USING DATA TO CREATE YOUR UNIT'S STRATEGIC PLAN FOR DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION (DEAI)

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PRESENTATION TO THE UNM ART & SCIENCE OF DATA

JANUARY 13, 2021

DIVISION
FOR EQUITY
& INCLUSION

Welcome to the Art & Science of Data
This session will begin shortly!

Session Reminders:
- Remain muted
- Share video
- Use chat for questions during the presentation
- Complete the survey
- Reminder to follow-up with presenter for additional q's

1

SESSIONS WILL BE RECORDED

UNM Land 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

VPEI ASSATA ZERAI'S BIOGRAPHY

Dr. Zerai is Professor of Sociology & Vice President for Equity and Inclusion (VPEI) at UNM. 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 from 2002-2019. A decolonial feminist scholar, she has published 5 books spanning multiple topics including cultural inclusivity; MCH; African women's access to safe water, sanitation, & mobile technology; & making the work of marginalized scholars more accessible.
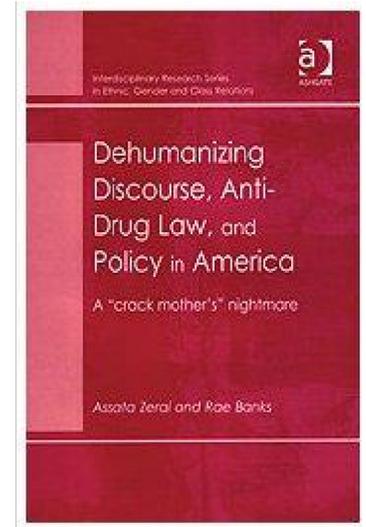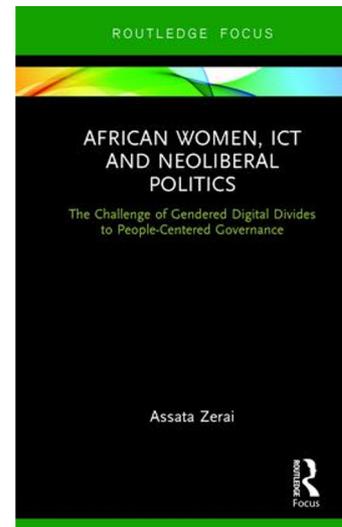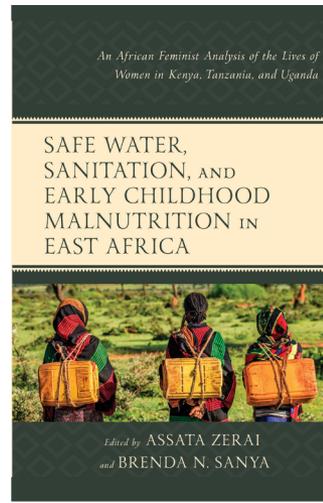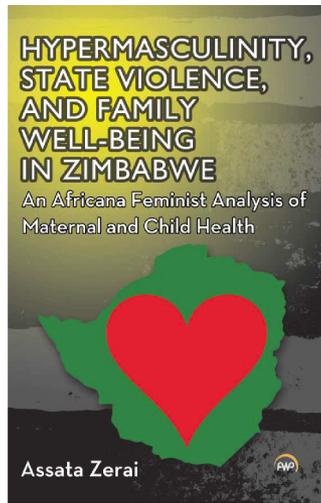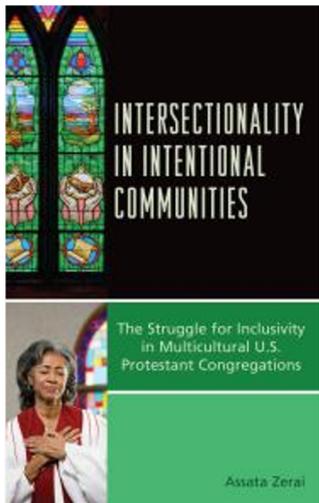
ASSOCIATE VPEI NANCY LÓPEZ'S BIOGRAPHY

Dr. López is Assoc. VP for Equity & Inclusion, Prof. of Sociology, Co-founder/Director of the Institute for the Study of "Race" & Social Justice & Founding Coordinator of the NM Statewide Race, Gender, Class Data Policy Consortium (race.unm.edu). Her scholarship & teaching are guided by intersectionality--the *simultaneity* of settler colonialism, structural racism, heteropatriarchy, racial capitalism as systems of oppression/resistance for developing contextualized solutions that advance justice. She received the Amer. Soc. Assoc. William Foote Whyte Distinguished Career Award for Sociological Practice & Public Sociology. Her current research funded by the WT Grant Foundation (a mixed method study in 3 research practice partnerships that examines the role of h.s. ethnic studies curriculum and pedagogy in reducing complex intersectional inequalities). Since beginning at UNM in 2001, she has served on over 75 PhD/MA committees. She is first gen college, NYC-born child of Dominican immigrants. Spanish is her first language.

Co-Editor Special issue: QuantCrit Critical Race Theory & Quantitative Methods
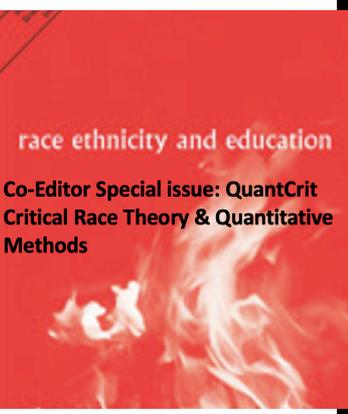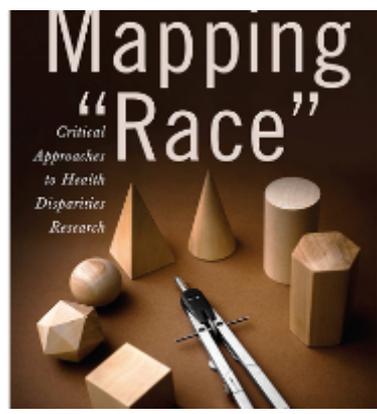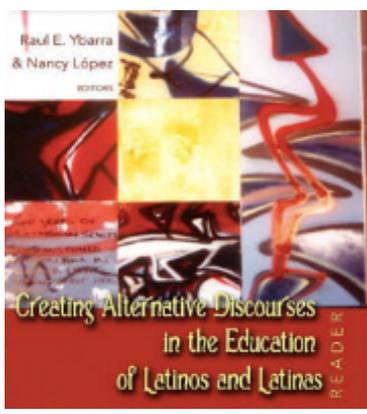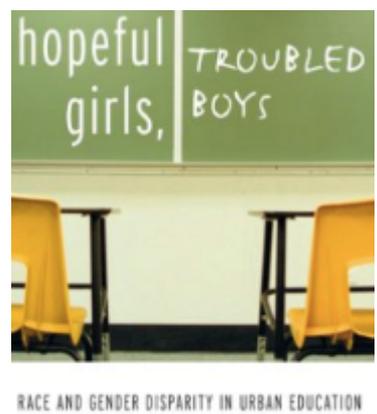
815 citations

SESSION OVERVIEW

Who are we?	How will we spend our time?	What are our learning objectives?
In the chat, type your: ❏ Name, pronouns, department/program unit ❏ What do you want to know about how to use data for creating a community of practice for equity and justice?	❏ Invitation to lifelong Critical Reflexivity (Individual & Department Level) ❏ Understand the Value-Added by applying Intersectionality in data collection, analysis evidence-based equity policy and practice ❏ Model using data to create your unit's plan for DEAI ❏ Share 1-3 Actionable Implications for your Unit or Program	Participants will: ❏ Reflect on the past, present and vision for the future for advancing enduring equity transformation for your program/unit. ❏ Be inspired to take actions in service of intersectional equity by building a community of practice

UNPACKING
DIVERSITY
EQUITY
ACCESSIBILITY
& **I**NCLUSION
CONCEPTS

WHAT ARE YOUR THOUGHTS ABOUT EQUITY VS. EQUALITY?

Don't just tell a different version of the same story.
Change The Story!

EQUALITY   EQUITY   LIBERATION
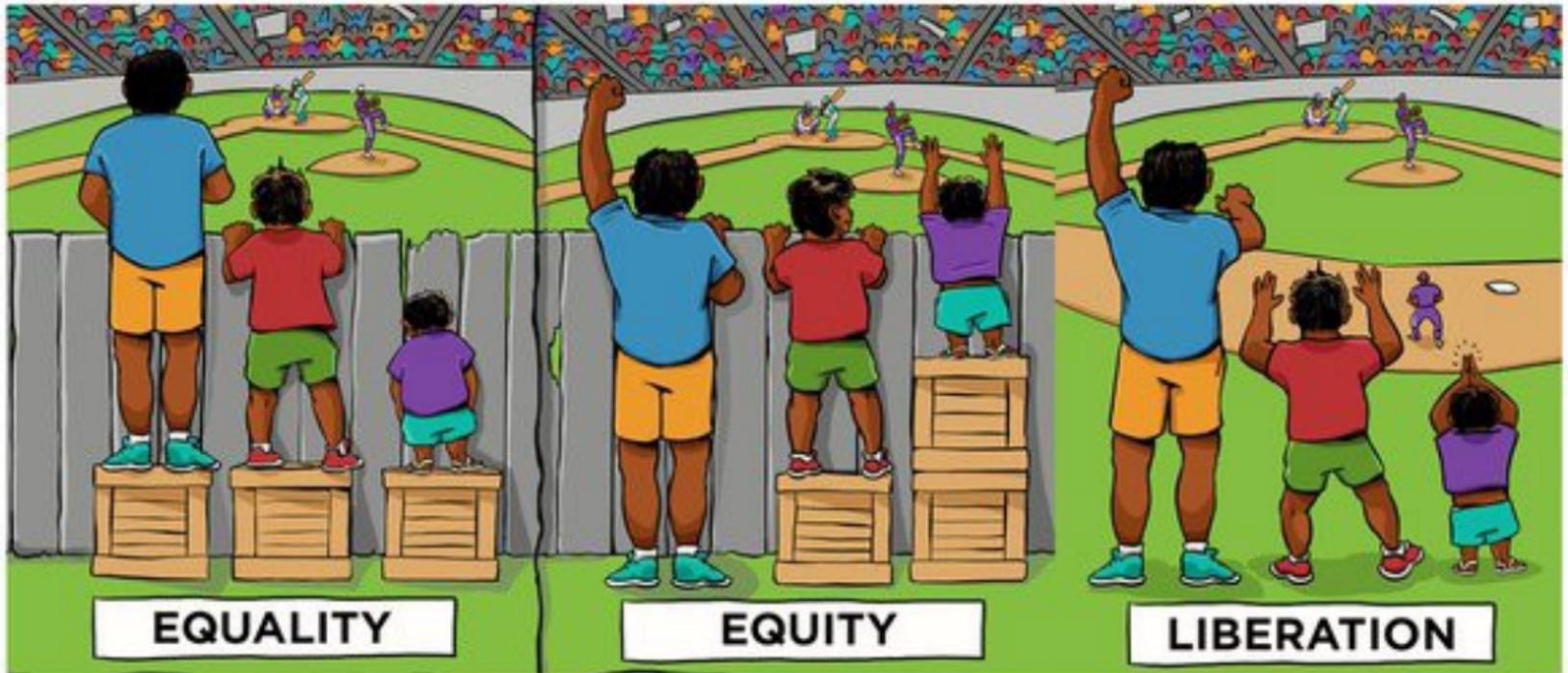
HOW CAN YOU INCORPORATE THESE CONCEPTS IN YOUR WORK?

MEASURING PROGRESS ON DIVERSITY, EQUITY & INCLUSION

1. How can UNM, a public land grant university within a majority minority state, better prepare students for lifelong learning and knowledge about our increasingly broadly diverse democracy in the U.S. and global context?

2. What is the importance of diversity, equity, accessibility and inclusion curriculum and pedagogy for our state, nation and globe?

- Benefits of diversity, equity and inclusion are not automatic
- Working in intentional ways to create equity lifts
- Curriculum
- Pedagogy matters
- Critical Reflexivity and Accountability at the Individual, Department/Program, College, University, Community Level
- Other?

TRANSFORMATIONAL DIVERSITY

- **"Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation and gender/gender identity."**

- **"Diversity embodies inclusiveness, mutual respect, and multiple perspectives."**

"We must acknowledge how power – social, economic, political and cultural -- shapes curriculum, instruction, policy and research in education."
- Source: UNM's College of Education Five-Year Strategic Plan of 2005

See also DeLeon, Josephine, Kiran Katira, Nancy López, Glenabah Martinez and Norma A. Valenzuela. 2017. "Navigating Resistance to Antiracist and Anti-oppressive Curriculum in a Diverse Public University: Critical Race Theory, the Fetish of 'Good Intentions' and Social Justice Praxis." *International Journal of Curriculum and Social Justice,* 1(2): 11-68.

INCLUSION

"the active, intentional, and ongoing engagement with diversity-in people, the curriculum, in the co-curriculum, and in communities (intellectual, social cultural, geographical) with which individuals might connect-in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact with values systems and institutions."

(American Association of American Colleges and Universities)

WHAT IS INTERSECTIONALITY?

"Intersectionality is a way of understanding and analyzing complexity in the world, in people, and in human experiences. The events and conditions of social and political life and the self can seldom be understood as shaped by one factor. They are shaped by many factors in diverse and mutually influencing ways. When it comes to social inequality, people's lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other.…People use intersectionality as an analytic tool to solve problems that they or others

around them face (Collins and Bilge 2016:2)."

TOOL FOR CHANGE AND ACTION

Collins, P. H., and S. Bilge. 2016. *Intersectionality*. Malden, MA: Polity Press. GOT CRITICAL INQUIRY & CRITICAL PRAXIS?

VISUAL TOOL FOR YUVAL-DAVIS'S (2011) CONCEPTUALIZATIONS FOR MAPPING _YOUR_ DOMAINS OF BELONGING: SOCIAL LOCATION=/= IDENTITY NARRATIVES =/= POLITICAL/ETHICAL VALUES

INTERSECTING SOCIAL LOCATION IN GRIDS OF POWER

(e.g., Tribal Status, Street Race, Gender, Ethnicity, Class Origin, Current Socioeconomic Status, Sexuality, Disability, Citizenship Status, Age, etc.)

IDENTIFICATIONS & EMOTIONAL ATTACHMENTS

Individual and collective narratives people tell themselves about

who they are

ETHICAL & POLITICAL VALUES

(e.g., ideological commitments and values differ among people from the same families, social locations, identifications and emotional attachments)

GOT COMPLEX INTERSECTING INEQUALITIES? MULTILEVEL LOGISTIC ESTIMATES OF PROBABILITY/ODDS OF SIX-YEAR UNDERGRADUATE GRADUATION 2000-2008 (ALL SCHOOL GRADUATES FROM THE STATE, N > 6,000)

Variables	Marginal Effects
White, High-income Women	-(Reference Group)
American Indian, Low-income Men	-.453***
American Indian, Low-income Women	-.396***
American Indian, High-income Men	-.371***
Black, High-income Men	-.305**
White, Low-income Men	-.288***
Hispanic, Low-income Men	-.24***
Black, High-income Women	-.226***
Hispanic, Low-income Women	-.225***
Black, Low-income Men	-.223***
Asian, Low-income Men	-.217***
Asian, High-income Men	-.211***
Black, Low-income Women	-.185***
Hispanic, High-income Men	-.172***
White, Low-income Women	-.142***
White, High-income Men	-.137***
Asian, Low-income Women	-.137***
American Indian, High-income Women	-.093*
Hispanic, High-income Women	-.033
Asian, High-income Women	.001

López, Nancy, Christopher Erwin, Melissa Binder and Mario Chavez. 2017. "Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015." Special Issue: QuantCrit: Critical Race Theory and Quantitative Research Methods, *Race, Ethnicity and Education,*

Why is reporting by race, gender, class alone insufficient for mapping/ameliorating inequality?

BRAINSTORMING ACTIONABLE PRIORITIES IN THE CHAT... WHOLE GROUP DISCUSSION

As you are listening today, in the chat, feel free to write:

→ **What are one to three commitment(s) you can make to center intersectional equity in your community of practice?**

UNM 2040 STRATEGIC PLANNING CHARGE TO DEI:

"**Keeping in mind the overall goal of enhancing diversity, equity and inclusion at UNM:**

- establish a University **diversity values** statement and create a process for colleges to affirm this statement on an annual basis
- **identify and coordinate a University-wide strategy for increasing demographic diversity**
- and **improving climate** through greater inclusion."

Today we will talk about the strategic plan for undergraduate student success and faculty diversity.

UNM Diversity, Equity, Accessibility & Inclusion (DEAI) *Taskforce: Proposed Strategies for UNM 2040

1. Better coordinate and communicate DEAI efforts & strengthen infrastructure at UNM through the Diversity and LEAD Councils

2. **Focus on faculty** and staff DEAI including retention and promotions

3. **Address climate concerns by:**

   - Administering a University-wide (census) climate survey every four years
   - Tackling the physical-built and virtual environment

4. **Work** with student resources centers, enrollment management, ethnic studies units and research centers, and academic affairs **to improve learning environment in gateway courses and improve persistence and undergrad student success**

5. Work with Graduate Studies and the Project for New Mexico Graduates of Color (PNMGC) to identify funding sources for graduate education

   ***Taskforce includes LEAD & Diversity Councils & DEI**

UNM DIVERSITY, EQUITY, ACCESSIBILITY & INCLUSION (DEAI) TASKFORCE

Proposed Strategies for UNM 2040

- **Item 4: Work with student resources centers, enrollment management, ethnic studies units and research centers, and academic affairs to improve learning environment in gateway course, persistence, and undergrad student success.**

UNM DEI AND OIA RACIAL & ETHNIC DEFINITIONS

<u>U</u>nderrepresented <u>R</u>acial & Ethnic <u>M</u>inority (URM)

- Native/American Indian
- African American/Black
- Latinx/Hispanic (regardless of racial identification)

International

- Federal designation of "Nonresident alien": "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above."

"A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status…are to be reported in the appropriate racial/ethnic categories along with United States citizens."

https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions

5 SYSTEMIC ISSUES CONCERNING STUDENT SUCCESS TO BE ADDRESSED IN 2040 STRATEGIC PLAN

o **Low numbers of URM faculty, especially among certain groups and within specific colleges, resulting in a dearth of faculty role models for minority students**

o **Students in STEM fields do not reflect diversity of UNM, and lack of student diversity across colleges and departments, especially salient for Black students across the board** (with some exceptions, e.g. College of Law)

o **Students' lack of inclusion across colleges due to RIMA, implicit bias, and other structural inequities**

o Need for more Inclusive Staff Hiring, Retention & Promotions to support Minority, Disabled, & LGBTQ Students at UNM as MSI

o Students are requesting campus wide diversity education (to include staff and all faculty)

5 SYSTEMIC SOLUTIONS CONCERNING STUDENT SUCCESS TO BE ADDRESSED IN 2040 STRATEGIC PLAN

o Low numbers of URM faculty: **Faculty Diversity Plan***

o Students in STEM fields do not reflect diversity of UNM: **Gateway Equity Initiative***

o Students' lack of inclusion across colleges due to RIMA, implicit bias, and other structural inequality: **RIMA Surveys and Toolkits***

o Need for more Inclusive Staff Hiring, Retention & Promotions: **Annual State of Staff at UNM (TBD)**

o Students are requesting campus wide diversity education: **Diversity Curriculum at UNM and Race and Social Justice Certificates**

IDENTIFYING A SYSTEMIC ISSUE AT UNM

Problem (1): Low numbers of Underrepresented Minority Faculty (URM) faculty, especially among certain groups and within specific colleges

Rationale for focus on this issue: A critical mass of URM faculty are necessary (but not sufficient) to assist in building an inclusive culture within academic units (i.e. inclusivity is inauthentic without diversity)

Sustainable remedies that address the systemic issues underlying this problem

- Setting goals for composition by race/ethnicity/gender for each college
- Providing resources to help colleges meet their goals
- Creating pathways for job advancement and retention
- Educating colleagues to become better peers, mentors, and supervisors
- Building an inclusive climate in units, colleges, and university-wide
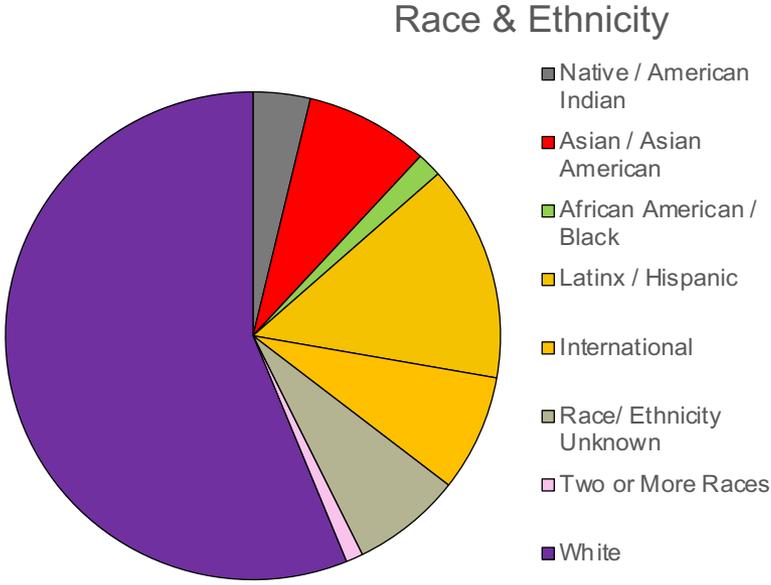
Difficulty Finding Role Models From Groups Like Mine
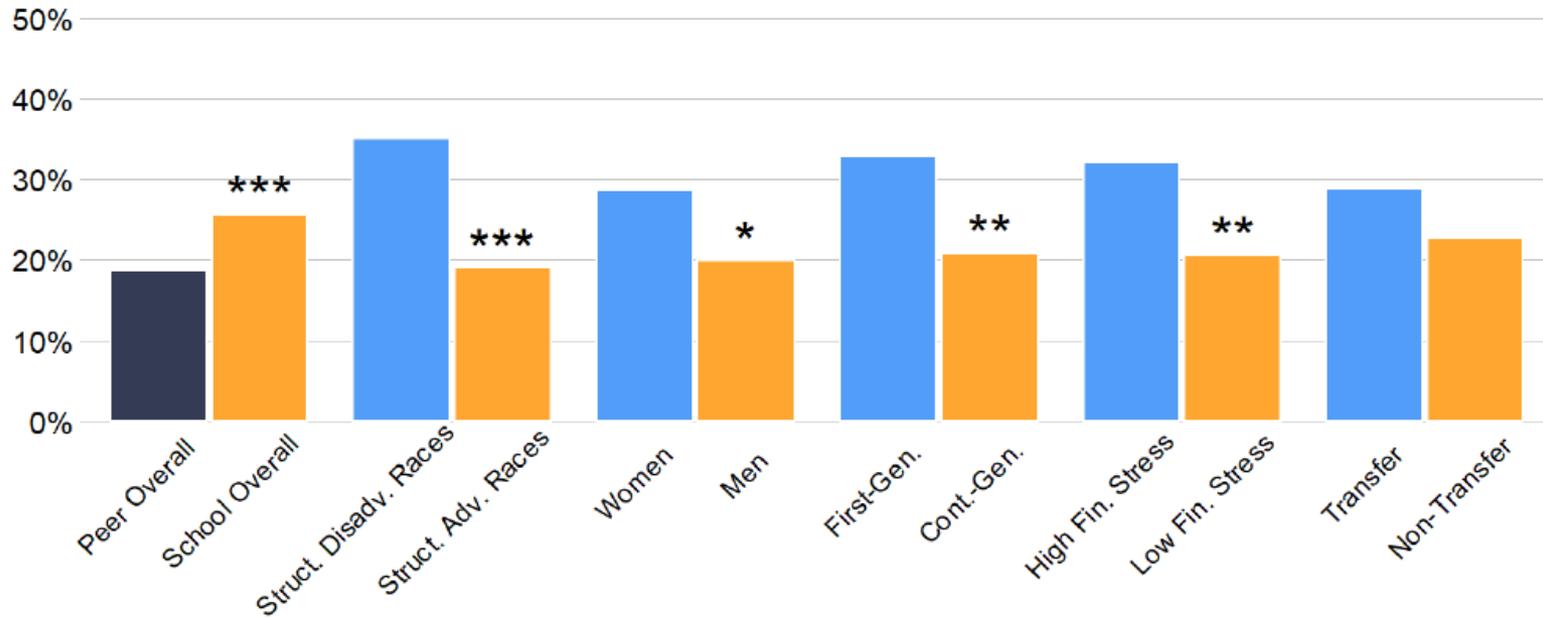
(*p < .05; **p < .01; ***p < .001)

Source: Student Experience Project Site Report 2019, Table 37.

UNIVERSITY OF NEW MEXICO MAIN CAMPUS TENURE-SYSTEM FACULTY BY RACE/ETHNICITY, OCTOBER 2020

Race & Ethnicity

- Native / American Indian
- Asian / Asian American
- African American / Black
- Latinx / Hispanic
- International
- Race/ Ethnicity Unknown
- Two or More Races
- White

UNM Main campus only.
Note: Original OIA data modified to move College of Population Health to HSC.

	Frequency	Percent
Native/American Indian	30	3.74
Asian/Asian American	65	8.09
African American/Black	13	1.61
Latinx/Hispanic	115	14.32
International	62	7.72
Two or More Races	9	1.10
Unknown	58	7.22
White	451	56.16
Total	803	100.00

Underrepresented Racial/Ethnic Minority and Women Tenure-System Faculty, Fall 2018 IPEDS Peer Comparisons, Rank by Percentages

Institution Name	Grand Total	Women %	Women Rank	Native / American Indian & Alaskan Native %	Native / American Indian & Alaskan Native Rank	African American / Black Total %	African American / Black Total Rank	Latinx / Hispanic %	Latinx / Hispanic Rank
Arizona State University-Tempe	1,370	35%	8	1.5%	3	2.3%	13	7.2%	10
Florida International University	712	35%	9	0.4%	10	4.8%	2	11.7%	22
New Mexico State University-Main Campus	503	39%	3	0.4%	11	2.0%	19	16.1%	5
Oklahoma State University-Main Campus	867	34%	13	0.9%	4	2.5%	11	2.5%	12
Texas A & M University-College Station	2,059	29%	23	0.2%	19	3.4%	7	6.2%	17
Texas Tech University	1,051	33%	20	0.4%	13	2.5%	12	6.6%	11
The University of Tennessee-Knoxville	1,129	37%	4	0.4%	15	4.3%	3	3.8%	20
The University of Texas at Arlington	561	32%	21	0.2%	20	3.2%	9	4.6%	14
The University of Texas at Austin	1,883	34%	12	0.2%	18	4.8%	1	7.2%	23
The University of Texas at El Paso	507	34%	10	0.0%	14	2.2%	8	27.4%	10
University of Arizona	1,546	35%	6	0.9%	5	2.1%	17	7.2%	7
University of California-Riverside	810	33%	19	0.9%	6	3.0%	10	5.2%	13
University of Colorado Boulder	1,200	35%	7	0.5%	7	1.8%	20	5.4%	4
University of Colorado Denver/Anschutz Medical Campus	2,461	47%	1	0.4%	14	1.1%	22	4.9%	2
University of Houston	1,027	33%	11	0.1%	13	4.0%	3	8.5%	13
University of Iowa	1,333	33%	17	0.2%	21	2.2%	15	4.4%	8
University of Kansas	1,217	34%	11	0.5%	8	3.4%	8	3.8%	15
University of Missouri-Columbia	973	35%	10	0.3%	16	4.2%	4	4.6%	19
University of Nebraska-Lincoln	1,049	32%	22	0.4%	12	2.2%	14	4.5%	9
University of Nevada-Las Vegas	692	36%	5	0.4%	9	4.0%	5	5.6%	18
University of New Mexico-Main Campus	867	46%	2	3.0%	1	1.4%	21	12.7%	3
University of Oklahoma-Norman Campus	939	34%	14	1.6%	2	2.0%	18	2.7%	6
University of Utah	1,543	34%	15	0.3%	17	0.7%	23	4.0%	1

UNIVERSITY OF NEW MEXICO, MAIN CAMPUS UNDERREPRESENTED RACIAL/ETHNIC MINORITY (URM) TENURE-SYSTEM FACULTY, OCTOBER 2020 (OIA)

Main Campus College:	Total Frequency: All Faculty	Native American~ American Indian	African American ~ Black	Latinx ~ Hispanic
Anderson School of Management	45	0.00%	0.00%	11.11%
College of Arts & Sciences	380	2.89%	1.58%	13.95%
College of Education & Human Sciences	84	7.14%	2.38%	21.43%
College of Fine Arts	84	0.00%	3.57%	9.52%
Honors College	10	0.00%	0.00%	20.00%
School of Architecture & Planning	26	3.85%	7.69%	19.23%
School of Engineering	106	0.94%	0.94%	11.32%
School of Law	36	16.67%	2.78%	24.3%
College of University Library & Learning Sciences	32	0.00%	3.13%	6.25%
Total: Main Campus	**803**	**3.11%**	**1.99%**	**14.32%**

TENURE-SYSTEM URM FACULTY GOAL SETTING: RECOMMENDED GUIDELINES

- If current disaggregated proportions of faculty members who are Native, Latinx, or African American/Black are 0, 1%, or 2% currently, try to increase *to* baseline of 4% (==2 people in a college of 50).

- If proportion is currently 3% or 4%, try to increase *to* at least 5%.

- All else, try to increase *by* 25%.

- Data for colleges and branch campus representatives is available.

CHALLENGES TO MEETING GOALS FACING UNM COLLEGES, SCHOOLS, & BRANCH CAMPUSES & DEI RESOURCES TO HELP

Addressing implicit bias in hiring: UNM will purchase DiversityEdu license and require all faculty search committee members to complete the online course every 4 years (Main campus; & Branch campuses)*

Building a roadmap to the professoriate for URM postdocs and visiting scholars: Inclusive Excellence Postdoc Program (Main campus)

Providing bridge funding to support tenure-track faculty during probationary period: Bridge Funding to promote hiring of URM faculty and women in STEM (Main campus)

Retaining faculty and supporting their scholarly endeavors: UNM National Center for Faculty Development and Diversity Institutional Membership (available university-wide, including HSC & Branch campuses); DEI-offered Faculty Success Program Scholarships (Main campus tenure-system faculty).
To claim individual membership: facultydiversity.org/join

PROGRESS TOWARDS FIVE-YEAR GOALS: UNIVERSITY OF NEW MEXICO UNDERREPRESENTED RACIAL/ETHNIC MINORITY (URM) TENURE-SYSTEM FACULTY (BY COLLEGE/SCHOOL)—IN PERCENTAGES

Main Campus College:	2019-20 Latinx/ Hispanic (%)	2020-21 Latinx/ Hispanic (%)	2027: Latinx/ Hispanic (%)
Anderson School of Management	6.3%	11.11%	7.9%
College of Arts & Sciences	12.5%	13.95%	15.6%
College of Education	21.6%	21.43%	27%
College of Fine Arts	8.6%	9.52%	10.8%
Honors College	20.0%	20.00%	25%
School of Architecture & Planning	14.8%	19.23%	18.5%
School of Engineering	10.7%	11.32%	13.4%
School of Law	24.3%	24.3%	30.4%
College of University Library & Learning Sciences	0.0%	6.25%	4%
Total	12.7%	14.32%	15.9%

New UNM Faculty Diversity Strategic Dashboard
Current view: All University

Can be viewed by campus and college.

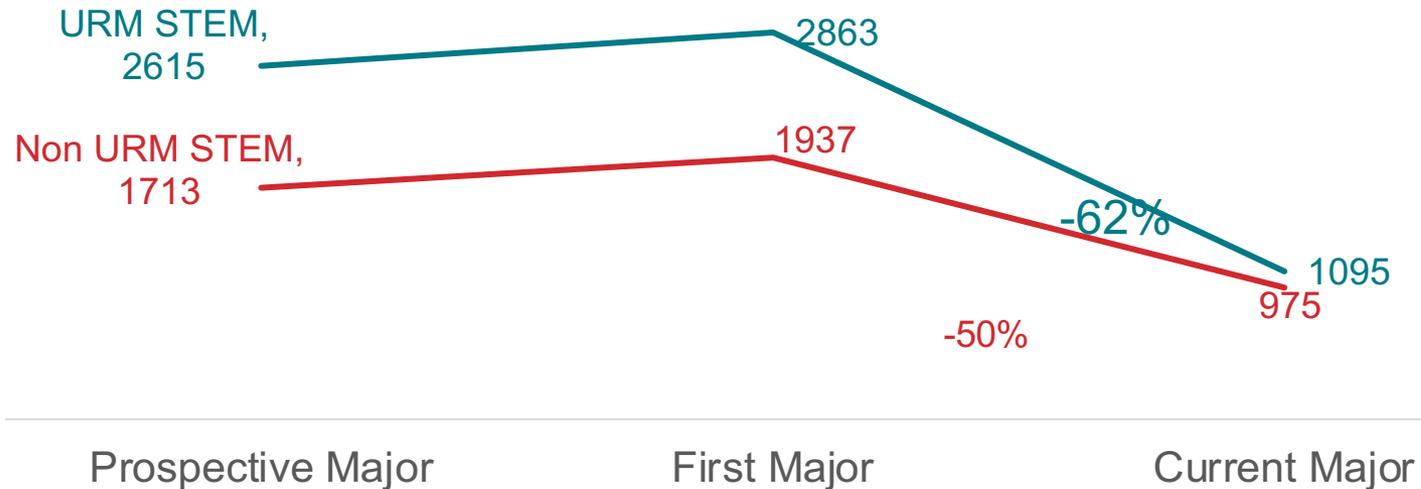See: http://oia.unm.edu/facts-and-figures/dei-benchmarking-goals.html
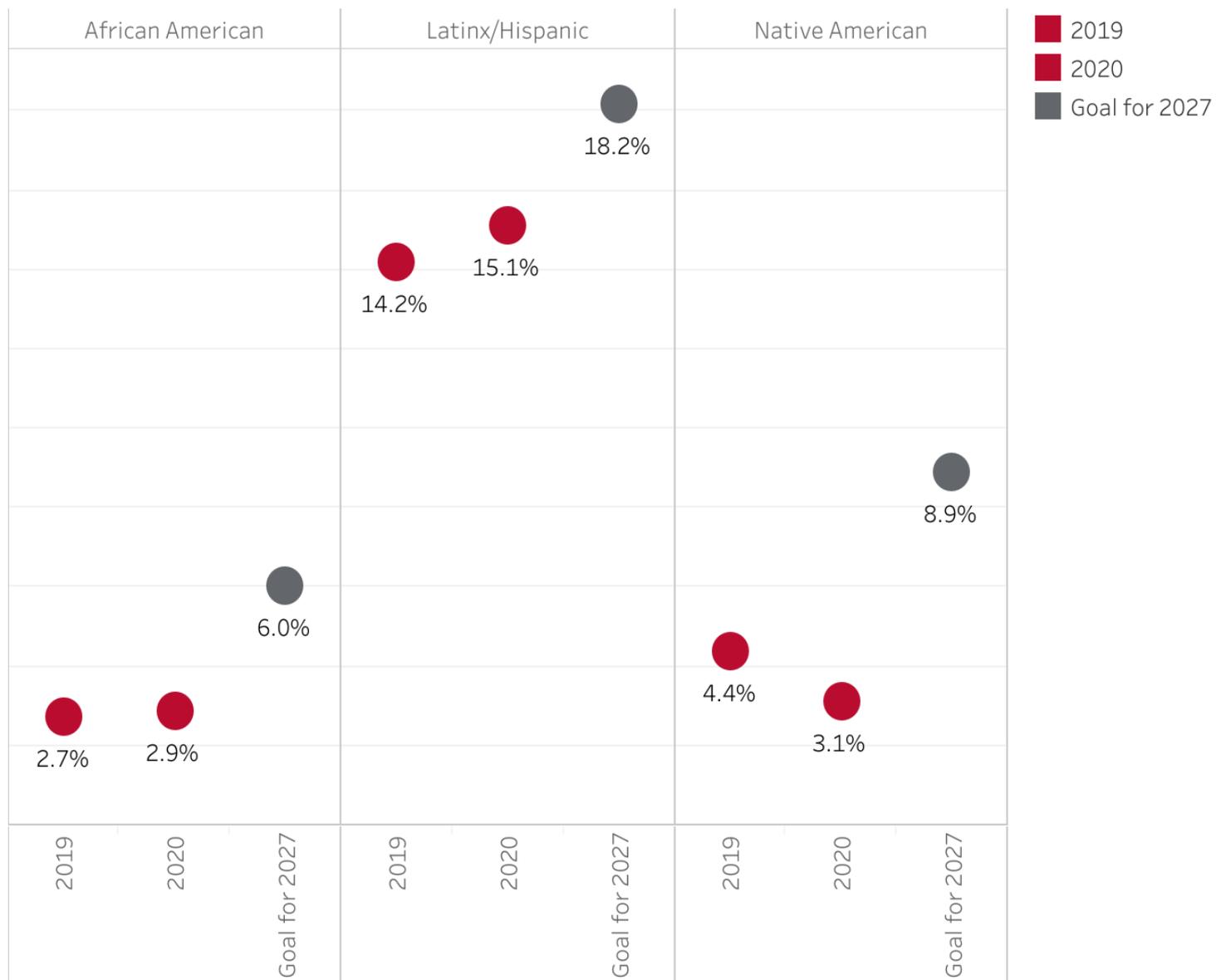
IDENTIFYING SYSTEMIC ISSUES AT UNM

Problem (2): **Low numbers of URM students persisting in STEM fields and across colleges, especially salient for Black students across the board (with some exceptions, e.g. College of Law)**

Rationale for focus on this issue: Latinx students are the majority who wish to enter into STEM fields at UNM, and become a small proportion of students who persist in those fields and graduate. Access is thus impeded.

UNDERREPRESENTED RACIAL/ETHNIC MINORITY (URM) STUDENTS ARE LEAVING STEM MAJORS AT A GREATER RATE THAN THEIR NON-URM PEERS

URM STEM, 2615 · 2863 · 1095

Non URM STEM, 1713 · 1937 · 975

-62%

-50%

Prospective Major · First Major · Current Major

Source: Student Experience Project Site Report 2019.

Does STEM Stand Out? Examining Racial/Ethnic Gaps in Persistence Across Postsecondary Fields
Catherine Riegle-Crumb, B. King, & Y. Irizarry (2019)

"Informed by the theoretical lens of opportunity hoarding, this study considers whether STEM postsecondary fields stand apart via the disproportionate exclusion of Black and Latina/Latino youth. Utilizing national data from the Beginning Postsecondary Study (BPS), the authors investigate whether Black and Latina/o youth who begin college as STEM majors are more likely to depart than their white peers, either by switching fields or by leaving college without a degree, and whether patterns of departure in STEM fields differ from those in non-stem fields. Results reveal evidence of persistent racial/ethnic inequality in STEM degree attainment not found in other fields."

Further, *academic preparation does not influence propensity to switch out from STEM majors* among Latinx students, and it does not explain Black students lack of persistence in regards to cumulative GOA, pre-calc or calculus, & 4 years of science; (though SAT explains a small portion of likelihood to switch majors for Black students, lack of inclusion explains a greater share).

"In summary, we find evidence of white privilege in STEM degree attainment that is not mirrored in other major fields."

SYSTEMIC SOLUTIONS CONCERNING STUDENT SUCCESS TO BE ADDRESSED IN 2040 STRATEGIC PLAN

Sustainable remedies that address the systemic issues underlying this problem: Academic affairs is carrying out a gateway (courses) equity initiative providing tools to instructors in gateway courses with high fail and withdrawal rates to enhance sense of belonging for students and to utilize evidence-based practices that are shown to enhance the cultural inclusiveness in those courses

o **Gateway Equity Initiative, including the APLU Student Experience Project (SEP) and Expanding Course-Based Undergraduate Research Experiences (ECURE) grants – APPLICATION DEADLINE: 2/18/21@5pm MST**

o **(see: https://provost.unm.edu/initiatives/lobos_connect_sep_info.pdf and https://provost.unm.edu/initiatives/lobos_connect_ecure_info.pdf)**

GATEWAY EQUITY & DEI PROPOSED INTERVENTIONS: SOME EXAMPLES

- Growth mindset and belonging interventions

- Add authors who are women, queer and people of color to the syllabus

- Cite the scholarship, research, and leadership of faculty colleagues at UNM from marginalized groups

- Syllabus language workshops

- Wise feedback

- Transform environment by using inclusive images

- Exam wrappers

- Mid-semester feedback and support

- Also addressing messaging in the virtual environment

- Promoting culturally relevant curriculum

IDENTIFYING SYSTEMIC ISSUES AT UNM

Problem (3a): **lack of inclusion across colleges**

- Students report experiences with Racial and Intersectional Microaggressions (RIMA)
- A systematic study of RIMA will provide opportunity to document these experiences and design interventions to address them
- The survey requires high participation in order to provide input to effective interventions

# UNM RACIAL AND INTERSECTIONAL MICROAGGRESSIONS (RIMA) SURVEY 2021

DIVISION FOR EQUITY & INCLUSION

PIs: Assata Zerai, Nancy López, Teresa Y. Neely, Heather Mechler, and Mónica Jenrette

"MICROAGGRESSIONS" COINED BY PROF CHESTER PIERCE

The concept of "microaggressions," was coined in 1970 by the late Chester Pierce, M.D. A psychiatrist at Harvard Medical School to describe the daily insults and dismissals endured by Black Americans at the hands of whites.

Dr. Pierce was the first African American full professor at Massachusetts General Hospital
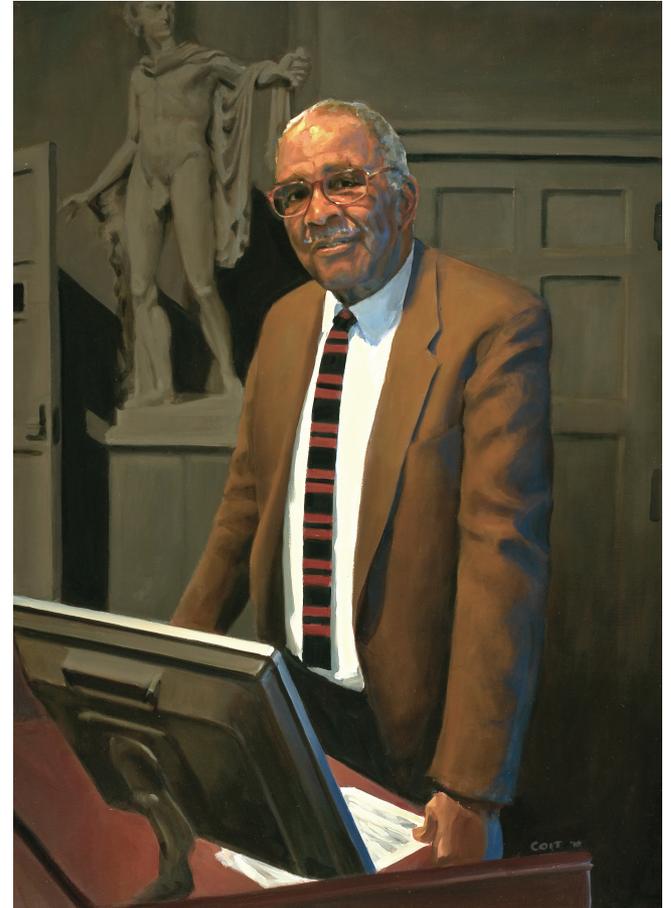
PROFESSOR DERALD WING SUE

https://www.youtube.com/watch?v=mgvjnxr6oce

- Created taxonomy of racial microaggressions in everyday life from review of social psychological literature
- Developed catalog of ways to interrupt microaggressions
- DEI is creating a customized set of tools for UNM for interrupting RIMAs
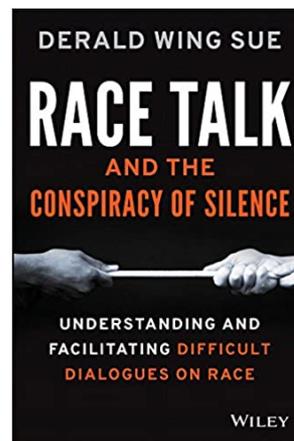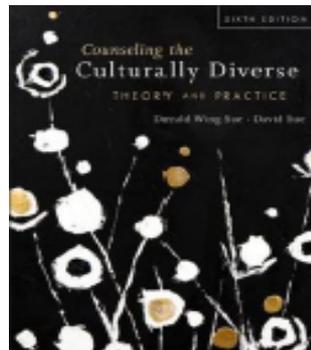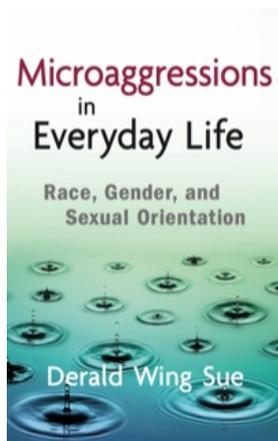
WHAT'S AT STAKE?

- RIMAs & implicit biases reproduce structural inequality in ways that are invisible at institutions of higher education
- Limit access to research assistantships
- Decrease quality of letters of recommendation
- Limit reviewers for papers and grant proposals
- Students told to drop classes or switch majors
- Students may withdraw from interactions with faculty, TAs & staff - miss out on key social capital
- Students may leave the university

UNM RACIAL & INTERSECTIONAL MICROAGGRESSIONS (RIMA) SURVEY

- The goal of the collaboration is to explore the experiences of Black Indigenous People of Color (BIPOC), to include individuals identifying as Asian/API, Latinx, and/or two or more races; People with Disability (PWD) and LGBTQ undergraduate and graduate students at UNM and design appropriate interventions

- Office of Institutional Analytics (OIA) will create a sample of racial and ethnic minority students in addition to students who have accessed the LGBTQ-RC or ARC; expecting representative sample of 1700-1800 participants

- An incentive of $10 will be offered to the first 500 participants in the online survey (March-April 2021)

- For more information, see https://diverse.unm.edu/resources/handouts.html

IDENTIFYING SYSTEMIC ISSUES AT UNM

Problem (3b): lack of inclusion across colleges (in regards to diversity, equity, accessibility, & inclusion in curriculum, retention strategies, enhancing sense of belonging for BIPOC, Trans and Queer, Disabled Students, and Veterans, +

➢ Addressing structural impediments to student success at UNM (e.g., examining roles of departmental and college-level gatekeepers and static curriculum)

REEXAMINE/REFLECT ON CULTURAL RELEVANCE OF YOUR UNIT'S CURRICULUM AND PEDAGOGY

Mechanism:

Institutional Ethnography/ Historiography/ Genealogy/ Timeline and Assessment of your Dept/Unit as a prelude to change and establishing greater accountability

Dimensions:

- Hiring (diversity-competent searches)
- Admissions and retention
- Course offerings (core and elective)
- Co-curricular opportunities (e.g. internships, community engagement, and career mentoring)
- Pedagogy
    - Incorporating teaching innovations in your discipline
    - Engaging in critical reflection about students' cultural wealth?
    - Reflecting critically on social/spatial locations of students, faculty, and staff, and communities we serve and study
- Do evaluations of teaching take into account new knowledge about bias*

NEW INSIGHTS: STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS

Statement on Student Evaluations of Teaching from American Sociological Association September 2019 (endorsed by over 20 scholarly associations)

Visit: https://www.asanet.org/press-center/press-releases/reconsidering-student-evaluations-teaching

- "the instruments should be framed as an opportunity for student feedback, rather than an opportunity for formal ratings of teaching effectiveness"

- "in both observational studies and experiments, SETs have been found to be biased against women and people of color (for recent reviews of the literature, see Basow and Martin 2012 and Spooren, Brockx, and Mortelmans 2015)."

- "should not be used to compare individual faculty members to each other or to a department average. As part of a holistic assessment, they can appropriately be used to document patterns in an instructor's feedback over time. "

- "holistic assessment that includes peer observations, reviews of teaching materials, and instructor self-reflections."

DISCUSSION:

BRAINSTORMING ACTIONABLE PRIORITIES IN THE CHAT… WHOLE GROUP DISCUSSION

From what you have heard today, in the chat, feel free to write:

→ **What are one to three commitment(s) you can make to center intersectional equity in your unit's strategic plan?**
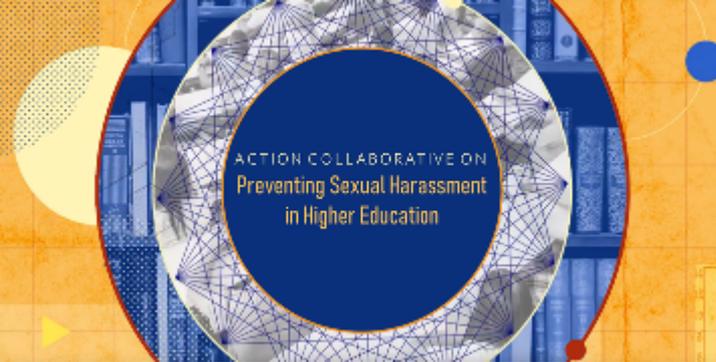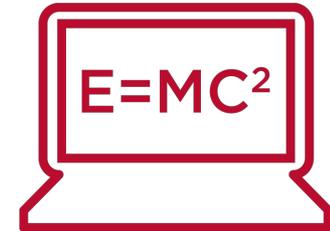
THANK YOU!

LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

Institute for the Study of "Race" and Social Justice
race.unm.edu

DIVISION FOR EQUITY & INCLUSION

The Men of Color Initiative
505.277.2015
menofcolor@unm.edu

RACE
SOCIAL JUSTICE

WE INVITE YOU TO CONTACT DEI:

505.277.1238
DIVERSE@UNM.EDU
DIVERSE.UNM.EDU

RESOURCES

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