THE STRATEGIC ADVANTAGE OF DIVERSITY, EQUITY, ACCESSIBILITY AND INCLUSION AT YOUR UNIVERSITY FOUNDATION

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PRESENTATION TO NADOHE

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Indigenous People's Land and Territory Acknowledgement

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

We gratefully recognize our history.

Art by Jennifer Ober
PRELIMINARY QUESTIONS

https://www.menti.com/dhot5fwh4v
LORENA BLANCO-SILVA’S BIOGRAPHY

Lorena Blanco-Silva currently serves Diversity Programs Director for the Division for Equity and Inclusion at the University of New Mexico, where she has worked for over 10 years, 9 with DEI. Ms. Blanco-Silva has spent over 20 years working in higher education, particularly with issues regarding the recruitment, retention and attainment levels for Latino students and faculty. A first-generation college student and native New Mexican, Blanco-Silva received her Bachelor’s Degree in Spanish and Communications from Eastern New Mexico University in Portales, NM and a Master’s Degree in Public Administration with a Public Management Concentration from the University of New Mexico.
VPEI ASSATA ZERAI’S BIOGRAPHY

Dr. Zerai is Professor of Sociology & Vice President for Equity and Inclusion (VPEI) at the University of New Mexico. At the helm of the Division for Equity and Inclusion (DEI), she plans for, resources, and documents impact of efforts to improve equity at UNM. She is Prof Emerita at the University of Illinois at Urbana Champaign, where she served as a tenured faculty member from 2002-19 & administrator from 2013-19. A decolonial feminist scholar, she has published 5 books encompassing following research foci: women’s access to safe water, sanitation, & mobile technology, making the work of marginalized scholars more accessible, and environmental justice/health activism.
GROUND RULES

- Embrace Discomfort
- Expect and Accept Non-Closure
- Speak your Truth, Speak for yourself, Use “I” statements
- Stay Engaged (mentally, intellectually, and physically present)
- Maintain Confidentiality; Don’t share anyone’s info without their permission
- Attack the problem, not the person
- Practice Active Listening
- Other?
ZOOM ETIQUETTE

- Mute your microphone. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Position your camera properly; Keep camera on as much as possible (especially during today’s interactive sections).
- Limit distractions.
- Avoid multi-tasking.
- The session is not going to be recorded.
- Feel free to use the chat function.
- Please use your Zoom hand and/or wait to be called on.
- Directed questions in the chat are not confidential.
WORKSHOP OBJECTIVES AND SCHEDULE

1. Introduction
2. Preliminary questions & establish ground rules for the workshop
3. Introduce UNM Division for Equity and Inclusion’s goals
4. Discuss organizational theory and educational research examining the strengths of diversity and how to build an inclusive foundation office
5. Explore ways to close opportunity gaps for staff who are critical to achieving your university foundation’s mission
6. Discussion of diversity in philanthropy
7. Conclude suggestions and discussion about next steps
UNM DEI’S 2021 THEME: EXPANDING OPPORTUNITY BY CULTIVATING POTENTIAL AND CENTERING THE COMMUNITY WEALTH OF THE PEOPLES OF NEW MEXICO AND BEYOND

Photo courtesy of Dr. Nancy López
DEMOGRAPHIC SHIFTS AND THE STRATEGIC ADVANTAGE OF DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION MEAN RETHINKING FOUNDATIONS’ WORK

Beginning 2019, non-whites and Latinos became “a majority of people under age 16, an expected demographic shift that will grow over the coming decades.” ¹

“…as our society diversifies, broadening the circle of opportunity has become a matter not only of equity but also of competitiveness.” ²

BIPOC youth, who are “the nation's future workers, consumers, & taxpayers” must “obtain education & training” to create prosperity ³ and social good.

3. Former U.S. Census Bureau director and Rice University Professor, Stephen Murdock.
UNM Graduates by Race and Ethnicity and Decade

Graduates by Ethnicity by Decade

1980s
- American Indian: 790
- Asian: 3,901
- Black or Afro American: 740
- Hispanic: 13,881

1990s
- Asian: 8,551
- Black or Afro American: 1,534
- Hispanic: 26,517

2000s
- American Indian: 204
- Asian: 1,607
- Black or Afro American: 2,033
- Hispanic: 12,658

2010s
- American Indian: 1,607
- Asian: 1402
- Black or Afro American: 2,303
- Hispanic: 23,867

2020s
- American Indian: 3,117
- Asian: 1,537
- Black or Afro American: 169
- Hispanic: 1,714
This includes undergraduate, graduate and professional students.
CREATING A CLIMATE OF INCLUSIVENESS WITHIN YOUR UNIVERSITY FOUNDATION MEANS DIVERSIFYING YOUR WORKFORCE AND THEN EMBRACING ALL OF WHO WE ARE AS BIPOC (Black, Indigenous, & People of Color) +

“As a Black lesbian feminist comfortable with the many different ingredients of my identity, and a woman committed to racial and sexual freedom from oppression, I find I am constantly being encouraged to pluck out some one aspect of myself and present this as the meaningful whole, eclipsing or denying the other parts of self. But this is a destructive and fragmenting way to live”. – Audre Lorde
“My fullest concentration of energy is available to me only when I integrate all the parts of who I am, openly, allowing power from particular sources of my living to flow back and forth freely through all my different selves, without the restrictions of externally imposed definition.

Only then can I bring myself and my energies as a whole to the service of those struggles which I embrace as part of my living” (Audre Lorde, pp 120-121).

It isn’t enough to recruit BIPOC, LGBTQIA, and PWD + colleagues to your units and expect them to simply assimilate into a work culture that is not inclusive. To do this, would suffocate them and cut us off from all they have to offer.
DIVERSITY + INCLUSION = INNOVATION

• Decision-making improves when teams embrace:
  • different points of view,
  • independence of thought, and
  • the sharing of specialized knowledge.

• Diverse groups almost always do better on sophisticated problem solving tasks than homogenous groups because accommodating different experiences breaks down the risk of groupthink.

• Workgroups that make the time to openly discuss conflict and that want to learn from all perspectives can reap the greatest benefits of diversity through the development of an inclusive culture.
WOMEN ON BOARD OF DIRECTORS = ECONOMIC GROWTH

From 2006 to August 2014 companies with women on the board of directors outperformed companies without women on the board by 18% in Europe; 20% in the U.S.; and 55% in Asia.

Global performance: companies market cap >USD 10 billion

Source: CSG 3000

3000 companies in 40 countries, all sectors


Thanks to Physics Prof. Mattias Grosse-Perdekamp (UIUC) for this slide.
DIVERSITY + INCLUSION + ACCESSIBILITY + EQUITY

Representation in your foundation reflects the diversity of the communities where you, your colleagues, and communities you serve live & work;

And they are included, i.e.: everyone at all ranks belongs, are respected both for who they are & their valuable contributions.

Requires equitable access to resources, mentoring, & opportunities for career advancement.
Dimensions of diversity & inclusion: “Debunking myths about where ability, disability and the responsibility for change lies is critical to growing inclusiveness” - DiversityEdu

According to DiversityEdu:
• Disability is often overlooked as a dimension of diversity
• Around 56 million (20% of U.S. population) are Persons with Disabilities (PWD)
• Disability is an ordinary variation on interaction with the world
• 30% of professionals in U.S. population are Disabled
• Research has shown that we hold implicit associations related to disability (see Project Implicit, Implicit.Harvard.edu)
• It is important that we challenge our implicit biases concerning disability and those who are differently abled to create an inclusive work place and enjoy the benefits of diversity

The Federal Government recognizes this as a needed point of growth. OFCCP sets placement goals of 7% (in each job group at universities with federal contracts)
SOME EVIDENCE-BASED BEHAVIORAL STRATEGIES

Identify & Intentionally Replace Stereotypes with Accurate Info (e.g., African Americans are the group that gives the greatest % to charity in the U.S.)

Recruitment & Hiring:
*Recruit from minority caucuses of professional societies
*Determine evaluation criteria before reviewing applicants

Take your time to focus on specific information about a colleague or applicant to prevent group stereotypes from leading to potentially inaccurate assumptions

Use positive counter-stereotypic imaging (e.g., meet with exemplars, such as a senior Latina philanthropy professional to discuss goals & vision)

2012 Kellogg Foundation and Rockefeller Philanthropy study: African Americans donate a larger share of their income to charities than any other group in the U.S. Black churches have been the main recipients of the roughly $11B a year that 2/3 of African-American households donate. 
https://newsone.com/3838286/giving-tuesday-african-american-philanthropy/
WHAT CAN FOUNDATION LEADERS DO TO ADVOCATE FOR DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION (DEAI)?

Communicate that diversity is valued in your foundation as a workplace: talk to colleagues about ways to create a more inclusive environment.

Learn more about your own unconscious biases (e.g., take the Harvard Implicit Attitudes Test), and encourage colleagues to learn about implicit biases and ways to mitigate them.

Take advantage of campus and community opportunities to learn more about strategic advantages of DEAI for the bottom line (e.g., DEAI professionals, ethnic and student resource centers, ethnic, gender/sexuality studies and research institutes, & your city diversity offices).

Promote diversity-competent search processes and hiring at your foundation and setting hiring and selection criteria that new colleagues must provide “evidence of demonstrated and sustained commitment to diversity, equity, accessibility & inclusion as well as working with broadly diverse communities.”
INCLUSIVE APPROACHES ARE KEY

• In the next section of our discussion, we will take a look at diversity in philanthropy.

• As we transition to the next section, revisit the slide that shows the growing percentages of Latinx graduates from UNM, that outnumbers degrees conferred to alumni who are white and not Latino in 2020; How do these data look at your institution?

• Also ruminate on the slide indicating that women graduates have outnumbered men since the 1980s at UNM; Is this the case at your institution? Another relevant fact is that women live longer.

• You may wish to ask colleagues: How might the changing demographics of your state, your university, your alumni, and the U.S. impact the work of your foundation office?

• How are diversity, equity, accessibility, and inclusion a strategic advantage to your foundation?
DIVERSITY IN PHILANTHROPY

• Because philanthropy and volunteerism stem from personal convictions and from a willingness to share for the benefit of others, creating diverse work environments is crucial (Hendricks, 1998).

• Minorities are still very underrepresented among fundraising professionals and the issue isn’t being addressed even as the demographics of our country shift (Wagner, 2004)
DIVERSITY IN PHILANTHROPY

DIVERSITY

Board
Leadership
Staff
$ DONORS $
Constituents

Include groups
Changing demographics makes it important for nonprofit leaders everywhere to be proficient in cross-cultural philanthropy, and she argues that a “one size fits all” approach to philanthropy and fundraising results in lost opportunities (Wagner, 2016).

Much still needs to be done to close the gap between the number of minority fundraisers and real racial and cultural equality in the fundraising field (Wagner, 2004).
DISCUSSION: NEXT STEPS

The Nonprofit Racial Leadership Gap in New Mexico: A Race to Lead and UNM DEI recommend:

- Focus on structures and the experience of race and racism
- Policies have meaning…If enforced. Measure all programs against the Diversity Values statement.
- Put your money…. Reflecting the community – Racial Diversity in Action
- Accountability: Responsibility and Results
- Personnel annual review and institutional annual report
- Focus groups/Host community conversations
- Collaborate with your university DEI office to develop standards for D&I champions
- Nominate/develop D&I champions for staff and volunteers
- Strengthen engagement with diverse local communities
- Expand D&I training throughout the organization and ask for feedback from the rank-and-file as well as leadership – Listen and implement changes
- Improve culture leadership pathways by developing and implementing training and professional development
- Diversify donor base to include in-kind contributions and appreciate power of community giving
- Making donating accessible; Don’t allow $25k threshold to be a barrier
Please see handout titled, “Recognizing the Strategic Advantage of Diversity and Inclusion at Your University Foundation”. 

http://diverse.unm.edu/assets/docs/nadohe21.pdf

You are encouraged to use this handout to guide your discussion with your university foundation office and other fundraisers.

Handout provides questions for self-reflection and link to Implicit Associations Tests.

Handout Example: Recognizing the Strategic Advantage of Diversity and Inclusion at Your University Foundation

Discussion Questions and Suggested Next Steps

1. What are some of the myths about people of color and philanthropy?
2. What are some of the challenges in recruiting diverse talent into philanthropy?
3. How might you increase equity and inclusion so that your staff begins to reflect the diversity of our communities (your city, state in general, and at your university)?
4. How might you increase equity and inclusion so that your board begins to reflect the diversity of your communities (your city, state in general, and at your university)?
5. What are ways to facilitate having regular conversations regarding changing demographics across the nation and the future of philanthropy in general at your university’s foundation?
6. How might you actively cultivate and develop the next generation of leaders and donors?
   What are your ideas about ways to identify those individuals? Have you considered coordinating internships for Black, Indigenous, and People of Color (BIPOC), persons with disabilities (PWD), and first-generation college students? How might you become more aware of best practices in this regard?
7. How can you help prioritize diversity efforts at the foundation level, particularly those with potential for transforming campus?
8. Have you considered coordinating community focus groups, to find out what diverse communities need?
9. Collecting institutional and demographic data on donors would be helpful.
10. What are ways your foundation can focus on committing financial resources to support diversifying positions at your foundation.
11. How might your foundation follow a scaffolding approach to diversity education and strategic planning for equity and inclusion?
12. Consider expanding hiring rubric to include preferred criteria on equity and inclusion.
13. Consider funding strategic endowed chairs for equity.

Recommended Activity

Bias is the process by which “mental associations that are so well-established as to operate without awareness, or without intention, or without control” (Project Implicit, Harvard University). The Harvard Implicit Association Test (IAT) measures such associations. The IAT may be especially interesting if it shows that you have an implicit attitude of which you were unaware.

A variety of tests are available, including those focused on implicit associations relating to Asian Americans, U.S. Presidents, Weight, Sexuality, Disability, Race, Weapons, Gender-Science; Skin-tone, Religion, Gender-Career; Arab-Muslim communities, Native Americans, Age, and Transgender communities.
RESOURCES

Harvard Implicit Associations Tests:
https://implicit.harvard.edu/implicit/takeatest.html

Recommended Readings:

The Nonprofit Racial Leadership Gap: Flipping the Lens
https://nonprofitquarterly.org/nonprofit-racial-leadership-gap-flipping-lens/

Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap
https://buildingmovement.org/reports/race-to-lead-revisited-national-report/

The Nonprofit Racial Leadership Gap in New Mexico: A Race to Lead Brief
https://buildingmovement.org/reports/the-nonprofit-racial-leadership-gap-in-new-mexico-a-race-to-lead-brief/


W.K. Kellogg Foundation and Rockefeller Philanthropy (2012). Giving Tuesday: Contrary To Popular Belief, Black Folks Have Been Philanthropists ‘Since The Beginning Of Time’
https://newsone.com/3838286/giving-tuesday-african-american-philanthropy/
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- Benefits and Challenges of Diversity in Academic Settings

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**University of Illinois DRIVE** committee and work of co-chair Professor Wendy Heller and grad assistant Jacqueline Yi

DiversityEdu implicit bias awareness search committee training curriculum

Erin McConahey, ARUP Fellow’s presentation, “Give Me the Data: talking about unconscious bias”, University of Illinois, March 5-6, 2015

Assata Zerai’s *Intersectionality in Intentional Communities* (2016) and Zerai’s and colleagues’ NSF: IGE proposal entitled *Science for All* (2018)
THANK YOU!

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