Annual Report
UNM Division for Equity and Inclusion
2019-2021

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## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>4</td>
</tr>
<tr>
<td>INCLUSIVE CLIMATE</td>
<td>5</td>
</tr>
<tr>
<td>ETHICAL ACCOUNTABILITY FOR JUSTICE, EQUITY, ACCESSIBILITY, DIVERSITY &amp; INCLUSION (JEADI)</td>
<td>5</td>
</tr>
<tr>
<td>UNM INDIGENOUS PEOPLE’S LAND AND TERRITORY ACKNOWLEDGMENT</td>
<td>5</td>
</tr>
<tr>
<td>UNM SEAL DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>ADAMS MURAL</td>
<td>6</td>
</tr>
<tr>
<td>RIMA SURVEY</td>
<td>6</td>
</tr>
<tr>
<td>CLIMATE IN COVID WEBINAR SERIES</td>
<td>7</td>
</tr>
<tr>
<td>INPUT TO 2040 STRATEGIC PLAN</td>
<td>8</td>
</tr>
<tr>
<td>UNMPD AND CAMPUS CONNECTION</td>
<td>8</td>
</tr>
<tr>
<td>FACULTY DIVERSITY AND INCLUSION:</td>
<td>9</td>
</tr>
<tr>
<td>LEAD COUNCIL</td>
<td>9</td>
</tr>
<tr>
<td>PLAN FOR FACULTY DIVERSITY AND INCLUSION</td>
<td>9</td>
</tr>
<tr>
<td>STAFF-FACULTY WAYFINDER WEBSITE</td>
<td>14</td>
</tr>
<tr>
<td>TOWNHALL ON ADDRESSING ANTI-BLACKNESS AT UNM</td>
<td>14</td>
</tr>
<tr>
<td>RAPID RESPONSE TEAM</td>
<td>14</td>
</tr>
<tr>
<td>FACULTY AFFINITY GROUPS</td>
<td>15</td>
</tr>
<tr>
<td>BLACK FACULTY TRUTH COMMISSION</td>
<td>15</td>
</tr>
<tr>
<td>AFRICANA STUDIES A88</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT DIVERSITY</td>
<td>16</td>
</tr>
<tr>
<td>GLENDA LEWIS CRITICAL RACE SCHOLARS AWARD</td>
<td>16</td>
</tr>
<tr>
<td>DIVERSITY COUNCIL (DC)</td>
<td>17</td>
</tr>
<tr>
<td>SUBCOMMITTEE DESCRIPTIONS AND REPORTS</td>
<td>17</td>
</tr>
<tr>
<td>LGBTQ RESOURCE CENTER</td>
<td>19</td>
</tr>
<tr>
<td>DEI RESEARCH AND SCHOLARSHIP</td>
<td>20</td>
</tr>
<tr>
<td>INSTITUTE FOR THE STUDY OF “RACE” AND SOCIAL JUSTICE</td>
<td>20</td>
</tr>
<tr>
<td>GRANT APPLICATIONS</td>
<td>21</td>
</tr>
<tr>
<td>DIVERSITY EDUCATION, EVENTS AND OUTREACH</td>
<td>22</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>25</td>
</tr>
<tr>
<td>DEI FACULTY PUBLICATIONS, CONFERENCES AND RELEVANT KEYNOTES 2018-21</td>
<td>25</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

In the era of protests against the excessive use of force by law enforcement and the murder of countless unarmed Black, Indigenous, and trans people like Breonna Taylor, George Floyd, Corey Kanosh, and Kayden Clarke, students have been vocal about their desire to create a more inclusive and equitable culture within their academic programs. Movements such as White Coats for Black (and Indigenous) Lives, #ScholarStrike for Racial Justice, #StrikeForBlackLives, and #ShutDownSTEM have brought attention to the fact that western scholarship and teaching have often disempowered marginalized populations. For example, these movements have coalesced like-minded graduate students who are interested in challenging traditional curricula, epistemologies, and research methodologies. Such students seek to promote greater individual, interpersonal and institutional reflexivity. As emerging scholars, they embrace the challenge to reconceptualize their roles in all aspects of the academic enterprise, and reorient toward person-centered and culturally sensitive research and teaching.

The desire to rethink curricula from a social justice lens accompanies students’ demands for a change in culture and greater institutional accountability for racial justice. Many students seek sciences in service of humanity and that honors BIPOC communities. These concerns are especially relevant at the University of New Mexico, and the like with federal designations as Minority Serving Institutions. At UNM, which largely serves underrepresented minority students, and where 20% of students are housing and food insecure, students are keenly aware that they do not learn in an ivory tower. Scholarship for the sake of science itself, and to create a greater knowledge base in a vacuum, defies many students’ sense of urgency to give back to their communities. It is important for many UNM students, as articulated by Canadian feminist sociologist, Dorothy Smith, to create a science for the people, and in service of the many communities from which our students emanate.

It is these concerns that orient my work as chief diversity officer at UNM. Creating an environment that honors the cultural wealth of our students’ communities, centers them and their traditions, embraces diversity of thought and learning styles, encourages students’ pursuit of nontraditional topics of inquiry, and supports all theoretical perspectives, including those that utilize critical race, gender, and other decolonial approaches, is a way of enacting the culturally responsive pedagogy many students desire today.

We clamor to move beyond what should be the bygone era, in which measures of academic preparedness and various academic milestones mainly serve gatekeeping functions, making it difficult, especially for BIPOC, persons with disabilities (PWD), women, LGBTQIA, and other marginalized students to be successful.

Finally, in order to assemble the right teams of young intellectuals, scholars, and artists, it is finally time to imagine something new together. This is our only route to the type of inclusive excellence that will help us to collectively answer the essential and existential questions of humanity. We welcome you to review our 2019-21 DEI impact report.

-Assata Zerai, Ph.D. | Vice President for Equity and Inclusion | Professor of Sociology
INCLUSIVE CLIMATE

ETHICAL ACCOUNTABILITY FOR JUSTICE, EQUITY, ACCESSIBILITY, DIVERSITY & INCLUSION (JEADI)
Through a focus on JEADI, we hold ourselves accountable to create antiracist education and build institutions that center the success and wellbeing of those groups who are our growing American majority. This work requires that we move beyond performative allyship to become real champions for justice for historically marginalized communities at our universities. A few practical strategies that we are pursuing at UNM, led by President Garnett Stokes, and that are supported by the Division for Equity and Inclusion, include

1. Learn from our peer institutions
2. Listen to BIPOC, PWD, LGBTQIA, & all women students, faculty and staff
3. Empower DEAI offices (including college- and unit-level colleagues)
4. Integrate DEAI strategic planning efforts at all levels (do not silo DEAI efforts)
5. Model importance of DEAI: making our values matter

UNM INDIGENOUS PEOPLE’S LAND AND TERRITORY ACKNOWLEDGMENT
Developed by the Special Assistant for American Indian Affairs to the UNM President in consultation with the Native American Faculty Council. It was approved and adopted by President Garnett S. Stokes, February 2020:

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 boarder community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

For more information on the UNM Land Acknowledgment and accompanying “Brown Paper” by Native American Faculty and approved by the UNM Native American Faculty Council, see: https://diverse.unm.edu/about/land-acknowledgement.html

UNM SEAL DESIGN
Beginning in 2019, The Division for Equity and Inclusion led a campus-wide effort to develop a new seal design that exemplifies UNM’s past, present, and future identities and represents our traditions, culture and aspirations. The assigned committee accepted design submissions and provided an opportunity for community input. In 2020, the UNM Board of Regents adopted a new seal which was implemented throughout campus. For more information on the seal design process: https://sealdesign.unm.edu/
ADAMS MURAL
After eight decades of controversy, Three Peoples, a four-panel mural by Kenneth Adams located in the historic Zimmerman Library, has been covered by a motorized, retractable shade designed to protect, display, and cover the permanent installation. Approved by the New Mexico State Historical Preservation Office, the action is in response to long-standing protest from the community about offensive content in the protected artwork. For more information on historic preservation and student activism concerning the mural:
https://campusclimate.unm.edu/initiatives/murals.html

RIMA SURVEY
DEI and OIA conducted a survey of graduate, professional, and undergraduate students who are BIPOC, LGBTQIA, and Persons with Disabilities at UNM to begin to understanding RIMAs in the unique setting of a research-intensive Hispanic-serving university in the Southwest. Results indicate Black students are more likely to experience microaggressions relative to other racial groups. We report findings, focused on the experiences of BIPOC women, men, and trans, queer, and Persons with Disabilities (PWD) who are students experiencing racial & intersectional microaggressions (RIMAs) at UNM.

Research has shown that microaggressions, “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color”, PWD, & Queer and Trans folks (Sue, et al., 2007) are a threat to inclusive climates in higher education. Though RIMAs can be subtle and may be dismissed by perpetrators (Harwood, et al 2010, 2012), they can affect Black students emotionally and physically (Pierce 1969, 1970, 1974; Solorzano 1998; Sue, et al 2003; Sue 2010). Implicit bias can contribute to RIMAs (NEA Center for Social Justice). In higher education, RIMAs and bias limit access to research assistantships (Moss-Racusin, et al., 2012); decrease quality of letters of recommendation (Madera, et al., 2018); limit reviewers for papers and grant proposals (Hostra et al., 2020). And unfortunately, students may withdraw from interactions with instructors and staff thus missing out on key social capital (Nadal. et al., 2014; Lewis, et al., 2019); and students may be encouraged to drop classes or switch majors as a result of bias (Lewis, et al., 2019). At the extreme, there are times when students choose to leave the university as a result of their experiences with bias and microaggressions (Lewis, J.A., et al., 2019; Williams 2019, 2020).

DEI’s work adds to the racial microaggressions literature (Sue et al 2007; Lewis 2019) by describing how such experiences are intersectional— i.e. amplified for Black students who are PWD; and/or who are lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual (LGBTQIA). Understanding intersectional microaggressions and creating resources for interrupting them can help advisors and faculty become more effective mentors and thus improve the scholarly environment for learners in higher education.

Results
We analyzed approximately 600 responses, one-tenth of which are comprised of Black students. While a majority of individuals have never experienced feeling invisible, excluded, or subject to stereotypes because of their race, the picture is very different for students who are African American/Black, and Middle Eastern/North African. African American/Black (48%) and Middle Eastern/North African (50%) were the most likely to have felt invisible because of their race. And at least half of African American/Black, and Middle Eastern/North African students have felt excluded in their university because of their race. The majority of Middle Eastern/North African students, and those who selected the “other” race category report that they have been subject to racial stereotypes in the classroom. And half of Native Hawaiian, 44% of Asian American, and 40% of Black students reported being racially stereotyped in class.

Black students’ top responses to racial incidents included assuming the person was ignorant (58%), dismissing or ignoring the incident (43%), and deciding to “pick their battles” (40%). Some students noted verbal responses to such incidents (18%), and others tried to dispel racial stereotypes (22%).
Relative to all Queer and Trans students, Black LGBTQIA students were three times as likely to feel isolated because of their sexual orientation, gender identity and expression (SOGIE) once a week or more. 67% of Black students with disabilities have felt excluded once a week or more. And one-third of Black students with disabilities have felt invisible because of their disability a few times a month or more, relative to 14% of all students.

The majority of students who have experienced RIMAs have lost interest in daily activities or coursework, felt lack of energy, less confident, had difficulty concentrating, felt restless, subdued, or had trouble sleeping due to RIMAs. And Black students were 40% or more (almost twice) as likely to experience these negative effects, with the exception of loss of sleep. Black students experiencing RIMAs were only 25% more likely to lose sleep relative to all students.

**Looking forward: Workshops to practice interrupting microaggressions**

In our survey, students communicated a great interest in follow-up workshops. There is strong evidence that such workshops promoting by-stander interventions increased in positive racial identity of Black students, “meaning they got emotionally stronger” (Williams 2020; Williams et al., 2012). Tools for interrupting RIMAs promise to decrease microaggressions and bias (as found in Williams 2020; Kanter et al., 2018), and promote a sense of belonging and community for all participants (as reported by Williams 2020). For more information, see: campusclimate.unm.edu/initiatives/rimasurvey.html

- RIMA Workshops (report number so far, expected number in 2021-22, and units/audiences so far)
- Tool for Interrupting Racial and Intersectional Microaggressions (RIMAs) - goto.unm.edu/interruptrimas

**CLIMATE IN COVID WEBINAR SERIES**

During the spring of 2020 and 2021, The Division for Equity and Inclusion hosted a series of webinars addressing climate concerns in a pandemic.

**Gender Justice and Healing in the Pandemic: Addressing Violence, Health and Work Disparities for Women April 16, 2021**
- Among the many ways that the COVID-19 pandemic has deepened and exposed the structural inequalities in our society, it has impacted women with disproportionate force. By any measure, and in a manner compounded by race and other intersectional identities, many women confront rising levels of inter-personal violence, drastic reduction and elimination of paid employment, greater barriers to reproductive health care, and the unsustainable challenges of primary responsibility of childcare, eldercare, and other forms of domestic labor, all of which are made more challenging by the pandemic. These changes have impacted women throughout UNM. Like the other webinars, this one convened UNM students, faculty, and community practitioners who, as a result of their experience and research, were able to provide key information, strategies, and resources to support the resiliency of this population in the pandemic and its aftermath.
  Watch: [https://www.youtube.com/watch?v=TxlXd6WPzZI](https://www.youtube.com/watch?v=TxlXd6WPzZI)

**Queering COVID: Overcoming Shame and Addressing LGBTQAI Needs and Issues in a Pandemic. March 4, 2021**
- The LGBTQIA community faces a different set of challenges that have arisen because of the COVID-19 pandemic. LGBTQAI folx have struggled with intimacy and touch even before the pandemic, and COVID-19 has only deepened these challenges. Additionally, many Trans and Queer folx have felt the need to go back into the closet or de-transition due to safety concerns. We have also heard the impact of COVID-19 compared to AIDS, which is a frightful diminishing of the devastating effects of AIDS and the ways that people living with AIDS have been silenced. We will round out the conversation with the ways that Zoom can be triggering for Trans/GNC folks. Finally, we will end with tips for folks to be better advocates for Trans/Queer folx virtually, and offer tips for folx experiencing dysphoria. Watch: [https://youtu.be/TslfISuXUvc](https://youtu.be/TslfISuXUvc)
INPUT TO 2040 STRATEGIC PLAN

- **Diversity Values Statement** – Charge: Establish a university diversity values statement and create a process for colleges to affirm this statement on an annual basis.

  *Draft: The University of New Mexico is privileged to sit on Indigenous land. Recognizing the unequal power structure and guided by the principles of equity and justice, we seek to earn trust. UNM commits to critical reflexivity, ethical accountability and expanding opportunity by cultivating potential and centering the community wealth of the peoples of New Mexico and beyond.*

- **Diversity Input to the UNM 2040 Strategic Plan by the Diversity Taskforce** – October 1, 2021
  [https://diverse.unm.edu/assets/docs/unm-2040-strategic-plan-diversity-task-force.pdf](https://diverse.unm.edu/assets/docs/unm-2040-strategic-plan-diversity-task-force.pdf)

UNMPD AND CAMPUS CONNECTIONS

- **Promising Practices in Campus Public Safety** – September 24, 2021
  - Virtual town hall to hear concerns from campus community about public safety and policing on campus. The well-being of the community remains one of UNM’s top priorities, whether it’s working to put into place health protocols to respond to COVID-19 or striving to ensure UNM’s campus is safe and welcoming. Watch: [https://www.youtube.com/watch?v=pWU7G3OlRZw](https://www.youtube.com/watch?v=pWU7G3OlRZw)

- **Community Policing Council**
  - New Student Orientation presentations were given throughout the summer of 2021 by co-chairs Rodney Bowe and Patricia “Tish” Young, with a revamped safety presentation to introduce new students to campus safety tools and resources.
  - A meeting was held with the New Student Orientation leadership and student staff in August 2021 to discuss ideas for future interactions with students.
  - The Community Policing Council is planning to implement a campus safety survey to assess community needs. We will be setting up a meeting with GPSA, ASUNM, Greek Life leadership, as well as other student organizations and entities in November, 2021.
  - For Safety Week September 20-24, 2021 we had “Coffee with Our Cops” on Main Campus on the west side of Mesa Vista Hall, and for North Campus outside of the Bistro. We set up a poster with UNMPD information, UNMPD social media cards, and promoted the LoboGuardian app by handing out stickers and magnets and talking about the app’s safety features. The Community Policing Council and UNM PD put out picture boards showing officers in and out of uniform at various events. Snacks, coffee, and iced tea were provided to attract attention to discuss safety concerns, or just have friendly conversations with our police officers.
Safety Walks on main and north campus during safety week took place to put in work orders for “unsafe” areas the groups noticed while walking campus after dark. Proper lighting and Emergency Blue Phones were a focus during these walks, as well as overgrown foliage and tripping hazards.

Officers have held safety talks and presentations for classrooms, student groups, staff, and faculty.

FACULTY DIVERSITY AND INCLUSION:

LEAD COUNCIL
UNM is working to increase diversity of faculty from underrepresented racial/ethnic minority (URM) groups and women in STEM (with focus on engineering, and physical and mathematical sciences). In order to better coordinate and communicate diversity, equity, accessibility and inclusion (DEAI) efforts across colleges, in Fall 2019, newly hired UNM Vice President for Equity and Inclusion (VPEI) Dr. Zerai established the Liaisons for Equity, Advocacy, and Diversity (LEAD) Council. LEAD is a council of associate deans for diversity or associated positions (recognizing that colleges vary in size and structure) that represent each of the academic colleges on main/ABQ campus; ex-officio members are also invited from Academic Affairs, the Health Sciences Center and UNM Branch campuses, and DEI. The LEAD Council’s charge is to work to increase and enhance faculty diversity, equity, accessibility and inclusion at UNM, with a focus on tenure-system faculty. Minimum criteria for LEAD Council membership is a demonstrated commitment to diversity, equity, accessibility and inclusion. It is expected that LEAD Council college representatives serve on their respective dean’s executive leadership team.

VPEI and the LEAD Council created a plan for increasing Underrepresented Racial/Ethnic Minority (URM) tenure-system faculty at UNM. This plan started with a several-months long discussion to set preliminary goals for minority faculty composition at UNM. The dashboard, a mechanism for tracking each college’s progress in increasing faculty diversity, includes approved goals. It can be found here: [http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html](http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html)

UNM DEI and OIA Racial/Ethnic Definitions: According to the National Science Foundation, Underrepresented Racial/Ethnic Minority (URM) include Native/American Indian, African American/Black, or Latinx/Hispanic (regardless of racial identification). International refers to the federal designation of “Nonresident alien” (source: [https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions](https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions)). See appendix.

PLAN FOR FACULTY DIVERSITY AND INCLUSION
Goals were set by college, due to their wide variation in racial/ethnic diversity of the faculty. We are focused on increasing proportions of URM faculty, given low numbers at UNM even though we are a Minority Serving Institution (MSI). The Association of Public Land-grant Universities (APLU) Student Experience Project (SEP) results show that students at UNM are more likely to report that they have difficulty finding role models at UNM from groups like theirs relative to students from other universities involved in the SEP. And URM students were the group that was the most likely to have difficulty finding role models from groups like theirs relative to white and Asian students. Research indicates that faculty diversity enhances success of all students, that BIPOC junior faculty are more likely to have written innovative dissertations relative to white male faculty (Hofstra et al, in National Academies of Sciences 2020), BIPOC faculty, especially women are more likely to spend time on teaching (Hendrix 1998; 2020; Stolzenberg et al 2019), teach from a growth mindset (versus a fixed mindset), that BIPOC and especially BIPOC women faculty are more likely to have overcome cumulative disadvantages (Reede 2015). This means that hiring URM faculty is a huge asset to any university, but especially to Minority Serving Institutions, because URM faculty by and large bring know-how for navigating academic structures to the benefit of URM students and all students. It is telling that students at UNM report that they are having difficulty finding role models from their own groups. UNM has chosen to respond to this challenge.
Below find a table that provides an overview of all assistant, associate and full professors at UNM (including ABQ/Main, HSC, and Branch campuses) by race/ethnicity (October 2020). Please note that regardless of race, any individual who indicated that they are Hispanic or Latino are counted as Hispanic below.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Assistant Professor</th>
<th>Rank Associate Professor</th>
<th>Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>17</td>
<td>15</td>
<td>11</td>
<td>43</td>
</tr>
<tr>
<td>Asian</td>
<td>58</td>
<td>77</td>
<td>63</td>
<td>198</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic</td>
<td>127</td>
<td>97</td>
<td>57</td>
<td>281</td>
</tr>
<tr>
<td>International</td>
<td>96</td>
<td>12</td>
<td>2</td>
<td>110</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>32</td>
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<tr>
<td>Unknown</td>
<td>23</td>
<td>45</td>
<td>18</td>
<td>86</td>
</tr>
<tr>
<td>White</td>
<td>388</td>
<td>376</td>
<td>422</td>
<td>1186</td>
</tr>
<tr>
<td>Total</td>
<td>739</td>
<td>640</td>
<td>585</td>
<td>1964</td>
</tr>
</tbody>
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Table 1. University of New Mexico, Main Campus Underrepresented Racial/Ethnic Minority (URM) Tenure-System Faculty, October 2020.

While a number of colleges have zero URM faculty in material (full-time equivalent of .5 or higher) tenure-system appointments, or fewer than 3%, a few are doing relatively well when we examine percentages, including the College of Architecture and Planning, Law, Education and Human Sciences, and Honors College. But even some of these still have very low numbers of URM faculty in tenure-system lines (i.e. full time equivalent--FTE) (e.g. Honors College with a small overall number of faculty has only 2 URM faculty). In order to track our improvements in these numbers, it is important to set goals. We used a formula to set goals. If current disaggregated proportions of faculty members who are Native American, Latinx, or Black are 0, 1%, or 2%, try to increase to baseline of 4% (approximately 2 people in a college of 50%). If proportion is currently 3% or 4%, try to increase to at least 5%. All else, college deans agreed to try to increase by 25%. Target dates are FY2027. The exception is Arts and Sciences, which has requested a target date of FY2030. And some colleges have established internal goals that are more ambitious.

Placing faculty diversity in regional and national context, a sampling of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) 2019 shows we are doing relatively well when it comes to Latinx/Hispanic, and Native American faculty. In fact, we rank number one for the highest percentage of Native faculty and 6th for the percentage of Latinx faculty. But we lack faculty diversity when it comes to African American faculty. Our rank is 21 out of 23 institutions when it comes to African American/Black faculty. However, our actual numbers (FTE) of Native American faculty are relatively low at 28 in 2019; Black faculty were only 11; whereas only 115 Latinos were tenure system faculty in 2019, out of a grand total of 844 tenure system faculty at UNM.

Given these facts, after establishing goals, we designed the following strategy to improve overall composition of URM faculty at UNM. VPEI worked with LEAD to identify challenges to building and sustaining faculty diversity. These included:

a. implicit bias in hiring,
b. the need for a roadmap to the professoriate for underrepresented racial/ethnic minority (URM, to include individuals who are Native American, Black, and Latinx) postdocs and visiting scholars through a revitalized postdoc program,
c. the need for bridge funding to support tenure-track faculty hiring of URM and women in STEM (with focus on mathematical and physical sciences, and engineering), and
d. the need for resources to help retain faculty and support their scholarly endeavors.

DEI established several resources to address each of these challenges. They include:

- a. Making the DiversityEdu online course available to faculty search committee members; this online course which provides implicit bias awareness and mitigation strategies, along with tools for implementing diversity-competent searches, and is required for faculty research committee members starting AY21);
- b. Establishing the Inclusive Excellence Postdoc and Visiting Scholars Program; the central feature of this new program draws from the National Center for Faculty Development and Diversity (NCFDD) resources and other best practices to require a substantive mentoring plan; the program also provides incentives to senior faculty to receive diversity education, so they will be more effective mentors to postdocs and junior faculty (for main campus tenure-granting departments);
- c. Establishing Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty (main campus); the hiring program also requires a substantive mentoring plan, as mentioned above; and
- d. Purchasing the annual National Center for Faculty Development and Diversity institutional membership (available university-wide, including HSC and branches), including offering Faculty Success Program (FSP) Scholarships; FSP is a 12-week boot camp that promotes and guides participants in practicing empirically tested methods to improve research productivity through intense accountability, coaching, and peer support; FSP scholarships from DEI are available to main campus and HSC tenure-system faculty; NCFDD provides resources and support for extraordinary research productivity and work-life balance. See: https://diverse.unm.edu/resources/faculty/ncfdd.html

Results 2020-21

In 2020-21 (even under pandemic conditions) there has been an enthusiastic response from faculty and college administrators to DEI’s plan for faculty diversity which has produced these advances.

- **DiversityEdu**
  In 2020-21, DiversityEdu was offered to 119 faculty, staff, and other individuals who served on faculty search committees; 61 completed it and 6 are in progress. It is our hope to increase the number of completed courses to a total of 200 faculty by January 2023. Goals for future benchmarks (2027, 2035, and beyond) will be set once we have a better sense of UNM’s future faculty hiring plans.

- **Inclusive Excellence Postdoc and Visiting Scholars Program**
  The revamped Inclusive Excellence Postdoc and Visiting Scholars Program has been in operation since spring 2020. In that time, six postdocs have been hired. One completed her postdoc and began her role as assistant professor fall 2020. One is continuing to her second year starting fall 2021. And the other four were selected spring 2021 and will begin their appointments fall 2021. Please see results in Table 2 below.

- **Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty**
  DEI is working with Academic Affairs concerning the details of this program. Academic Affairs will set the rules for the new targets of opportunity hiring program. VPEI and the LEAD council will determine criteria and application process for the hiring program once we receive more details from Academic Affairs.
Affairs. However, we have been able to pilot the program by contributing toward the hire of a new assistant professor who will begin fall 2021. Please see results below.

<table>
<thead>
<tr>
<th>Academic Background and Prospective Appointment</th>
<th>Postdoc Offers</th>
<th>All Finalists</th>
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<tbody>
<tr>
<td>URM (Black; Native American; Indigenious; Latina/Hispanic)</td>
<td></td>
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<tr>
<td>Black/African American female</td>
<td>University of Texas at Austin</td>
<td>Performance as Public Practice</td>
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<td>Native American male</td>
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<td>Comparative and indigenous politics</td>
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<td>Materials Science &amp; Engineering</td>
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<td>Hispanic male</td>
<td>Massachusetts Institute of Technology; Columbia University</td>
<td>Architecture</td>
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<tr>
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<td>American Studies, conc Art History</td>
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<tr>
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<td>Univ of NM</td>
<td>Spanish &amp; Port; Afro-Mexican Studies</td>
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<td>Black/African American female</td>
<td>University of North Carolina at Greensboro</td>
<td>Studio Art</td>
</tr>
</tbody>
</table>

Table 2. Inclusive Excellence Postdoc and Visiting Scholars Program and Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty

d. NCFDD memberships and Faculty Success Program (FSP) scholarships

The National Center for Faculty Development and Diversity has been an important resource for faculty at UNM ABQ/Main, HSC, and Branch campuses. Currently we have 542 faculty at UNM registered for NCFDD memberships. DEI has been able to offer Faculty Success Program writing bootcamp scholarships to eleven faculty. Scholarships covered approximately half of the cost of the FSP. Academics units helped faculty cover the other half.

- In 2020-21 DEI awarded 8 scholarships to recipients in A&S (5), Law School, Anderson School of Business, Architecture, and Honors College.
- And in 2021-22 DEI awarded 3 scholarships to recipients in Honors College, Fine Arts, and the College of Education and Human Sciences.

It is our hope to increase to NCFDD memberships to 1000 faculty, and to offer 10 FSP scholarships to ABQ/Main and HSC faculty annually. And we would like to explore opportunities to offer FSP scholarships to Branch campus faculty. See brochure for more information. [https://diverse.unm.edu/assets/docs/ncfdd-faculty-success-program.pdf](https://diverse.unm.edu/assets/docs/ncfdd-faculty-success-program.pdf)

Hiring URM faculty is vital, however it is also important to retain them. DEI works with campus partners to continually address campus climate issues that are relevant to faculty. A small sample includes:

- DEI has been fortunate to work with the Native American Faculty Council, and Director of American Indian Studies Services, Pamela Agoyo who have written the UNM’s official Land Acknowledgement statement,
which was adopted by President Stokes UNM Spring 2020. The UNM Land Acknowledgement is now read at all Board of Regents meetings, as well as at a variety of high-profile as well as regular UNM events and committee meetings. For more information, see https://diverse.unm.edu/about/land-acknowledgement.html

- DEI is working to streamline/enhance support to faculty targets of harassment, including sexual harassment, bullying and violence at UNM. DEI is developing a website to assist faculty (and staff) to privately navigate UNM resources for support and reporting misconduct, and is working with campus partners to create an integrated conflict management system.
- Additionally, we are leading a Black Faculty Truth Commission to address bullying, harassment, and violence against Black Faculty.
- DEI has created UNM’s new Guidelines for Preventing and Responding to Doxing, Trolling, Zoom bombing, and other hazards of web meetings, https://webmeetings.unm.edu and https://webmeetings.unm.edu/online-safety/responding-to-incidents.html; collaborators include: VPEI, IT Security, Academic Technologies, and OEO.
- Strategic Planning Dashboard: in order to practice our progress toward demographic diversity among tenure system faculty at UNM, OIA has set up a dashboard. Progress can be traced by the whole university and by each academic college. See: http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html

DiversityEdu

- The DiversityEdu online course provides implicit bias awareness and mitigation strategies, along with tools for implementing diversity-competent searches. In 2020-21, DiversityEdu was offered to 119 faculty, staff, and other individuals who served on faculty search committees; 61 completed it and 6 are in progress. The training is required for faculty research committee members starting AY21. It is our hope to increase the number of completed courses to a total of 200 faculty by January 2023. Goals for future benchmarks (2027, 2035, and beyond) will be set once we have a better sense of UNM’s future faculty hiring plans.

Inclusive Excellence Postdoctoral and Visiting Scholars Program

- The central feature of the Inclusive Excellence Postdoc and Visiting Scholars Program draws from the National Center for Faculty Development and Diversity (NCFDD) resources and other best practices to require a substantive mentoring plan. The program provides incentives to senior faculty to receive diversity education so they will be more effective mentors to postdocs and junior faculty (for main campus tenure-granting departments).
- Beginning operation in spring 2020, The Inclusive Excellence Postdoc and Visiting Scholars Program has hired six postdocs. One completed her postdoc and began her role as assistant professor fall 2020. One is continuing to her second year starting fall 2021. And the other four were selected spring 2021 and will begin their appointments fall 2021. Please see results in Table 2 above.

NCFDD Institutional Membership and Faculty Success Program Scholarships

- DEI purchased the annual National Center for Faculty Development and Diversity (NCFDD) institutional membership (available university-wide, including HSC and branches). NCFDD provides faculty resources and support for extraordinary research productivity and work-life balance. Currently, 542 faculty at UNM are registered for memberships. Our goal is to increase membership to 1000 faculty. See: https://diverse.unm.edu/resources/faculty/ncfdd.html

- DEI offers scholarships for the Faculty Success Program (FSP), a 12-week boot camp that promotes and guides participants in practicing empirically tested methods to improve research productivity through intense
accountability, coaching, and peer support. Scholarships from DEI cover approximately half the cost of FSP and are available to main campus and HSC tenure-system faculty.

- In 2020-21, DEI awarded 8 scholarships to recipients in A&S (5), Law School, Anderson School of Business, Architecture, and Honors College.
- In 2021-22, DEI awarded 3 scholarships to recipients in Honors College, Fine Arts, and the College of Education and Human Sciences.
- Our goal is to offer 10 scholarship annually to Main and HSC faculty.
- We will explore opportunities to offer FSP scholarships to branch campus faculty.

STAFF-FACULTY WAYFINDER WEBSITE

- The “Wayfinder website” seeks to overcome barriers to accessing information about available university and community services by establishing a website that provides accessible, clear, and accurate information about the nature and impact of choices available to targets of bullying, discrimination, and sexual harassment. The website is designed to provide information in a user-centered, private, and trauma-informed format, which will order to enhance users’ sense of mastery and choice as they navigate the university’s available support and response services. Recognizing that the populations experiencing the highest rates of bullying, discrimination, and sexual harassment are communities of color, disabled persons, and sexual- and gender-identity minorities, and that many individuals experience multiple and intersecting harms, a “user-centered” website means that all users of the website have the freedom to explore and learn the pros and cons of multiple pathways – informal as well as formal, primarily supportive as well as reporting – so that they can judge whether and how to take any action.
- Website design and usability studies are under development through DEI collaboration with the IT Applications department, with an anticipated rollout in Spring 2022.

TOWNHALL ON ADDRESSING ANTI-BLACKNESS AT UNM – May 12, 2020

- Discussing UNM’s response to the challenges many are facing due to increasing incidents of racial discrimination and “criminal acts of domestic anti-Black terrorism.” Creation of a rapid response taskforce to coordinate a unified campus response to hate crimes will be discussed. Collaborators include: The Division for Equity and Inclusion (DEI), the Black Faculty Alliance (BFA), the University Libraries, and the Office of Equal Opportunity (OEO). Watch: https://www.youtube.com/watch?v=Zovhaif961g

RAPID RESPONSE TEAM - Working to address harassment of faculty

- Proposal of rapid response framework
- Protocol for addressing online threats and harassment
  - Online safety has become essential for creating and maintaining a respectful campus. In response to doxing, trolling and zoom bombing during virtual meetings and webinars, the following online safety guidelines were developed to ensure that a respectful campus climate extends to webinars.
    - Preventing Trolling, Doxing, and Zoom Bombing
    - Responding to Incidents
    - Webinar: Protecting the Pack from Trolling
FACULTY AFFINITY GROUPS

DEI has offered administrative support to two faculty affinity groups, the BFA and LFA. We are using the term affinity to denote groups that have historically been underrepresented in higher education. We also want to acknowledge the Native American Faculty Council. They wrote the land acknowledgement statement which is on our website.

Black Faculty Alliance (BFA)
BFA has met 4-5 times a year from 2019-2021. BFA cosponsored the Townhall on Addressing AntiBlackness at UNM and BFA was instrumental in hosting discussions concerning the forming of Africana Studies as an Academic department and completing the A88.

Latinx Faculty Alliance (LFA)
LFA held several meetings throughout 2020-2021, focusing on the challenges and opportunities for Latinx faculty including part-time instructors, lecturers and tenure-track faculty. We also held a workshop co-sponsored by Southwest Hispanic Research Institute and the Native American Faculty Council We will continue to meet and develop action items to be presented to UNM administrators.

BLACK FACULTY TRUTH COMMISSION

Purpose of the Truth Commission:
1) Backward looking functions:
   a. To conduct an investigation of threats and violence toward UNM Black faculty
   b. To produce a report with results of that investigation
2) Forward looking functions:
   a. To create a reporting mechanism for threats to faculty on campus

TRUTH TELLING PANELS

Truth Telling: Justice and the Problem of Small Numbers. April 23, 2021
Panelists: Dean Emeritus Alfred Mathewson, Dr. Kathy Powers, and Dr. Assata Zerai.
Watch: https://youtu.be/kA5C_ALSaco

The UNM Division for Equity and Inclusion (DEI) recognizes the University of New Mexico is a leader among universities confronting past legacies of harm in the United States. UNM is among few universities addressing multiple legacies of harm that involve race, ethnicity, gender, citizenship, state and tribal sovereignty among others simultaneously. UNM is also dealing with harms toward Black, Indigenous and People of Color (BIPOC) faculty that may include violations of academic freedom.

Multiple instruments such as taskforces, truth-telling apparatuses, cultural forms of redress, and institutional reform have been used to address past and present harms within universities whose identity and pasts are complex and contentious. UNM’s legacy is complex because it is multi-racial, multi-ethnic, has contested wounded parties, and requires consideration of citizenship and language. An intersectional approach sheds light on the complexity of harms that have historical, layered, overlapping, and multiplicative effects that vulnerable populations on campus experience. Examples include threats of lynching, cyber-attacks, simulated sexual violence, physical threats, and targeting based on race, ethnicity, religion, language, citizenship, sexual orientation, and gender identity and expression.

In the first, of three panel discussions focused on truth-telling concerning the harms experienced by Black faculty, we begin to address the problem of small numbers for truth telling efforts, and explore a restorative justice framework to create an institutional space that is safe and supportive for UNM’s efforts to repair harm.
“Small numbers” (meaning the very few Black faculty teaching at UNM currently and historically) creates a problem for truth telling because once such faculty members share their experiences, even if in a confidential survey, they are vulnerable. They are easily identifiable because they are the first or only person of African descent in their department or college, and thus protecting their confidentiality produces unique challenges. Finally, Black faculty members who are brave enough to identify perpetrators may be further harmed by retaliation.

On the basis of research in restorative and transitional justice, the panelists provide recommendations for how to balance the need to protect the privacy of Black faculty who wish to share their stories, and collecting systematic data that could inform the design of institution-level redress of harms.

AFRICANA STUDIES A88
DEI facilitated conversations with tenured affiliated faculty in Africana Studies. A proposal was submitted to transition Africana to a department and Dr. Kirsten Pai Buick was appointed as chair of the Africana Studies department in Fall 2021. We anticipate the approval of the proposal in Spring 2022.

STUDENT DIVERSITY

GLENDIA LEWIS CRITICAL RACE SCHOLARS AWARD
As an affirmation of its commitment to support racial equity and inclusion in graduate education at UNM, Graduate Studies announces a new initiative to offer five awards for eligible graduate students conducting research on topics related to what can be broadly called critical race scholarship, with priority given to studies that focus on race in the United States. Recipients will be named Critical Race Scholars and will receive an award of $2,000 for the academic year to support and facilitate their research. Critical Race Scholars form a cohort that meets during the tenure of the award to share and discuss their research and have their work featured in a Graduate Studies hosted platform. For information and to apply: https://grad.unm.edu/funding/scholarships/critical-race-scholar.html

FIRST GENERATION COLLEGE UNDERGRAD AND GRAD STUDENT SUCCESS
Over half of UNM undergraduate students grew up in households where no parent/guardian earned a 4-year college degree. Indigenous, Latinx and Black students are most likely to come from these class origins. We will build on their cultural wealth and funds of knowledge by creating intentional convergence spaces and programming for first generation college undergrad and graduate students. We will join the Center for First generation college success, a network and national organization that shares promising practices for supporting students from first generation college families.

DATA
Supporting GS work to develop plan for graduate student diversity. One challenge that remains is creating an administrative data infrastructure that includes a question on parent/guardian educational attainment for graduate student application. This data point is available for all UNM applicants, but it has not been added to the graduate application. This data point is important for advancing DEI as 2/3 of current faculty across a range of disciplines come from households where at least one parent earned a 4-year college degree and nearly half come from a household where at least one parent earned a graduate degree (Morgan et al., 2021). An intersectional approach for our DEI metrics recognizes that we need to examine race, gender and class origins as simultaneous positionalities such that we need to report graduate and undergrad graduation by considering things like how many first-generation college Indigenous men graduate with a four-year degree and continue to earn a graduate degree compared to continuing generation Indigenous men. Reporting DEI metrics by race alone, gender alone or first-generation college status alone is insufficient.
PARTNERSHIP WITH CENTER FOR TEACHING EXCELLENCE
We piloted questions for the online course review that asked instructors to reflect on how they included culturally relevant curriculum and pedagogy and critical reflections on instructor positionality and identity shape their teaching. Building on this we are also conducting focus groups with students to learn about the examples of culturally relevant pedagogy they are experiencing in school.

STUDENT DIVERSITY COUNCIL
We convened a meeting of the SDC in October 2021. The goals of the network are to engage both graduate and undergraduate students across each department and college in creating a list of DEI priorities. We have created initial outreach to existing student organizations. The next step will involve contacting academic advisors for each degree program so we can have broad representation from each department and college.

DIVERSITY COUNCIL (DC)
The UNM Diversity Council brings together varying levels of expertise in diversity matters, a broad cross-section of occupations/disciplines from across UNM’s academic community. Council members reflect the remarkable diversity of backgrounds and ideas at the University of New Mexico and come together to improve the University’s performance where diversity, equity and inclusion are concerned.

The Council consists of faculty, staff and students with varying degrees of knowledge about diversity, equity, inclusion and social justice in higher education. The committee is charged as follows:

The charge of the Diversity Council is to review historical documents addressing diversity at UNM and study campus climate policies and best practices addressing diversity and excellence at institutions of higher education. Data from various sources will be evaluated in determining the needs at UNM as we move to establish a UNM model that embraces diversity and excellence. The work of the Diversity Council will culminate with a re-envisioned actionable Diversity Plan that will lead our institution for the next ten years. *The committee will seek ways in which this plan may be successfully woven into the very fabric of daily operations at the University of Mexico.*

Co-chairs of the DC for 2019-22 are Professor Teresa Neely (CULLS) and Ms. Pam Agoyo (AISS).

SUBCOMMITTEE DESCRIPTIONS AND REPORTS

Learning and Resources - Established Fall 2020
Learning & Resources focuses on establishing a comprehensive inventory of trainings, programs, resources, and initiatives designed to enhance knowledge, skills, and competencies. The goal is to create a repository of resources, including names of skilled presenters available to deliver various types of presentations to the university community. Co-chairs are Dr. Jeannie Baca and Ms. Lorena Blanco-Silva.

**Report** - The Learning and Resources committee met through the fall 2020 and was temporarily paused in the spring of 2021. Information was obtained from University Counsel as part of an institutional inventory, and used to set as a place holder for the Learning & Resources webpage on the DEI website. The committee will resume meetings fall 2021 and focus on contributing input, feedback, and recommendations to enhance the webpage so it is a comprehensive user-friendly institutional resource mirroring best practice. The goal is to have the page fully functional by the end of the fall 2021 semester. See: diverse.unm.edu/resources/
Climate Survey - Established Fall 2019
Climate Survey works on the task of administering a university-wide campus climate survey in fall 2022. This committee will work on planning for that survey. Further, the climate survey committee will explore possibilities for sharing results from the Racial and Intersectional Microaggressions survey to students at UNM (administered spring 2021). Co-chairs are Dr. Teresa Neely and Ms. Mónica Jenrette.

Report - Participated, held and/or facilitated Climate Survey discussions in monthly Diversity Council meetings. Subcommittee meetings. Discussions on RIMA survey demographic queries. Discussions on campus Climate Survey demographic queries. Discussions on RIMA survey demographic queries. RIMA informational presentations to groups around campus prior to implementing the RIMA Survey in March 2021. Instrumental in the decision to delay the Climate Survey implementation and move forward on the RIMA Survey. Instrumental in the development of demographic queries for RIMA. Helped finalize, test, and implement the RIMA Survey. See: https://campusclimate.unm.edu/rima-survey/index.html

Restorative Justice and Inclusive Climate - Established Fall 2020.
Restorative Justice and Inclusive Climate will address the Adams mural, residence halls names, presence of law enforcement at UNM; concerns about bullying, discrimination, sexual harassment, and retaliation; perceived overall climate of racism and effects on students & employees, specific concerns named by Native faculty, & other aspects of the built and virtual environment. Co-chairs are Ms. Pam Agoyo and AVPEI Liz Hutchison.

Report – The work of the RJIC Subcommittee was focused in 2020-2021 on several key areas: Follow-up discussions and work on ongoing Diversity Council areas of concern, including the Adams Murals, the Land Acknowledgement, and the Seal. The group supported Diversity Council efforts to consolidate advances in these areas and address communications and “norming out” concerns about these changes. Addressing emergent concerns with building names and campus policing: In February, the RJIC Subcommittee formed two working groups, "UNM Building Names" and "Campus Safety/Policing," led by Pamela Agoyo and Liz Hutchison, respectively. The Campus Safety/Policing working group was activated to prepare for and respond to the ongoing search for Chief of UNMPD in Spring 2021. Preparation in restorative justice theory and practice: In the spring semester, the RJIC Subcommittee consulted resources for restorative justice in higher education, and heard presentations from two speakers, Dr. Kathy Powers and JoEllen Ransom, who shared their expertise, resources, and advice with the subcommittee.

Diversity Council Curriculum Committee (DDCC) - Established in 2012.
The U.S. and Global Diversity and Inclusion requirement was established in 2014. DCCC coordinates approval of courses that may fulfill the diversity requirement by providing proposal workshops, advice on proposals, sharing the list of approved courses, and assessing that learning outcomes are being met by diversity courses. They are further building a community of practice concerning delivery of diversity curriculum at UNM. There are currently 160 courses that meet the Diversity Requirement (2020-2021). Co-chairs are AVPEI Nancy López and Dr. Shiv Desai. We held regular office hours every Monday afternoon during the academic year and met with over two dozen faculty. We also held a yearly workshop with faculty interested in submitting syllabi for review. We are also presenting a workshop on how to create a Diversity, Equity and Inclusion requirement at the UNM Diversity Summit that will take place November 4-5, 2021 sponsored by UNM-Gallup.

Report- We revised the Syllabi Checklist to clarify the learning outcomes. We met monthly to review new course submissions. We instituted a review of Syllabi that were approved over 6 years ago. We also developed a Charge letter to Institutionalize voting members of DCCC as scholars and teachers with expertise in the learning outcomes. We engaged in preliminary discussion with Faculty Senate and Provost Office regarding the potential to establish a subcommittee of Curriculum Committee. The DCCC expressed concern about the need to revise the constitution of the faculty senate to ensure that the members of the DCCC are appointed by DEI because
currently, if the subcommittee were created the nominations and recommendation of members of the subcommittee would reside with the discretion of the President-Elect of the Faculty Senate. We instituted website improvements with meetings, materials and FAQs. We held weekly dedicated office hours by appointment (25-30 appointments). We held workshop for instructors on the criteria and logistics for submitting syllabi. We also improved the icon to represent course on same page as general education requirement. We look forward to continual improvements including expanding the credit required from 3 to 6 credits so that a minimum of 3 credits are at the upper level (300-400 level) as there is growing research that courses with these learning outcomes contribute to student success. See: https://diverse.unm.edu/diversity-requirement/index.html

LGBTQ RESOURCE CENTER

ANNUAL REPORT AY20
For the Academic Year 2020, the LGBTQ Resource Center learned to pivot their programming to meet the needs of the LGBTQIA UNM community in the midst of a global pandemic. Although the University campus closed due to COVID-19, the services of the LGBTQ Resource Center have been utilized in different formats. Students accessed groups and content online, professional staff worked with students to navigate going home to potentially violent and dangerous living environments, and we teamed up with the Division of Equity and Inclusion to create webinars addressing the fears, xenophobia, and concerns the UNM community has raised during COVID-19.

Activities and accomplishments:
- Creation of the first institute chapter of the national Association of Joteria Arts, Activism, and Scholarship (AJAAS). This group held three events with attendance ranging from 20-50 participants.
- Co-sponsored the Equality New Mexico Legislative Day at the Capitol taking five students to the Roundhouse to lobby congresspeople.
- Sponsored “To Bloom in the Desert,” an event to celebrate the life of Tony McDade, held outdoors to be as Covid mindful as possible.
- Attended Albuquerque Pride, as well as Santa Fe and Gallup pride for outreach efforts.
- Attended the international Creating Change conference in Dallas, Texas. The Resource Center was able to take four students who all submitted conference proposals. Each student was tasked with going to sessions that targeted a specific focus to enhance the work of the LGBTQ Resource Center.
- Awarded over 40 scholarships to graduate and undergraduate students.
- Held annual Rainbow Graduation Ceremony with 20 students in attendance.
- Conducted annual Safety Week Safe Zone training as well as trainings for UNMH, the City of Albuquerque, the UNM Panhellenic Council, UNMH Project Echo, College of Nursing, and New Student Orientation. Over 250 people were trained.
- Hosted four Café Q’s, research platforms for students, staff, and faculty. Average attendance was 20 people per session.

ANNUAL REPORT AY21
The LGBTQ Resource Center supported the needs of the LGBTQIA community at UNM mostly through virtual programming. The Center focused on collaborative programming as well as supporting students holistically. Six Café Q’s were held, half of which showcased research coming from the Chicano Studies program. Students presented research on UNM’s Queer history, discussing Juneteenth through a Queer lens, and the ways that art can lead to Queer healing. In a desire to center intersectionality and solidarity, the LGBTQ Resource Center partnered with other service centers to provide programming ranging from virtual dance parties to the complexities of being Black and Queer in Academia. Each dance party had 15-20 participants while the webinars ranged between 50-200 participants.
The LGBTQ Resource Center launched a counseling program with an intern from the Psychology department. The counselor is currently seeing 7 patients and there are plans to become a practicum site to expand counseling services for UNM LGBTQIA students. Under the guidance of VPEI, Dr. Assata Zerai, the LGBTQ Resource Center launched an LGBTQ Advisory Board comprised of 15 members. Membership consists of UNM students, staff, faculty, UNMH staff, and community members to help guide the work of the Center.

To better serve the UNM community, the LGBTQ Resource Center revamped their website making it easier to navigate and to find resources across campus and the state. Using the funds reserved for in person programming, the LGBTQ Resource Center was able to fund 36 scholarships for graduate and undergraduate students.

The Safe Zone program pivoted to an online model, training nearly 300 people throughout the year. The Safe Zone manual was revamped to include the most up-to-date statistics, terminology, and modules. The Safe Zone program also began to work on a mental health specific training module to enhance the knowledge of mental health providers.

DEI RESEARCH AND SCHOLARSHIP

Note: please see appendix for a comprehensive list of DEI colleagues’ publications and conference presentations.

INSTITUTE FOR THE STUDY OF “RACE” AND SOCIAL JUSTICE
Established in 2009, the Institute is an interdisciplinary research and academic hub that promotes the establishment of empirical, theoretical and methodological clarity about “race” that draws on cutting-edge thinking from multiple disciplines and diverse empirical traditions promote clarity about race; develop transdisciplinary strategies for ameliorating race-based inequality (see current grants under DEI grants). The Institute also established the first race and social justice graduate (2016) and undergraduate (2014) certificates in the country that are open to community. It also coordinates the New Mexico Statewide Race, Gender, Class Data Policy Consortium, UNM, 2014-present, first in the country (programming activities are sustained via volunteers and ad hoc funding and in-kind support from partnering UNM entities), Albuquerque, NM.

Mission: harmonize data for better serving diverse communities through intersectional knowledge projects or the importance of examining the simultaneity race, gender, class and other social locations within systems of inequality for equity-based policy making and practice (see activities under engaged scholarship and public sociology section below).

We have held meetings and have served 44 students enrolled in the graduate certificate program and 22 students have earned certificates, since the inception of the certificate program.

2020 CENSUS COMPLETE COUNT COMMITTEE
We held numerous convenings including press conferences and outreach partnership efforts with statewide complete count committees, with a focus on mitigating Black, Latinx and Indigenous undercounts. For more information visit: https://race.unm.edu/census.html

DIGITAL REPOSITORY
- Ethnography of UNM project hosted by the Division for Equity & Inclusion [Practical benefits and uses of EUNM: Great for students to study themselves and enhance their sense of belonging at UNM]
- UNM climate surveys historically
- Racial and Ethnic Minority Content – Courses, Instructors and Syllabi
- History of Black Folks at UNM
- Census Complete Count Committee
- Institute for the Study of “Race” & Social Justice
Curricular Genealogy project of race, gender and social justice courses at UNM (e.g., preliminary analysis of sociology, history and anthropology conducted by Angeles “Rubi” Castorena).

GRANT APPLICATIONS
Grant applications were submitted to the National Science Foundation, Sloan Foundation, Mellon Foundation, Hewlett Foundation, WT Grant Foundation, and the RWJ Foundation.

- Grad Studies (Dean Coonrod and Associate Dean Aleman), DEI (Zerai), and department chairs from select units submitted a proposal to NSF: IGE entitled “Structural Change in PhD Social Science Programs for Broadened Impacts and Diversity” fall 2020. The proposal was unfunded.

- Grad Studies (Coonrod and Aleman) and DEI (Zerai) submitted an application to the Alfred P. Sloan Foundation for $75,000 to establish a partnership between Fort Lewis College (FLC) and the University of New Mexico (UNM) that will provide broadened, successful pathways for Native American students to earn doctorates and diversify the STEM workforce and the academy. It is our hope to build on the deep commitment to community and land, engaging Native American students to pursue doctorates in STEM fields, by identifying barriers such that a FLC-to-UNM STEM pathway is accessible and attractive choice for Indigenous student to affect change. Requested Start Date: December 1, 2021.

- DEI (Zerai and López) and SOE (Moses and Godwin) submitted a proposal entitled “Racial Equity: A New Vision for STEM Doctoral Education (RE-STEM)” to the National Science Foundation for $9.6M to cultivate a model for racial equity in STEM graduate education that values the subjugated knowledge, epistemologies, and cultural wealth of URM students’ communities, centers them and their traditions, embraces diversity of thought and learning styles, encourages students’ pursuit of nontraditional topics of inquiry, and supports all theoretical perspectives to enact the culturally responsive pedagogy many students desire and has been shown to enhance academic success. RE-STEM is a test bed for graduate education that: (a) uses a systems approach to develop an inclusive graduate curriculum in the UNM School of Engineering (SOE) and Department of Sociology (SOC); (b) is designed to recruit and (c) retain three cohorts of URM graduate students; and (d) teach them to work with community stakeholders to co-create and implement interdisciplinary solutions to engineering challenges. RE-STEM reimagines both STEM (SOE and SOC) education and research by centering racial equity; students will learn proven strategies and practice creating equitable and reciprocal research partnerships with Black, Indigenous and People of Color (BIPOC) communities. Requested State Date: January 1, 2022.

External grants awarded

López, Nancy (co-PI). 2021. “Centering Student Voice to Understand the Influence of Ethnic Studies Courses on Students’ Academic, Behavioral, and Social-Emotional Outcomes: A Cross-Case Mixed Methods Collaboration” $620,000, PI: Kyo Yamashiro (Loyola Marymount University); co-PIs: Kyo Yamashiro, Loyola Marymount University (LMU); Lucrecia Santibañez, University of California, Los Angeles (UCLA); Will Perez, Loyola Marymount University (LMU); Nancy López, University of New Mexico (UNM); Shiv Desai, University of New Mexico (UNM); Sade Bonilla, University of Massachusetts – Amherst (UMass Amherst); Emily K. Penner, University of California, Irvine (UC Irvine); Adriana Villavicencio, University of California, Irvine (UC Irvine); William and Flora Hewlett Foundation, June 2021-May 2023.

López, Nancy (co-PI). 2020. Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from three Research Practice Partnerships,” a Mixed-Method, Multi-Site Investigation, Principal Investigator: Emily Penner (UC-
DIVERSITY EDUCATION, EVENTS AND OUTREACH

The Division for Equity and Inclusion is committed to advancing inclusive excellence by partnering with various entities throughout the University to provide training and skill development opportunities for students, faculty, and staff. Interactive workshops and presentations aimed at creating more inclusive and welcoming environments are available. Our growing curriculum of educational resources exists to contribute to a climate that fosters fairness, impartiality, and justice within UNM’s learning, social and professional settings. Courses provide space for all learners regardless of background, are research based, considered best practices, and offer practical tools for academic and non-academic settings.

DEI also creates timely programming addressing national, regional and local issues. This includes events in response to recent instances of violence due to racist or discriminatory actions. Due to COVID-19, DEI pivoted programming to an online format via webinars or presentations through Zoom. Additional programming informed by the RIMA survey on interrupting microaggressions was also presented. All programming was recorded and is available via the DEI website and the DEI YouTube channel.

DEI PRESENTATIONS

<table>
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<th>Date</th>
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<tr>
<td>4/17/20</td>
<td>DEI</td>
<td>Climate in COVID-19: Impact on Faculty and Staff.</td>
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<td>Racial Bias in Medicine</td>
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<td>Virtual Vigil to Honor and Mourn in Solidarity with AAPI Communities in Albuquerque</td>
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<td>Gender Justice and Healing in the Pandemic: Addressing Violence, Health &amp; Work Disparities for Women</td>
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<td>ISRSJ</td>
<td>Institutional Ethnography: Creating a Genealogy of Latinx and BIPOC Faculty and Race, Gender, and Social Justice Curriculum Across Departments/Programs at UNM</td>
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<td>DEI</td>
<td>Justice on Trial - The Verdict and its Aftermath: a space for reflection</td>
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<td>Truth Commission</td>
<td>Truth Telling: Justice and the Problem with Small Numbers</td>
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<td>Department of OB-GYN</td>
<td>DEI Advocate Training - Tools for Interrupting Microaggressions</td>
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<td>5/6/2021</td>
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<td>Understanding Diversity Among Mentees</td>
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<td>Promoting Inclusive Classrooms by Interrupting Racial &amp; Intersectional Microaggressions &amp; Countering Implicit Bias</td>
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<td>Why we Need Diversity Plans and Inclusion Component of DEI.</td>
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<td>New Student Orientations</td>
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<td>8/27/2021</td>
<td>UNM Psychiatry and Behavioral Sciences Grand Rounds</td>
<td>Experiences Advocating for Health Equity at UNMH: Promising Practices for Faculty, Researchers, and Providers</td>
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<td>10/12/2021</td>
<td>UNM Hispanic Heritage Month</td>
<td>Diversity Dialogues: Resilience Through Culture</td>
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<td>UNM Mentoring Conference</td>
<td>Inclusive Mentoring: Equity and Diversity as Practice</td>
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<td>Interrupting MA &amp; Reducing Negative Impacts on Access to Higher Education</td>
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<td>UNM Diversity Summit</td>
<td>A Toolkit for Interrupting Racial &amp; Intersectional Microaggressions (RIMAs) and Reducing their Deleterious Effects on Campus</td>
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<td>JEADI: Leading for a Culture of Inclusiveness</td>
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<td>UNM Nurse-Midwifery Preceptor Workshop</td>
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Table 3 DEI Presentations 2020-2021

2595
DEI FACULTY PUBLICATIONS, CONFERENCES AND RELEVANT KEYNOTES 2018-21


Trade-Offs across Sanitation Alternatives in an Urban Informal Settlement.” Environmental Science & Technology 2020 54 (19), 12641-12653. DOI: 10.1021/acs.est.0c03296


Academic conference presentations and keynotes include:

• Greenberg, Marissa; Nancy López; Assata Zerai. 2021. “Leaning into Mentoring ‘Non-Traditional’ Students,” Roundtable on Inclusive Mentoring: Equity and Diversity as Practice. Mentoring Conference at The Mentoring Institute, Albuquerque, NM.

• Greenberg, M. 2021. “‘You would have thought the very windows spake’: The Public Theater’s Podcast Performance of Shakespeare’s Richard II.” Premodern Performance Cultures Network. Virtual.


• Greenberg, M. 2018. Teaching Race, Gender, Sexuality, and Disability in Early Modernist Classrooms, Part II. Sixteenth Century Society Conference (SCSC), Albuquerque, NM.


• Hutchison, Elizabeth Quay, and Joanna Furnans, 2021. “Staff-Faculty Wayfinder Website Project,” poster for the National Academies of Science, Engineering and Medicine, Action Collaborative for Preventing Sexual Harassment in Higher Education Public Summit (remote), October 12-13, 2021

• Hutchison, E. 2021. “A National Discussion on Sexual Assault and Sexual Harassment at America’s Colleges, Universities, and Service Academies,” Roundtable on Culture/Climate and Leadership Assessment, Department of the Air Force and the United States Air Force Academy (remote), September 7, 2021


• Hutchison, Elizabeth Quay, and Amy Levi. 2020. “Faculty for a Sexual Assault Free Environment at UNM (Faculty SAFE),” poster for the National Academies of Science, Engineering and Medicine Action Collaborative for Preventing Sexual Harassment in Higher Education, Public Summit, October 19-20, 2020 (remote)


• López, N. 2018. Panelist. "Disrupting the Colonial Logics of Publishing: How Three Latinx (Re)defined the Logics of Co-Editing for Race, Ethnicity and Education” May 30-Jun. 1, University of New Mexico, Albuquerque, NM.


• López, N. 2019. Educator of Ceremony. Latinx Racial Equity Summit, Houston, TX, April 24-27.


• López, N. 2019. Distinguished Research Award Lecture, “Intersectionality &Self-Reflexivity Among Ethnic Studies High School Teachers in New Mexico,” Mar. 21, Feminist Research Institute, UNM.


• López, N. 2018. Invited Keynote. “Cultivating Your Intersectionality Lens for Advancing Equity in Nursing and Midwifery.” Professional Development Workshop for Faculty, Frontier Nursing University, October 5, Hyden, KY.


• López, N. 2018. “Cultivating Your Intersectionality Lens: Contextualizing Lived Race-Gender & the Racialized-Gendered Social Determinants of Health for Black Wellness.” Health Sciences Campus, University of New Mexico, March 24, Albuquerque, NM.


• López, N. 2018. Invited Speaker. “GenEquity Bridging Barriers Initiative,” Interdisciplinary Working Group, University of Texas-Austin, July 9th, Austin, TX.

• López, N. 2018. Guest Speaker. “Got an Intersectional Lens? Implications for Policy and Practice,” Evaluation Lab, University of New Mexico, September 9, Albuquerque, NM.


• Powers, K. 2019. Integrating Slavery, Memory, and Reconciliation Content into the Classroom: A Live Streamed Panel Discussion. (with Alphonso Saville, Adam Rothman, and Bernie Cook). Teaching and Learning Institute, Center for New Designs in Learning and Scholarship, Georgetown University. May 2019.


• Zerai, Assata; Nancy López; Teresa Y. Neely; Heather Mechler; Mónica Jenrette. APLU Student Experience Project Convening Workshop. “Interrupting Racial & Intersectional Microaggressions (RIMAs) on Campus.” August 4, 2021


Updated 12.16.21