors College may have reported being in Honors College.

***Students did not indicate University Studies at their College. Some may have reported their intended college.

LGBTQIA+ STUDENTS AND ALL STUDENTS BY COLLEGE

Numbers of Queer and Trans students are shown with all students completing Climate Surveys for UNM Students, reported below. Students who report LGBTQIA+ identities range from zero to 281.

College/School	Completed Surveys* (LGBTQIA+)	Completed Surveys (all students)*
Anderson School of Management	55	298
School of Architecture & Planning	14	52
College of Arts & Sciences	281	798
College of Education & Human Sciences	47	199
School of Engineering	47	250
College of Fine Arts	109	245
Honors College (HC)	5	17

School of Law	0	151
University College	37	305
College of University Libraries & Learning Sciences	6	16
University Studies	***	***
TOTALS:	601	2,331

*The response rate across ABQ-Central Campus colleges and schools was 16.08%, which excludes over 1,000 suspicious cases.

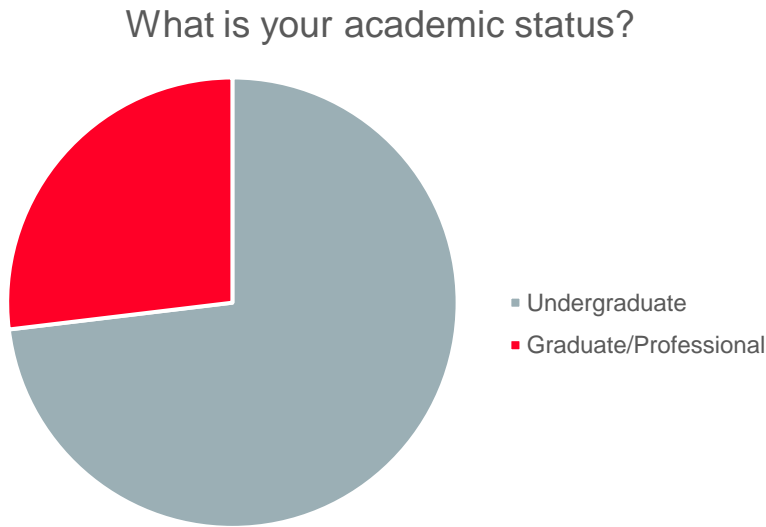
**We only invited one student from Honors College. It is possible students who believe they are in Honors College may have reported being in Honors College.

***Students did not indicate University Studies at their College. Some may have reported their intended college.

ACADEMIC STATUS OF ALL STUDENTS

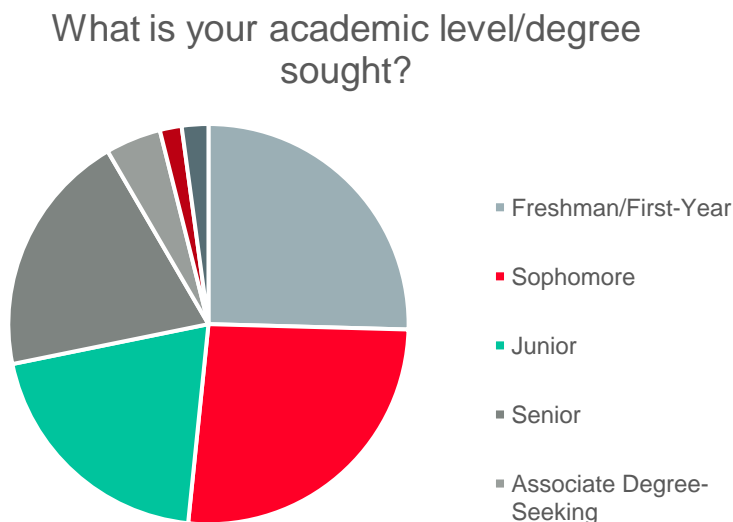
The academic status of students completing the Climate Survey for UNM students can be found below.

FIGURE A. ALL STUDENTS (N=2907)



The majority, 73%, are undergraduate students and 27% are graduate students.

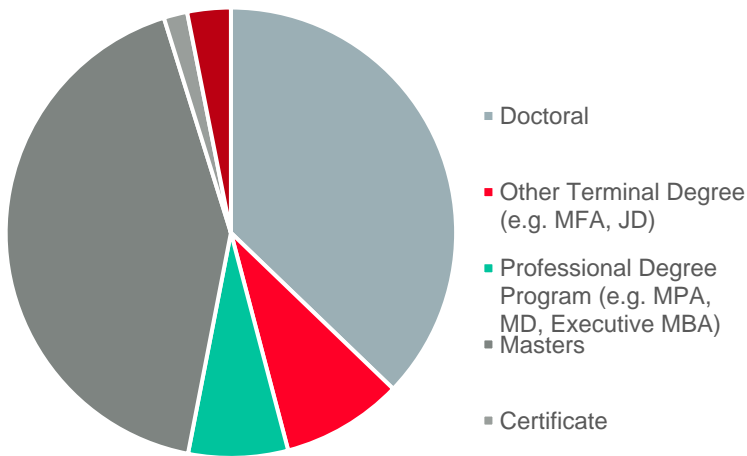
FIGURE B. UNDERGRADUATES, CERTIFICATE SEEKING, AND NON-DEGREE SEEKING (N=2125)



Comparing academic levels among survey respondents, 25% are first-year students, 26% are sophomores, 20% are juniors, and 20% are seniors. 5% are associate degree-seeking and 4% are non-degree or certificate-seeking.

FIGURE C. GRADUATE STUDENTS (N=782)

What degree are you seeking?

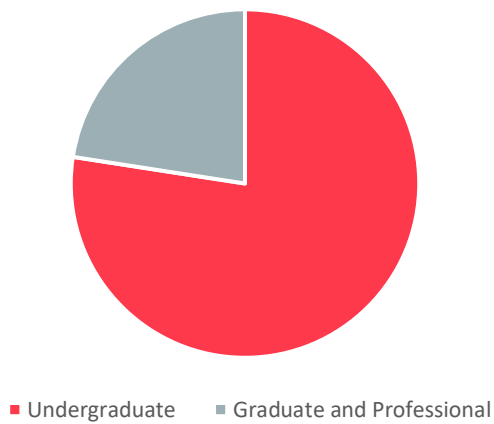


Among graduate students completing the Climate Surveys for UNM students, 42% are pursuing master’s degrees, 37% are doctoral students, 7% are professional or other terminal degree seekers, and 5% are non-degree or certificate seeking.

ACADEMIC STATUS OF LGBTQIA+ STUDENTS

FIGURE A. ALL LGBTQIA+ STUDENTS (N=776)

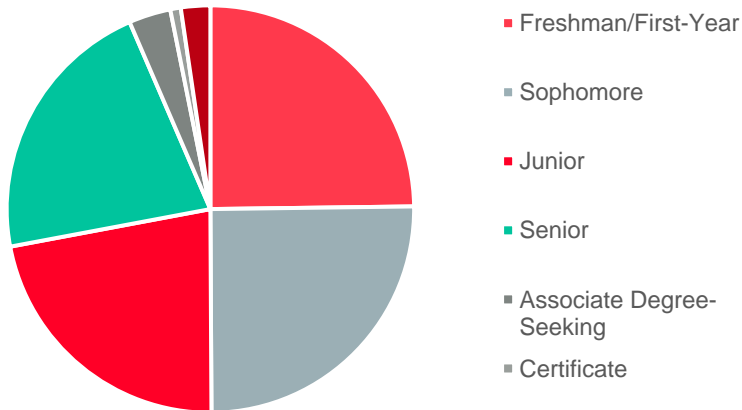
Queer and Trans Students: What is your academic status?



The majority (77%) of queer and transgender individuals completing the UNM climate survey for students are undergraduates and 23% are graduate students.

FIGURE B. LGBTQIA+ UNDERGRADUATE, CERTIFICATE SEEKING, AND NON-DEGREE SEEKING (N=601)

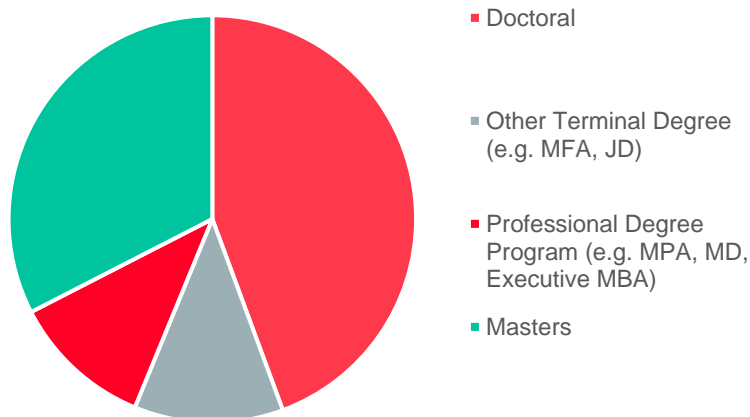
Queer and Trans Students: What is your academic level/degree sought?



Among queer and trans students completing the Climate Surveys for UNM students, 25.12% are sophomores; 24.79% are first-year students; 22.13% are juniors, and 21.46% are seniors. 3.33% are associate degree seeking and 3.16% are non-degree or certificate seeking.

FIGURE C. LGBTQIA+ GRADUATE STUDENTS (N=169)

Queer and Trans Students: What degree are you seeking?



Among queer and trans graduate students, 33% are pursuing master's degrees, 44% are doctoral students, and 23% are professional or other terminal degree seekers.

STUDENTS WHO ARE LGBTQIA+

26.5% of climate survey participants who responded to questions about Sexual Orientation, Gender Identity, and Expression (SOGIE) indicated that they are LGBTQIA+. This is a compilation of two survey questions: gender and gender identity and sexual orientation.

SOGIE	Frequency	Percent
Identifies as LGBTQIA+	776	26.5
Does not identify as LGBTQIA+	2155	73.5
TOTALS:	2931	100.0

GENDER AND GENDER IDENTITY AMONG UNM STUDENTS



2,270 students indicated their gender and/or gender identity. Of those reporting, 48% are women, 40% are men, 6% are gender nonconforming or nonbinary, and 2% are transgender. Other categories are noted in the table.

Gender Identity	Frequency	Percentage
Gender Non-Conforming	51	2.2
I am figuring it out	48	2.1
Man	899	39.6
Non-Binary	78	3.4

Transman	31	1.4
Transwoman	10	0.4
Woman	1086	47.8
I don't see myself on this list	26	1.1
Prefer not to answer	41	1.8
TOTALS:	2270	100

UNM STUDENTS' SEXUAL ORIENTATION

2,260 students indicated their sexual orientation. Sixty-three percent are heterosexual, 13% are bisexual or pansexual, and 6% are asexual. Other categories are noted in the table.

Sexual Orientation	Frequency	Percentage
Asexual	125	5.5
Bisexual/Pansexual	291	12.9
Gay	79	3.5
Heterosexual	1424	63
I am figuring it out	58	2.6
Lesbian	49	2.2
Queer	96	4.2

I don't see myself on this list*	47	2.1
Prefer not to answer	91	4
TOTALS:	2260	100

*Indicated in open-ended responses.



OTHER CHARACTERISTICS AND IDENTITIES AMONG UNM STUDENTS

ETHNICITY AND TRIBAL AFFILIATION

The majority of student participants are White (44%), followed by Hispanic students (27%). AAPI (8%), Black (7%), and Indigenous (7%) students were the next most numerous groups. A total of 365 students reported Tribal Affiliations. 31% were Diné (Navajo Nation).

Reported Tribal Affiliation			
Apache	Creek	Kiowa	San Felipe Pueblo
Black Foot	Crow Tribe of Montana	Laguna Pueblo	Santa Clara Pueblo
Boriken-Taino	Diné-Navajo Nation	Lakota Sioux	Seminole
Indigenous Populations of Brazil	Esselen Nation (California)	Lenca (Honduras)	Shawnee

Cayuga of the Iroquois Nation	Genizaro (no tribe)	Lumbee	Sioux
Cherokee	Ho-Chunk Nation of Wisconsin	Maori (New Zealand)	Sonora Tribes
Chickasaw	Hopi	Mescalero	Taos Pueblo
Chiricahua Apache	Huichol	Meso American	Tigua
Choctaw	Inca	Mexica	Turtle Mountain Band of Chippewa
Coahuiltecan	Indigenous Ecuadorian Tribe of the Amazon	Miami Nation of Indiana	Unknown due to colonization
Cochiti Pueblo	Indios Lilies de Colombia, South America	Nambe Pueblo	Ute
Colville	Isleta Pueblo	Ohkay Owingeh	Washoe
Comanche	Jemez Pueblo	Potawatomi	Yaqui
Cree	Kewa-Santo Domingo Pueblo	Purépecha	Zuni

DISABILITY

21.3% of UNM student respondents indicated that they have a disability or chronic illness.

MILITARY AFFILIATION

10.5% of UNM student respondents are military-affiliated (and 5.1% preferred not to report this).

PARENTS' OR GUARDIANS' EDUCATION

22.5% of UNM student respondents had parents/guardians who did not attend college, 30% had parents/guardians who do not have a baccalaureate degree but one or both attended college, and 47.5% had parents/guardians where one or both have a baccalaureate degree.

Parents' or Guardians' Education	Frequency	Percentage
Neither parent/guardian attended college	499	22.5
Neither parent/guardian has a baccalaureate (BA/BS) degree but one or both attended college	665	30
One or both parents/guardians has/have a baccalaureate (BA/BS) degree	1,055	47.5
TOTALS:	2,219	100



CAMPUS CLIMATE & SATISFACTION

SATISFACTION WITH CAMPUS CLIMATE

Most student respondents feel satisfied with the overall climate (72%) and 54% of queer and trans students feel satisfied, relative to 75% of students who are not LGBTQIA+.

All Students	Frequency	Percent
Very satisfied	716	27.9
Satisfied	1,125	43.9
Neither satisfied nor dissatisfied	444	17.3
Dissatisfied	190	7.4
Very dissatisfied	88	3.4
TOTALS:	2,563	100

Queer and Trans Students	Does not identify as LGBTQIA+ (%)	Identifies as LGBTQIA+ (%)	Total (n)
Very satisfied	31%	11%	715

Satisfied	44%	43%	1125
Neither satisfied nor dissatisfied	16%	21%	444
Dissatisfied	6%	11%	190
Very dissatisfied	3%	4%	88
TOTALS:	100% (n=1,786)	100% (n=776)	100% (n=2,562)

SATISFACTION AND BELONGING AMONG UNM STUDENTS

ALL STUDENTS' RESPONSES

Prompt: *Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements.*

The number and percentages who agree or strongly agree are reported below.

Over the past 12 months (Spring 2022-Spring 2023), I agree or strongly agree that:	#	%
I feel valued as an individual at UNM.	1,707	64
I feel I belong at UNM.	1,725	65
I am treated with respect at UNM.	1,876	71
UNM is a place where I am able to perform up to my full potential.	1,638	62
I have opportunities at UNM for professional success that are similar to those of my peers.	1,719	65

I have found one or more communities or groups where I feel I belong at UNM.	1,456	55
UNM provides sufficient programs and resources to foster the success of a diverse student body.	1,626	61
My experience at UNM has had a positive influence on my academic growth.	1,828	69

QUEER AND TRANS STUDENTS' RESPONSES

Prompt: *Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements.*

The number and percentages who agree or strongly agree are reported below.

Over the past 12 months (Spring 2022-Spring 2023), I agree or strongly agree that:	#	%
I feel valued as an individual at UNM.	507	65
I feel I belong at UNM.	506	66
I am treated with respect at UNM.	539	70
UNM is a place where I am able to perform up to my full potential.	454	59
I have opportunities at UNM for professional success that are similar to those of my peers.	489	63
I have found one or more communities or groups where I feel I belong at UNM.	434	56

UNM provides sufficient programs and resources to foster the success of a diverse student body.	455	59
My experience at UNM has had a positive influence on my academic growth.	534	69

RESPONSES FROM STUDENTS BY VARIOUS DEMOGRAPHIC BACKGROUNDS, EXPERIENCES, AND IDENTITIES CONCERNING THEIR EXPERIENCES WITH FEELING ISOLATED, THAT THEIR OPINIONS ARE NOT VALUED, OR THAT THEY HAVE TO WORK HARDER TO BE VALUED EQUALLY

Prompt: *Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements.*

The number and percentages who agree or strongly agree are reported below. Student categories with small cell sized or percentages similar to mean are not shown.

Over the past 12 months (Spring 2022-Spring 2023), I agree or strongly agree that:									
	All Students	LGBTQIA+	Military service	IWD	AAPI	Black	Hispanic	Indigenous	White
I have considered leaving UNM because I felt isolated or unwelcomed (n=2255)	26%	28%	35%	32%	25%	25%	18%	17%	31%
I feel others don't value my opinions at UNM (n=2253)	25%	24%	35%	26%	26%	29%	17%	15%	31%
I have to work harder than others to be	33%	34%	39%	37%	40%	47%	27%	31%	34%

valued equally at UNM (n=2260)									
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IWD: Individuals with Disabilities.

AAPI: Asian/Asian American and Pacific Islander.

LGBTQIA+: lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, and other queer and trans identities.

MENTORING EXPERIENCES AMONG UNM STUDENTS

The majority of UNM student respondents (63%) indicate that they “have a UNM mentor (or mentors) to advise them on their desired major or program of study or concerning their expected career.” 49% of UNM students indicate that they have a mentoring network outside of UNM to advise them on their desired major or program of study or concerning their expected career.

Students who have UNM mentors to advise on academic program and expected career by Race/Ethnicity/SOGIE							
AAPI	Black	Hispanic	Indigenous	Jewish	MENA	White	LGBTQ+
60%	60%	58%	58%	62%	67%	68%	58%

Students who experience have a mentoring network outside of UNM by Race/Ethnicity/SOGIE							
AAPI	Black	Hispanic	Indigenous	Jewish	MENA	White	LGBTQ+
39%	49%	37%	41%	68%	59%	59%	41%

Cells with <20 respondents are not shown.

AAPI: Asian/Asian American and Pacific Islander.

SOGIE: Sexual Orientation, Gender Identity, and Expression.

MENA: Middle East and North African.



DISCUSSING CLIMATE SURVEYS AND INTERVENTIONS

CONCERN 1: DIFFICULTY IN FINDING MENTORS

Only 34% of UNM student respondents indicate that they experience no difficulty in finding mentors from similar backgrounds. Hispanic students, for example, greatly outnumber the percentages of Hispanic faculty.

INTERVENTION: FURTHER SUPPORTING MENTORING PROGRAMS

Thus, interventions like the Inclusive Excellence Postdoctoral and faculty hiring programs, the DEI and [African American Student Services' Howard Hughes Medical Institute](#) mentoring program, the many mentoring programs at [El Centro de la Raza](#), and the like are needed and could benefit from more financial support.

We have submitted a grant proposal to the Developing HSIs (US Department of Education) program to support a summer bridge program for incoming Hispanic first year students and wrap-around mentoring support during their first year, with a special focus on first generation college students.

Demographic Comparison of Tenure-Stream Faculty to Student Population		
Fall 2022 — Albuquerque Campus		
Faculty	Characteristic	Students
53.6%	Male	42.4%
46.4%	Female	57.6%

2.9%	American Indian	5.8%
13.9%	Hispanic	45.3%
2.1%	Black	2.8%
11.6%	Asian/AAPI	4.3%
58.4%	White	31.3%
1.3%	Multiracial	3.8%
2.9%	International	4.8%

Students who experience no difficulty in finding mentors from groups like theirs by race/ethnicity					
AAPI	Black	Hispanic	Indigenous	White	LGBTQ
25%	31%	30%	36%	40%	24%

CONCERN 2: MENTAL HEALTH AND WELLNESS AMONG UNM STUDENTS

A majority, 71% of student respondents indicate they are interested in mental health services provided by UNM. 32% would like to benefit from 1:1 services in-person and 29% are interested in 1:1 mental services in a virtual format

Students shared that they prefer outside providers, for example:

- “As a graduate student, insurance doesn't fully cover things like outside therapists. Having better insurance (along with better pay) would let me speak to someone off campus. ... I have nothing against SHAC and its services, it's just that for mental health, I'd like some space between myself and campus and go to someone who lives near me instead of having to drive to campus.”

Some indicated problems with paying for and/or accessing SHAC services, e.g.:

- “My insurance is not accepted at SHAC.”
- “I would be interested in virtual group services, as I cannot visit campus often.”

Others indicate concerns with SHAC and/or desire for other modes of counseling:

- “In person, with fun events like card games, crafting, watching cartoons, etc. Neurodivergent activities.”
- “The services that I need are not offered with enough frequency. For example, counseling is only offered through WRC one semester at a time. SHAC counseling is only offered during business hours. As a grad student that works part time, I cannot use any of the mental health services at UNM effectively.”
- “They told me I'm fine when I wasn't”.

INTERVENTION 2: TIMELYCARE & SHAC SERVICES FOR TRANS STUDENTS



Starting Fall 2023, TimelyCare, an app that provides free, 24/7 access to virtual health care, has been provided free of charge to all UNM students in response to these and other concerns.

Additionally, Trans students who are transitioning can now access hormone replacement therapy (HRT) from SHAC providers, as well as receive external referrals for voice therapy and other gender-affirming services.

CONCERN 3: IMPACT OF WEB THREATS ON FEELINGS OF SAFETY

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.

- “I had several Zoom events that were bombed, and I heard racial epithets and sexist comments. It was disruptive and disturbing. This is always a fear when I have Zoom events.”
– UNM faculty member
- A student shared MAGA [a political candidate’s] content when he was asked to share a screen that showed a website he admired based off design. I was ill-equipped as a transgender leftist person to navigate this sort of content, as someone using an online teaching platform (Zoom). This content is visually aggressive toward my well-being and the well-being of my students.” – UNM graduate instructor
- Any zoom class I’m in as a trans/nonbinary person generates fear. I don’t know if someone listening is going to decide that they don’t like who I am, or what I say, and retaliate because of it. And that’s fear of the faculty and administration - not so much my classmates.” – UNM student

INTERVENTION 3: PREVENTING AND ADDRESSING ZOOM BOMBING, TROLLING, DOXING AND OTHER WEB THREATS

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. Additional centralized IT support and dedicated support to department chairs, faculty, and staff to utilize these resources could help to quell fears about Zoom bombing and other web threats and increase hybrid offerings, thus providing greater accessibility to university events.

RESOURCES FOR INTERNET SAFETY

- [Preventing Trolling, Doxing, Zoom Bombing](#)
- [Responding to Incidents](#)

DISCUSSION GUIDEPOSTS

- What are other concerns that we should be discussing that affect LGBTQIA+ students? What can UNM do to promote the advancement of in your major or in your grad program?
- What *push* factors to prompt and establish appropriate interventions?
- What *pull* factors present impediments to needed interventions?
- Identify ways that you would like UNM to institute structural change to improve and ensure that interventions are successful.
- What are the next steps for your student groups or students in your major?

GROUP DISCUSSION: THREE EXAMPLES OF CONCERNS RAISED FROM THE UNM CAMPUS CLIMATE SURVEYS

- **Group 1.** Accessibility of mentors
- **Group 2.** Desire for broadened offerings of mental health services
- **Group 3.** Web threats

They all have push factors to prompt and establish appropriate interventions and pull factors which present impediments to needed interventions.

Select one and discuss these push and pull factors and identify ways that you would like UNM to institute structural change to improve and ensure that interventions are successful.

RESOURCES FROM THE DIVISION FOR EQUITY AND INCLUSION

DEI RESOURCES FOR UNM STUDENTS (ABQ MAIN CAMPUS, BRANCH CAMPUSES, AND HSC):

- [New Mexico Alliance for Minority Participation \(NM-AMP\)](#)
- [HHMI Mentoring Black Students' Academic Excellence and STEM bank](#)
- [Racial and Intersectional Microaggressions \(RIMA\) Upstanders' Toolkit](#)
- [RIMA resources](#)
- [LGBTQ Resource Center](#)

PREVENTING WEB-BASED INCIDENTS

- [Resources for Department Chairs assisting Scholars Targeted in Doxing and Trolling Incidents](#)
- [Resources for Scholars Targeted in Doxing and Trolling Incidents](#)

ADDITIONAL RESOURCES FOR STUDENTS, FACULTY & STAFF (ABQ-MAIN, BRANCHES, HSC):

- [Alliance of Hispanic Serving Research Universities](#)
- [UNM Campus Climate Surveys](#)
- **VPEI contact:** zerai@unm.edu and website, diverse.unm.edu
- [African American Student Services' Howard Hughes Medical Institute](#)

LGBTQ RESOURCE CENTER AND OTHER STUDENT RESOURCE CENTERS



The LGBTQ Resource Center at UNM (LGBTQRC) provides services for students, faculty, and staff, such as confidential advocacy, HIV testing, counseling, student peer groups, and Safe Zone Workshops.

DEI also partners with [African American Student Services](#) (AASS), [American Indian Student Services](#) (AISS), the Accessibility Resource Center (ARC), [Asian American and Pacific Islander Resource Center](#) (AAPIRC), [El Centro de la Raza](#), [Lobo Respect and Advocacy Center](#) (LRAC), [Veterans and Military Resource Center](#) (VMRC), [Accessibility Resource Center](#) (ARC), and [Women's Resource Center](#).

ACRONYM GLOSSARY

AAPI – Asian/Asian American, Pacific Islander

DEI – Division for Equity and Inclusion

CSS – Climate Survey Subcommittee

IWD – Individuals with Disabilities

LEAD – Liaisons in Equity and Advocacy for Diversity

LGBTQRC – Lesbian, Gay, Bisexual, Transgender, and Queer Resource Center at UNM

LGBTQIA+ – Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Allies, plus; used interchangeably with “Queer and Trans” in this report

MENA – Middle East and Northern Africa

SHAC – Student Health and Counseling at UNM

SOGIE – Sexual Orientation, Gender Identity, and Expression

SUB – Student Union Building

VPEI – Vice President for Equity and Inclusion