The University of New Mexico

Climate Surveys:
Faculty
Staff
Students

Final Report
March 2024

diverse.unm.edu

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I. Introduction

A. UNM Diversity Council Climate Survey Subcommittee Members

The UNM DEI team began having discussions about climate surveys for UNM faculty, staff, and students as far back as Fall 2019. At that time, Dr. Assata Zerai began service as vice president for equity and inclusion at UNM and established regular climate survey assessment as one of her priorities. To begin this effort, the UNM Climate Survey Sub-Committee of the UNM Diversity Council was launched in the Spring of 2020. As of the academic year of 2023, this sub-committee consists of Co-Chairs, Teresa Y. Neely and Mónica Jenrette. Other members serving on the sub-committee during 2022-23 were Brandi Stone, Shaikh Ahmad, Francie Cordova, Sherri Thomas, Amanda Butrum, Frankie Flores, Rosa Cervantes, Pamela Agoyo, Jesse Aleman, Stephanie M. Sanchez, Donna Lopez, and Assata Zerai. Several other diversity council members participated in developing the surveys over the past 3 years, including colleagues from the Office of Institutional Analytics (OIA), Health Sciences Center (HSC), and other Branch campuses. Survey items were also shared with the full Diversity Council for input.

B. Timeline

The discussions about climate surveys occurred during monthly meetings from Spring 2020 to Spring 2022. We utilized the University of Michigan's DEI climate surveys as a basis from which to create UNM's survey for faculty, staff, and students.[1] During these meetings, we worked to customize the demographic and other relevant questions to be more context-specific to the UNM community. Because of the COVID-19 pandemic, we had to postpone the launch date for the survey to the Fall of 2022, which is when we received Institutional Review Board (IRB) clearance. Specifically, faculty surveys were completed between November 7th, 2022, and December 31st, 2022. Staff surveys were completed from January 4th, 2023, to February 28th, 2023, and student surveys were completed from March 1st, 2023, to April 23rd, 2023.

C. UNM Climate Surveys Advertisement and Communications Plan

To socialize the climate surveys and seek input, members of the climate survey committee met with a number of groups. These include:
- Diversity Council
- Deans' Council
- L.E.A.D. Council of associate deans from each college on all campuses
- Branch Campus faculty, staff, and administrators
- UNM Health Sciences Center stakeholders
- Staff Council
- Associated Students of UNM (ASUNM)

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[1] Sellers, Robert. University of Michigan Campus Climate Survey on Diversity, Equity and Inclusion, Ann Arbor, Michigan, 2016. Inter-university Consortium for Political and Social Research [distributor], 2019-06-13. https://doi.org/10.3886/ICPSR37096.v1

We advertised the climate surveys in a number of venues. These include:
- Staff breakfast at La Posada, sponsored by the Staff Council
- All-Faculty and All-Staff announcement listservs
- University Communication & Marketing (UCAM) news stories
- Announcements and reminders sent to all UNM students by email
- Postcard Announcements, Table Tents and flyers posted in UNM Student Resource Centers, Central Campus and Branch libraries, and the Student Union Building (SUB)—see an example below
- ASUNM and Graduate and Professional Student Association (GPSA) announcements
- President's Weekly Perspective
- Daily Lobo
- Digital signage throughout campus buildings in common areas.
- The Week at UNM (Student Affairs announcement)
- Timely email reminders to individual email addresses
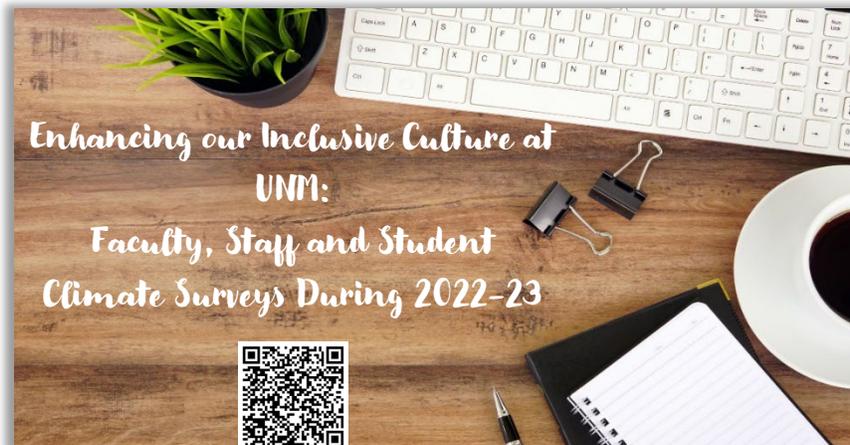
Preliminary results were presented to the following groups:
- UNM Diversity Council
- Student Resource Centers
- ASUNM
- UNM Deans' Council
- President's Leadership Team
- Individual meetings with all UNM Deans
- Individual meetings with all UNM Branch Campus Chancellors
- UNM Foundation
- VP for HR
- Staff Council President
- College of University Libraries and Learning Sciences - all faculty and staff meeting
- College of Education and Human Sciences leadership and department chairs

- African American Student Services First-Year Experience Class
- UNM Delta Sigma Pi (business professional fraternity at the Anderson School of Management)
- And other groups, by request

II.   Executive Summary

- Online Climate surveys were administered to UNM faculty, staff, and students between November 2022 and April 2023 at ABQ-Central, Law, and Branch campuses.
- The HSC conducted a separate climate assessment.
- Total completed surveys and response rates among faculty, staff, and students were 231 (22%), 978 (25%), and 2,907 (13%), respectively.
- Though a 22% response rate is excellent for an online survey, the low cell numbers in analyses of UNM faculty made it difficult to compare between various faculty groups.
- Unfortunately, only 40% of faculty respondents are satisfied with the overall campus climate at UNM. Tenured and tenure-track faculty were 2.1 times as likely to feel satisfied with the overall campus climate relative to contingent instructors (p<.01); and nonminority faculty were 4.5 times as likely to be satisfied with UNM's campus climate relative to minority faculty (p<.001).
- Less than 50 percent (48%) of faculty either agree or strongly agree they are valued as an individual at UNM.
- Staff response rates and numbers were high due to efforts to connect with them. A little over half (55%) indicate that they are satisfied or very satisfied with the overall campus climate at UNM, and 64% indicate that they feel valued.
    - Satisfaction with the overall campus climate was higher for staff who did not report experiences as targets of discrimination over the previous year.
    - Nonminority staff were less likely to be targets of discrimination.
    - Staff who were not targets of discrimination were less likely to consider leaving UNM.
    - Staff experiencing discrimination in the previous 12 months were more likely to be Black, Indigenous, Asian American and Pacific Islander (AAPI), or to have served in the military.
- The majority of student respondents (72%) feel satisfied or very satisfied with the overall climate, 64% feel valued, and most (63%) indicate that they have access to mentors at UNM. See slides at end of the student section for variations by race and ethnicity.

A.   Faculty Response Rates

The Subcommittee sent out invitations to a total of 1,041 surveys to faculty from Gallup (n=51), Los Alamos (n=14), Taos (n=23), Valencia (n=31). Twenty-two percent of those invited responded to the survey (n=231). The remaining surveys were sent to the Albuquerque-Central campus branch including the UNM Law School. Response rates by college/school were as follows: Anderson Schools of Management (11%), College of Arts and Sciences (14%), College of Education and Human Sciences (19%), College of Fine Arts (15%), College of University Libraries and Learning Sciences (22%), School of Architecture and Planning (4%), School of Engineering (12%), School of Law (28%), University College and Honors College (31% combined, due to low numbers), and others who did not indicate their campus, college, or school (see Table 1).

B.   Staff Response Rates

One thousand, six hundred and twenty-four staff members began the staff climate survey and 1,475 provided consent. After removing responses from participants who reported they were faculty or students, and those which were 49% or less incomplete, we had a total of 1,186. A closer review of the data revealed 394 suspicious cases in the data. Once these were removed, the analysis file contained 791 cases (see Table 2). Ninety-one percent of the staff responses were from staff at ABQ-Central Campus, and the remaining staff were from the other UNM locations surveyed.

C.   Student Response Rates

Four thousand, one hundred and seventeen total undergraduate and graduate students responded to the survey, and 4,058 consented to participate. The total was reduced to 2,907 due to suspicious responses, resulting in a 13.18% completion rate (see Table 3). Student response rates by college are displayed in Table 4.

III. Faculty Results

A. Demographics

The majority of faculty that completed the survey are tenure-system faculty (n=160) and 63 completing the survey are not tenure-system faculty. Tenure system faculty include assistant, associate, and full professors who are tenured or on the tenure track. Those who are not tenure-system faculty comprise positions such as temporary/part-time, lecturers, research faculty, and post-doctoral fellows[2]. Comparisons between tenure-system faculty and non-tenured faculty were the focus of analyses for this survey (see Table 5). For tenured faculty who completed the survey, the average age was 51 years, for non-tenured faculty, the average age was 46 years, and for tenure-system faculty, the average age was 53 years of age, and these differences in age by tenure status were statistically significantly different (see Table 6).

Ethnic group. The majority of the faculty (56%) who completed the survey were White or European or preferred not to answer this question (12%)[3]. Of those who completed the survey, 11 percent were of Hispanic origin. The next largest ethnic groups amongst faculty were Asian/Asian American Pacific Islander (5%), Jewish (4%), and African American/Black and Middle Eastern/North African[4] (4%) (see Table 7). Ethnic groups by tenure status are shown in Table 8. There are no statistically significant differences in tenure-system status by ethnic group.

Gender and gender identity. Out of the faculty who answered the gender/gender identity question (n=216), 54% are women, 34% are men, 5% are gender non-conforming or nonbinary[5], 7% of faculty preferred not to answer. The majority of faculty (54%) completing the Climate Survey are women. There are no differences in tenure status by gender identity (see Tables 9 and 10).

Sexual orientation. Out of the 216 faculty who responded to the question about their sexual orientation wherein 66% responded that they are heterosexual or "straight", 9% responded that they are bisexual or pansexual, 4% responded that they were queer, 3% responded that they were lesbian. Two percent of respondents answered that they were asexual, and 2% answered that they were gay (see Table 11).

Individuals with disabilities. Faculty were asked if they had any disabilities or chronic illnesses, including, but not limited to any type of chronic health issue or cognitive, emotional, evident, intermittent, mental, non-evident, physical, sensorial, situational or occasional, or any other type of disability. Of those who responded (n=207), 69% reported not having a disability, while the remaining 31% responded that they did have a disability or chronic illness or condition. Of those faculty completing the UNM Climate Survey who have a disability or chronic illness, 34% are tenure system and 21% are not tenure system. There is no statistically significant difference in tenure status by disability or chronic illness or condition (p>.05) (see Tables 12 and 13).

Military status. Overall, 3% of faculty have served in the U.S. Armed Forces, Reserves, or National Guard with no significant differences among tenure system and non-tenure track faculty (see Table 14).

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[2] We sometimes refer to non-tenure system faculty as *contingent faculty*.

[3] According to UNM's Office of Institutional Analytics (OIA) Director, Heather Mechler, when people respond "prefer not to answer," they are most likely white.

[4] African American/Black and Middle Eastern/North African are combined into one category due to low numbers of each group.

[5] Women and transwomen are combined. Men and transmen are combined.

Generation status. The majority of faculty completing the Climate Survey are not first-generation Americans; 17% are either first-generation Americans or residents. There are no differences in tenure status by generation status (see Table 15).

Born in the U.S. The majority of faculty (84%) completing the Climate Survey were born in the United States. There are no differences in tenure status by birth in the USA (see Table 16).

Select UNM School of Engineering Faculty

B.   Faculty's Satisfaction with UNM's Campus Climate

Less than half of the faculty report either feeling satisfied or very satisfied with the overall UNM campus climate in the previous 12 months[6]. Overall, 14% to 38% of tenure track faculty and 33% to 100% of non-tenure track faculty are satisfied or very satisfied with the overall climate within the previous 12 months by gender identity. There are no statistically significant differences by gender in level of satisfaction with the overall climate (see Tables 17 and 18).

A logistic regression was performed to ascertain tenure-system status and the likelihood that survey participants are satisfied or very satisfied with UNM's overall campus climate. The logistic regression model was statistically significant correctly classifying 70 percent (69.7%) of cases. Survey participants who are tenured or tenure-track were 2.102 times more likely to be satisfied with campus climate relative to contingent faculty (p<.01) (see Table19).

Another logistic regression was performed to ascertain nonminority status (White/European, Asian, or prefer not to answer) and the likelihood that survey participants are satisfied or very satisfied with UNM's overall campus climate. The logistic regression model was statistically significant. The model correctly classified 70 percent (69.7%) of cases. Nonminority participants were 4.503 times more likely to be satisfied with campus climate than minorities (p<.001) (see Table 20).

C.   Open-ended Responses from UNM Faculty

Open-ended questions from faculty revealed the following key themes in three categories:

Discrimination and Incivility
- Experiences with sexism and racism
- Bias against Native Americans

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[6] The faculty surveys were conducted towards the end of the Fall 2022 semester; therefore, the past 12 months included Spring 2022 and Fall 2022.

- Inequitable service expectations for women and lack of flexibility to accommodate them
- Bullying in the workplace, including incidents of bullying over email
- Individuals with Disabilities (IWD) and experiences with ableism and disablism
- Student evaluations and "abuse from students"

Incomplete success of diversity efforts
- Fallout from the (COVID-19) pandemic and its impacts on minoritized groups
- Faculty members calling on UNM for "respect and intervention"

Inequitable pay and promotional concerns
- Pay inequities
- Inequities by college and campus which defy the "One University" concept
- Tenure system vs. non-tenure system faculty

Below please find quotes that support each subtheme.

Discrimination and Incivility:

UNM faculty members voiced concerns about their experiences with discrimination and incivility. There were many subthemes noted with their quotes below.

Experiences with sexism and racism
- "I came to UNM from a university in [an] east coast city over 10 years ago and was shocked to experience sexism professionally here and to see colleagues and students express and experience sexism and racism. Not much has changed over the past ten years in my view."
- "In the past, a person in power over me judged me as a female. One example, I gave a suggestion in a meeting that was outright discounted, and a male colleague noticed, he used my exact same words, and it was considered an idea to consider."
- "September 2021 was called "B-word" while driving on campus. Reported incident to campus police."

Bias against Native Americans. When asked if they have felt discriminated against at UNM, and the aspect of their identity that was targeted, one respondent wrote:
- "I think the university needs to do more to educate leadership and faculty specifically about discriminatory language and behavior towards Native Americans. Our university should be a location where we are particularly informed about and inclusive of Native Americans, but I have witnessed several issues over the past two years."

Inequitable service expectation for women and lack of flexibility to accommodate them.
- "With regards to discrimination, I would say that this question asks about individual instances of aggrievement which perhaps happens less frequently, but there [are]institutional structures that contribute to me feeling aggrieved or dissatisfied. For instance, my classes being scheduled late in the afternoon/evening. This semester I have 2 courses that run 4:30-6:30, which makes it very hard to coordinate picking kids up from school/activities. There was no attempt to schedule around my needs and rather I was told this is simply when these types of classes are scheduled. In another example, I notice women doing so much more mentorship and service. But I, individually, am not specifically called out for service as a woman (i.e., discriminated against), it's just an observation of gendered structures. Finally, I want to say that we take on so much administrative and bureaucratic work and we simply do not have the staff to help us with this. The amount of administrative work is overwhelming, and a major source of dissatisfaction with my job. There is no place in this survey that asks about that."

Bullying in the workplace. Faculty described experiences of bullying enacted by other faculty colleagues, specifically tenured or senior faculty bullying contingent faculty.

- "We have a few hostile faculty in our department that impact everyone. They belittle others' achievements as insignificant and because they are tenured nothing ever gets done about it. We have a culture of tenured people bullying or demeaning the work of lecturers. It's incredibility sad to be on the receiving end as a lecturer and an uncomfortable workplace as a result. If it wasn't for loving teaching and my students, I would quit."
- "UNM needs a better system for providing consequences to tenured faculty who are toxic and who engage in bullying."
- "Some white senior faculty have yelled at Junior Faculty of Color. And emails can be used against for anything - I would like [a new] policy associated with the confidentiality of email exchanges."
- "Being humiliated publicly by my department chair in an email, telling me to go scrub toilets in another university."
- "Hostile coworkers (faculty) in meetings who bully and covertly threaten others; the staff and chair of the department are not part of the hostility or negativity experienced; they are also victims of it."
- "I feel emotionally and psychologically vulnerable and unsafe when the individuals I work with send me hostile emails - using tones and expressions of anger, etc. that are unacceptable for the workplace. I also feel vulnerable and unsafe when individuals use expletives and act rudely in meetings. It's offensive and disrespectful."
- "My mental and emotional safety are frequently at risk in Zooms where I am shut down, my opinions/theoretical orientation/research trajectory are ridiculed or dismissed by faculty of equal or higher rank. I have been falsely attacked as having racist views."
- "Not physical safety, but there is a colleague who is unexpected and enjoys bullying. I was certainly on the receiving end of this more than once in the past year. This colleague also contacts me and says that I was not targeted, but in the company of others (e.g., faculty meetings) makes sure to disagree with me in a very offensive way to demonstrate their power and isolate me."

Individuals with disabilities (IWD). Some faculty with disabilities said that their experience at UNM was isolating.

- "It is profoundly isolating to not be able to hear presenters or teammates and not have closed- captioning options available."

Student threats and complaints. Faculty also spoke about being harassed by some students.

- "A student threatened me in an online class discussion and harassed me repeatedly over email."
- "Also, could we talk about the abuse we get from students? The snarky emails, the threats to 'go to [our] boss'; when we follow grading policies, and more? It's demoralizing and exhausting."

Incomplete success of diversity efforts:
Several faculty members indicated examples that we grouped under the theme of "incomplete success of diversity efforts. Please see subthemes and quotes below.

A call for "respect and intervention." Responding to open-ended questions, the faculty called on interventions from DEI to address issues related to discrimination or disregard from deans.

- "Assistant professors need FAR MORE SUPPORT and recognition from deans and the provost's office. We are being driven away by tenured faculty in our departments who don't value us, our commitments to DEIAB[7], and our desires to align with initiatives from the provost's office to support curricular changes that will better support our students. I'm not talking about more support in terms of money, I'm talking about respect and intervention in our departments on our [behalf] from the provost's office. I'm currently taking this survey on a trip as a finalist at another R1 university. I don't want to leave UNM, but I'm being bullied in my department and there are few policies in place that will hold my senior colleagues and chair accountable for their actions."
- [I experience exclusion on the basis of] "my time in the profession - I'm not yet tenured and am constantly ignored and undermined by tenured faculty in my department."

Muted success of diversity efforts. Faculty voiced concerns in relation to the lack of diversity in the university.

- "People of color [POC] become more scarce the higher the ranking. Fewer POCs with tenure, even fewer at full, and much fewer in our administration and leadership. It makes it evident that efforts to increase diversity are hollow and meant to operate on the level of impression instead of really promoting diversity. Us people of color see this very clearly, but I believe non POC colleagues do not see it".
- "The Advance Office is so outdated when it comes to their approaches to DEI. [The current leadership] … has no clue about race, foreignness, and LGBTQ[+]…. The sessions [they put] together are toxic for marginalized groups and people."

Inequitable pay and promotional concerns:
Given that UNM faculty salaries have historically fallen below the median it is understandable that faculty members raised concerns about their perceptions regarding inequitable pay and other unequal treatment.

Pay inequities. There were responses from faculty indicating that they receive unequal pay.

- "I am not given the opportunity for the same level academic ranking as many of my colleagues and thus I make much less money to do the same or MORE workload. Workload and pay is not close to being equitable at UNM. There are also not many if any opportunities for anyone to get merit-based raises. We are consistently told that we have to "apply to stay" and get another job before we would be considered for a raise. The disappointing part of this is that communicates to faculty that they are not valued and they should not be loyal to UNM. The thing that most faculty truly want is to ONLY be loyal to UNM and focus on advancing their work here, improving their departments, supporting their students, working hard on research, etc. When faculty must spend lots of time applying for other jobs just to be considered for raises, this takes time away from our mission to serve the best we can at UNM and that is not what anyone wants."

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[7] Diversity, equity, inclusion, accessibility and belonging.

Inequities by college and campus-challenges to One University. One example is that faculty members from other branches of UNM reported experiencing inequitable treatment they felt due to not being on UNM central Albuquerque campus. Please see other examples below.

- "My professional status on campus in the arts and humanities is constantly marginalized by UNM through its budget cuts to our program and inadequate compensation compared with my peers at other institutions."
- "Well, we at the branches are constantly considered to be "less than" our ABQ [Central] campus colleagues. The ABQ campus elitism is an entrenched and persistent problem. I wish someone would address this."

IV.   UNM Staff Results

As noted before, the UNM Climate Survey Subcommittee and Diversity Council members worked to reach out to staff at all job grades. We launched the UNM Staff Climate Survey during the Staff Council breakfast. We had interpreters on hand to work with employees whose first language is Spanish. Please see flyer below.

A.   Demographics

Employment status: The majority (94%) of the 791 staff members who completed the survey were full-time employees.

Education: Most staff have completed a Baccalaureate degree (Bachelor's), followed by those who have completed a master's degree (M.S., M.A) (see Figure 1).

Generation status education: Half of the staff participating report that one or both of their parents or guardians have a baccalaureate degree, followed by 35% of respondents who reported that neither of their parents or guardians attended college. Finally, 16% of staff reported that neither of their parents or guardians has a baccalaureate degree but that at least one or both attended college (see Figure 2). Job grade information of UNM staff is reflected in Figures 3 and 4.

Ethnic group: The majority of participants are White/European (46%). Hispanic (31%) and Indigenous (5%) staff were the next most numerous groups. Black, Asian American and Pacific Islander (AAPI), and Other staff were 3% each. There were 10 staff who indicated Jewish ethnicity. Due to small cell sizes, Black and Middle Eastern/North African (MENA) responses are combined. "Prefer not to answer" and respondents who skipped this question are also combined (9% of total) (see Table 21).

Tribal affiliation: A total of 32 staff reported Tribal Affiliations; and 36% were Diné (Navajo Nation) (see Table 22).

Sexual orientation: 754 staff indicated their sexual orientation. Seventy-two percent are heterosexual, 7.4% are bisexual or pansexual, 6% did not wish to answer this question, and 4% are queer. See Table 23 for other responses.

Additional demographics: The majority of staff participants are U.S. residents, 10% are first-generation U.S. citizens, 27% are Individuals with Disabilities, 14% are military-affiliated, 64% are women (and transwomen), 29% are men (and transmen), and 5% are gender nonconforming (GNC)/Non-Binary. Six percent (44) preferred not to indicate their gender/gender identity (see Table 24).

B.   Staff's Satisfaction with UNM's Campus Climate

Most (57%) staff respondents felt satisfied or very satisfied with the overall climate in the previous 12 months (see Table 25).

Satisfaction with campus climate by job grade: A logistic regression was performed to ascertain job grade level and the likelihood that survey participants are satisfied or very satisfied with UNM's overall campus climate. The logistic regression model was not statistically significant. There were no differences among survey participants by job grade in terms of their likelihood to be satisfied or very satisfied with campus climate.

Working with Positivity Program

BENEFITS & EMPLOYEE WELLNESS

Climate satisfaction association with experiences of discrimination: A logistic regression was performed to ascertain reported experiences with discrimination and the likelihood that survey participants are satisfied or very satisfied with UNM's overall campus climate. The logistic regression model was statistically significant correctly classifying 72% of cases. Participants who had not been targets of discrimination in the previous 12 months were 6.488 times more likely to be satisfied with campus climate relative to survey participants who were targets of discrimination (p<.001) (see Table 26).

Satisfaction with climate by ethnic group based on discrimination: A logistic regression was performed to ascertain nonminority status (White/European, Asian, or prefer not to answer) and the likelihood that survey participants have experienced discrimination at UNM over the previous 12 months. The logistic regression model was statistically significant correctly classifying 68% of cases. Minority participants were .209 times as likely (i.e., less likely) to report experiences as targets of discrimination than nonminorities (p<.001) (see Table 27).

C.　　Open-ended Responses from UNM Staff

The following themes emerged from UNM Staff members' top concerns:

Discrimination and Harassment
- Experiences with denial of affirmed names, "deadnaming"[8] in informational technology (IT) systems from vendors, and being misgendered
- Difficulties with navigating the Compliance, Ethics, and Equal Opportunity Office (CEEO)
- Ableism, disablism, and slow or denied ADA accommodations
- Discrimination and disrespect from supervisors and peers
- Exclusion from rewarding assignments
- Gender discrimination and sexual harassment
- Racial discrimination
- Unaddressed hostile behavior, even when reported

Campus Safety
- Experiences with stalking
- Concerns about crime on UNM campus

Compensation, Job Title and Promotion
- Pay inequity generally, within units, between units, between various campuses, by race, and by gender
- Perceptions that academic degrees are weighed more heavily than experience in relation to compensation
- "Loves job", but notes concern about inadequate compensation
- No sense of an adequate compensation plan
- Incidents of bullying from faculty members and colleagues, including concerns about disrespect

Reasons for considering leaving their unit or UNM altogether
- Being overworked
- Concerns with poor leadership in units
- Pay inequities
- Inadequate pay
- Discouragement from using tuition benefits

Below please find quotes that support each subtheme.

Discrimination and Harassment

Staff were asked to report on their experiences and related concerns with harassment and discrimination. Some of these experiences of discrimination and harassment included issues with difficulty navigating reporting incidents of harassment to the Office of Compliance, Ethics, and Equal Opportunity (CEEO). Some staff specifically talked about feeling discriminated against and disrespected by supervisors and peers. This includes experiencing unaddressed hostile behavior from peers.

- "There is tremendous collegiality and support. However, that is negatively balanced by a general climate and culture that is allowed to persist in which aggressive, disrespectful, and outright hostile behavior continues and is positively reinforced. I do not feel unsafe in my work environment, but I do feel beaten down and exhausted from constantly having to defend and protect myself from those who bully."

Other experiences of discrimination included being excluded from rewarding assignments, gender discrimination and sexual harassment, ableism, and racial discrimination. Some examples of gender

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[8] Deadnaming is using an individual's birth name intentionally or accidently instead of using their affirmed name.

discrimination included experiences with others denying one's affirmed names or "deadnaming" errors from IT. The following quote highlights what people with disabilities experience within the work culture at UNM:

- "The university quite often promotes 'grind' culture and I believe that is very toxic. How are people with disabilities supposed to compete? Grind… doesn't work for people who have disabilities and that is never taken into consideration."

Campus Safety

Participants detailed ways in which they have felt unsafe on campus including being stalked and feeling unsafe due to the crime around UNM campuses.

- "I was stalked (at work daily) for 6 months. I filed a report with UNMPD, and there was no category for stalking. I never heard back from UNMPD about this matter. That was scary and disheartening."
- "Reduce the Crime on Campus. Its currently out of control."

Compensation, Job title, and Promotion

Staff reported experiencing some form of pay inequity generally, within units, between units, between various campuses, by race, and by gender. Others discussed the perceptions in their units that degrees should be weighed more heavily than experience in relation to compensation. Even though some staff discussed loving their job, they noted that they did not receive adequate compensation and some mentioned that there was no sense of an adequate compensation plan.

- "The majority of your staff are criminally underpaid. The current living wage in Albuquerque is $16 per hour - the fact that you have many employees, including students, making less is appalling. Your staff, your faculty, your students, deserve proportional, equitable living wages; our combined labor is what keeps UNM functioning, and anything less is morally bankrupt."

Lack of access to promotional routes for women, Hispanics, and other People of Color were also noted. Perceptions of unfair salary and promotional practices within units was another concern voiced throughout.

- "I believe broadly speaking, though, the University overlooks people of color, and very specifically Hispanic women in leadership. Sadly, after many years with the University I just don't believe it's probable to be promoted into a high-level leadership position as a Hispanic woman. Though we are an HSI (Hispanic Serving Institution), I feel this designation is hollow."

Reasons for considering leaving their unit or UNM altogether

Top concerns from UNM staff as reasons for leaving their unit or UNM altogether included being overworked, poor leadership in their units, pay inequities, inadequate pay, and discouragement from using tuition benefits.

- "I would like UNM to look honestly at staffing - making sure some high-performing workers are not overworked. Also, there should be more opportunities for raises and promotions within our Schools/units, as people often leave a job they love to join another School or unit because of higher salary and opportunity."
- "I really like my job, my boss, and working at UNM generally. My only complaint is the low salary I receive as a staff member. I took a very large pay cut to work here and wish my compensation was higher."
- "Many individuals have left my primary department due to lack of recognition, compensation and general support for their positions and contributions."

There were responses that indicated that staff feel underappreciated, unheard, and being subjected to a "shell game."

- "Compensation is a shell game, and passed off, unfunded to departments. Years of service, degrees, [and] coursework are not regarded. "SPET" (salary placement & equity) tool may determine employee is under-compensated by HR review. But this does not ensure equity in pay. HR [human resources], states it is not in their purview to fix it or adjust pay. If not HR then who, the unfunded department? … HR is left stating, 'if you want to be paid more, beg your administrators or apply for another job to force the increase'. It is humiliating. Campus Climate = HOSTILE workplace… tears…"

V. Student Results

A. Demographics

Figure 5 represents the academic status distribution of students completing the survey at UNM. The majority (73%) are undergraduate students and 27% are graduate students. Figures 6 and 7 represent the distribution of the academic level or degree sought for all students completing the survey. The plurality, 26% are sophomores; 25% are first-year students; 20% are juniors, and 20% are seniors. Five percent are associate degree seeking and 4% are nondegree or certificate-seeking. Of the graduate students who responded (n=782), 42% are pursuing master's degrees, 37% are doctoral students, 7% are professional or other terminal degree seekers, and 5% are nondegree or certificate-seeking graduate students.

Ethnic group: The majority of student participants are White (44%), followed by Hispanic students (27%). AAPI (8%), Black (7%), and Indigenous (7%) students were the next most numerous groups (see Table 28).

Tribal affiliation: Three hundred and sixty-five students reported their tribal affiliations. Diné (Navajo Nation) was the largest group. All reported tribal affiliations appear in Table 29.

Gender and gender identity: Of the 2,270 students indicating their gender and/or gender identity, 48% are women, 40% are men, 6% are gender nonconforming or nonbinary, and 2% are transgender. Other categories are noted in Table 30.

Sexual orientation: Of the 2,260 students indicating their sexual orientation, 63% are heterosexual, 13% are bisexual or pansexual, and 6% are asexual. Other categories are noted in Table 31.

Individuals with disabilities (IWD): Seventy-nine percent of students reported that they did not have a disability while 21% reported having at least one disability. Disabilities reported may include, chronic illness (Crohn's disease), cognitive (dyslexia), emotional (anxiety disorder), evident, intermittent, mental (depression), non-evident (invisible, non-audible), physical (wheelchair use), sensorial (deafness), situationally or occasionally evident disabilities (temporary impairment in a person's ability to interact with technology due to their situation, context, or environment) (see Table 32).

Military status: Military-affiliated students are individuals who are not directly serving in the military and individuals that are. A military-affiliated individual could be a spouse or dependent of an active-duty service member, a veteran, and the families of those who lost their lives in the line of duty. Eleven percent (n=234) of those responding indicated they are military-affiliated. When asked whether they are serving in the U.S. Armed Forces, Military Reserves, or National

Guard, 3.5% indicated they are actively serving, 6% are veterans, and 4.5% preferred not to answer (see Table 33).

First-Generation Baccalaureate degree status: The parents or guardians of the majority of students (52%) who completed the climate survey have not completed a baccalaureate degree (see Table 34).

Other backgrounds represented: We also asked students about their ages, which ranged from 18 to 97 years of age. The majority of students (90%) who responded to the question about nativity were born in the United States, while 4% of students reported being non-residents. The plurality of students' religion is atheist or agnostic (20%), followed by Protestant (17%), and Catholic (16%), while 14% of students reported no religion, and 8% are Islamic.

B.   Students' Satisfaction with UNM's Campus Climate

Most students (72%) reported that they either feel satisfied or very satisfied with the overall UNM campus climate (see Table 35). Students were asked to report on their experiences over the previous 12 months in terms of their level of agreement with various statements. Most students (65%) either strongly agreed or agreed that they feel they belong at UNM, and a little more than half (55%) agreed that they found one or more communities or groups where they felt they belong at UNM. The majority (64%) also reported that they felt valued as an individual at UNM, treated with respect at UNM (71%), like that UNM is a place where they can perform to their full potential (62%), and 65% also reported that they had opportunities at UNM for professional success that are similar to the rest of their peers. Sixty-nine percent of those responding reported that their experience at UNM has had a positive influence on their academic growth, and 61% agreed that UNM provides sufficient programs and resources to foster the success of a diverse student body (see Table 36).

Twenty-six percent of the students have considered leaving UNM due to feeling isolated or unwelcome, feeling like others don't value their opinions at UNM (25%) and that they have to work harder than others to be valued equally (33%) (see Table 37).

There were differences in these considerations and perspectives by sexual orientation, and gender identity and expression (SOGIE). While 26% of all responding students have considered leaving UNM due to feeling isolated or unwelcome, this percentage was higher among students who have served in the military (35%), queer and transgender students (33%), Individuals with Disabilities (32%), and white students (31%). And 25% of all students agreed or strongly agreed that they feel others at UNM don't value their opinions. Whereas this percentage was higher among students who have served in the military (35%), White students (31%), Black students (29%), Individuals with Disabilities (26%), and AAPI (26%). Among all students responding, 33% believe they have to work harder than others to be valued equally at UNM. This percentage was higher for Black students (47%), AAPI students (40%), those who have served in the military (39%), Individuals with Disabilities (37%), queer and transgender students (34%), and White students (34%) (see Table 37).

C.   Mentoring

Mentoring experiences: The majority (63%) of UNM students participating in the survey indicate that they, "have a UNM mentor (or mentors) to advise them on their desired major or program of study or concerning their expected career. White students (68%) indicate they have the least difficulty finding mentors from groups like theirs (see Table 38). Forty-nine percent of UNM students responding indicate that they have a mentoring network outside of UNM to advise them on their desired major or program of study or concerning their expected career (see Table 39). Table 40 provides data on differences in access to mentors by race. It is discussed below the student interventions section. The majority (66%) of UNM students responding indicate that they find it to be somewhat difficult, difficult, very difficult, or extremely difficult to find mentors from similar backgrounds (see Table 41).

VI. Early Interventions

Climate surveys are a helpful and systematic way to take the pulse on campus life and to alert us to concerns. Follow-up actions increase the viability of these efforts. Below we note interventions that have been implemented at UNM since 2023 with recommendations for ways to move beyond these initial interventions.

A. Early Intervention for Faculty and Staff

Faculty and Staff: Faculty and staff responding to the survey reported numerous incidents of bullying over email and in person from department chairs, colleagues, and students, and they also noted concerns about disrespect. Examples are cited below**:**

Examples from UNM staff
- "The university touts how diverse and respectful the campus is…. They use the HSI designation as a badge of honor and yet treat Hispanics/Latinas… with disrespect."
- "As a local Hispanic, one whose parents both graduated from UNM, I am saddened every single day by the way I have been treated by my department, and the rampant disrespect, racism, and homophobia allowed to fester."
- "The way staff are treated by some faculty delineates a very clear divide between the status/value of faculty and staff. Although I work in a role that provides some level support functions for students and the college as a whole, I am treated by some faculty as if I am their personal assistant instead of a professional colleague with my own important job functions and priorities.
- "Interacting with these faculty who have an upstairs/downstairs mentality about the hierarchy of the university is discouraging and makes me feel undervalued. I work in a busy, understaffed office and our staff (and student employees, who are typically shown even less respect) do not deserve to be shouted at by faculty who have decided that administrative paperwork is not their responsibility."

Examples from UNM faculty
- "Being humiliated publicly by my department chair in an email, telling me to go scrub toilets in another university."
- "Hostile coworkers (faculty) in meetings who bully and covertly threaten others; the staff and chair of the department are not part of the hostility or negativity experienced; they are also victims of it."
- "I feel emotionally and psychologically vulnerable and unsafe when the individuals I work with send me hostile emails - using tones and expressions of anger, etc. that are unacceptable for the workplace. I also feel vulnerable and unsafe when individuals use expletives and act rudely in meetings. It's offensive and disrespectful."
- "A student threatened me in an online class discussion and harassed me repeatedly over email
- "September 2021 was called 'B-word' while driving on campus. Reported incident to campus police."
- "Assistant professors need FAR MORE SUPPORT and recognition from deans and the provost's office. We are being driven away by tenured faculty in our departments who don't value us, our commitments to DEIAB, and our desires to align with initiatives from the provost's office to support curricular changes that will better support our students. … I'm talking about respect and intervention in our departments on our [behalf] …. I'm currently taking this survey on trip as a finalist at another R1 university. I don't want to

leave UNM, but I'm being bullied in my department and there are few policies in place that will hold my senior colleagues and chair accountable for their actions."

To improve staff and faculty diversity, it is important to consider leveraging the UNM Affirmative Action Plan. We also recommend that units notify their staff of the Wayfinder Website which is a virtual application that provides faculty and staff with resources to navigate challenges to their employment at UNM. The QR Code below will take you directly to the Wayfinder home page.

Wayfinder has received traffic from thousands of users (e.g. data over a 6-week period indicated 668 visitors in Feb-Mar 2023). However, an integrated conflict management system (ICMS) that moves beyond informational resources to provide support to resolve discord that does not rise to the level of discrimination would be helpful. Unfortunately, relevant stakeholders are overcommitted. We need dedicated personnel to explore possibilities to build out our ICMS.

B.   Early Interventions for Students
Virtual Health Care
Mental health services: A majority (71%) of students surveyed indicate they are interested in mental health services provided by UNM, while 32% would like to benefit from one-on-one services in person and 29% are interested in a one-on-one mental service virtual format. Students described some of the barriers they experience when attempting to receive mental health care, either due to the lack of comprehensive insurance coverage or business hours of the Student Health and Counseling (SHAC) center. Others indicate that their insurance is not accepted at SHAC.
- "As a graduate student, insurance doesn't fully cover things like outside therapists. Having better insurance … would let me speak to someone off campus. … I would prefer to talk to someone in mental health outside of UNM, but I cannot afford it."
- "I would be interested in virtual services, as I cannot visit campus often."
- "Counseling is only offered through WRC (the UNM Women's Resource Center) one semester at a time. SHAC counseling is only offered during business hours. As a grad student [who] works part time, I cannot use any of the mental health services at UNM effectively."

Since the beginning of Fall 2023, UNM has partnered with TimelyCare to deliver a new virtual health platform to all UNM students. TimelyCare has been provided free of charge to UNM students in response to some of the concerns like those mentioned above, specifically expanding beyond normal business hours to receive mental health care at UNM. Through either a mobile app or desktop, TimelyCare provides 24/7 access to virtual care from anywhere in the U.S. at no cost to UNM students. This is an exciting but expensive new offering, and we are examining relative returns on investment for investing in online services and providing greater resources to Student Health and Counseling (SHAC).

Challenges and interventions to address difficulty in finding mentors
As shown in Table 41, only 34% of UNM student respondents indicate that they experience no difficulty in finding mentors from similar backgrounds. And these percentages are lower among Asian American and Pacific Islander (25%), Black (31%), and Hispanic (30%) students (see Table 40).

Table 42 provides evidence that Hispanic students, for example, greatly outnumber the percentages of Hispanic faculty. In 2022, 13.9% of faculty at UNM were Latine, whereas 45.3% of UNM's students were Hispanic. See Table 42 also for a demographic comparison of tenure-stream faculty to student population as noted for the Albuquerque-Central Campus in Fall 2022. Thus, UNM DEI interventions like the Inclusive Excellence postdoc/visiting scholar and faculty hiring programs, the DEI and African American Student Services' mentoring program supported by a grant from the Howard Hughes Medical Institute, the many mentoring programs at El Centro de la Raza and American Indian Student Services, and the like are needed and could benefit from more financial support.
We have submitted a grant proposal to the Developing Hispanic Serving Institutions (US Department of Education) program to support a summer bridge program for incoming Hispanic first-year students and wrap-around mentoring support during their first year, with a special focus on first-generation college students.

C.   Concerns Noted by Students, Faculty, and Staff:
Impact of Web Threats on Feelings of Safety
Many students, staff, and faculty noted their concerns about web threats at UNM. For example:
- "I had several Zoom events that were bombed, and I heard racial epithets and sexist comments. It was disruptive and disturbing. This is always a fear when I have Zoom events." –UNM faculty member
- "A student shared MAGA [Make America Great Again] content when he was asked to share a screen that showed a website he admired based off design. I was ill-equipped as a transgender leftist person to navigate this sort of content, as someone using an online

teaching platform (Zoom). This content is visually aggressive toward my well-being and the well-being of my students." -UNM graduate student instructor

- "Any Zoom class I'm in as a trans/nonbinary person generates fear. I don't know if someone listening is going to decide that they don't like who I am, or what I say, and retaliate because of it. And that's fear of the faculty and administration - not so much my classmates." –UNM student

Malicious acts on the internet are real threats to intellectual freedom and the safety and security for our Lobo community. Emboldened by the relative anonymity of the internet and enabled by access to systems that do not require authentication to share video, text, and images, these acts are typically perpetrated by people outside of the UNM community who want to disrupt events and prevent the free exchange of ideas.

UNM DEI and Academic Affairs have partnered with UNM-IT to provide resources to prevent and address such threats. Department Chairs and Deans are expected to provide support to their faculty, students and staff who have been targets.

Helpful links:

- https://webmeetings.unm.edu/online-safety/index.html
- https://webmeetings.unm.edu/online-safety/responding-to-incidents.html

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

D.   Concerns about Physical Safety and Interventions

Several participants across the three climate surveys noted concerns about physical safety (see pp 15-16, for some examples). Appendix 2 provides the statement on Safety and Security at UNM from the Executive Vice President for Finance and Administration and the chief of the UNM Police Department. There, they note several interventions including Improvements to the Campus Environment, Community Engagement, Communication, Police Staffing, Technology, Training, and Agency Partnerships. See Appendix 2 for more details.

Supplemental Information

Terms Used Interchangeably and Acronyms
- Associated Students at the University of New Mexico (ASUNM)
- Asian/Asian American and Pacific Islander (AAPI) – includes Asian, Asian American, and Hawai'ian students unless otherwise indicated
- Black, African American – includes Black people of African descent
- Diversity Council (DC)
- Hispanic, Latine and Latino are used interchangeably. The Integrated Postsecondary Education Data System (IPEDS) conventions require that all persons who identify as Hispanic or Latino are reported as Hispanic or Latino independent of any other race self-identification. Those who do not identify as Hispanic or Latino but select two or more race categories are reported as 'two or more races', otherwise persons are reported in the single race/ethnic category provided as a response. For reference see:
  - https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions
  - https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes
  - https://surveys.nces.ed.gov/ipeds/public/hrsoc-browse/faq-re#601
- Health Sciences Center (HSC)
- Indigenous, Native American, American Indian – used interchangeably
- Liaisons for Equity, Advocacy & Diversity (L.E.A.D.) Council of associate deans for diversity
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual and other minoritized SOGIE identities (LGBTQIA+)
- Office of Institutional Analytics (OIA)
- Individuals with Disabilities (IWD); includes physical, emotional, cognitive, and/or sensory disabilities
- Sexual Orientation, Gender Identity and Expression (SOGIE)
- The University of New Mexico (UNM)
- URM: Underrepresented Racial/Ethnic Minorities: American Indian, Black, Hispanic/Latine/Latina/o/x. See NSF: https://www.nsf.gov/statistics/2017/nsf17310/digest/glossary-and-key-to-acronyms/

Appendix 1: Figures and Tables

Staff Results Figures

Figure 1. Highest Degree Earned
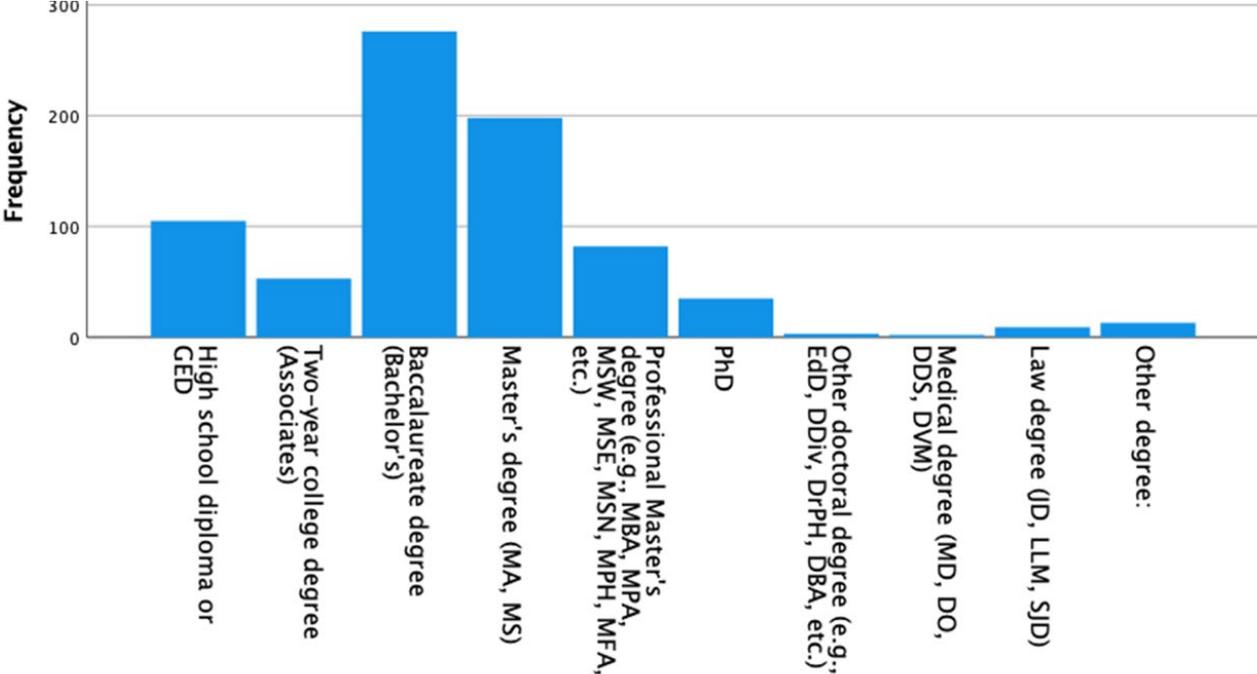
Figure 2. Educational Attainment of Employee's Parents/Guardians (n=791)
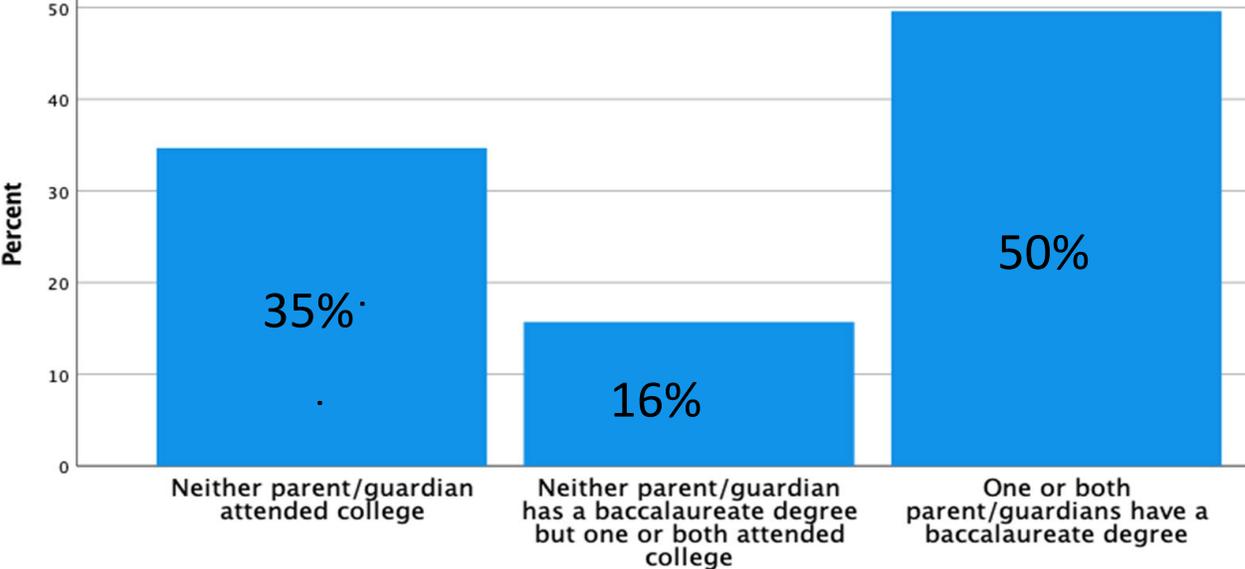
Figure 3. UNM Job Grades of Participants
(n=791)
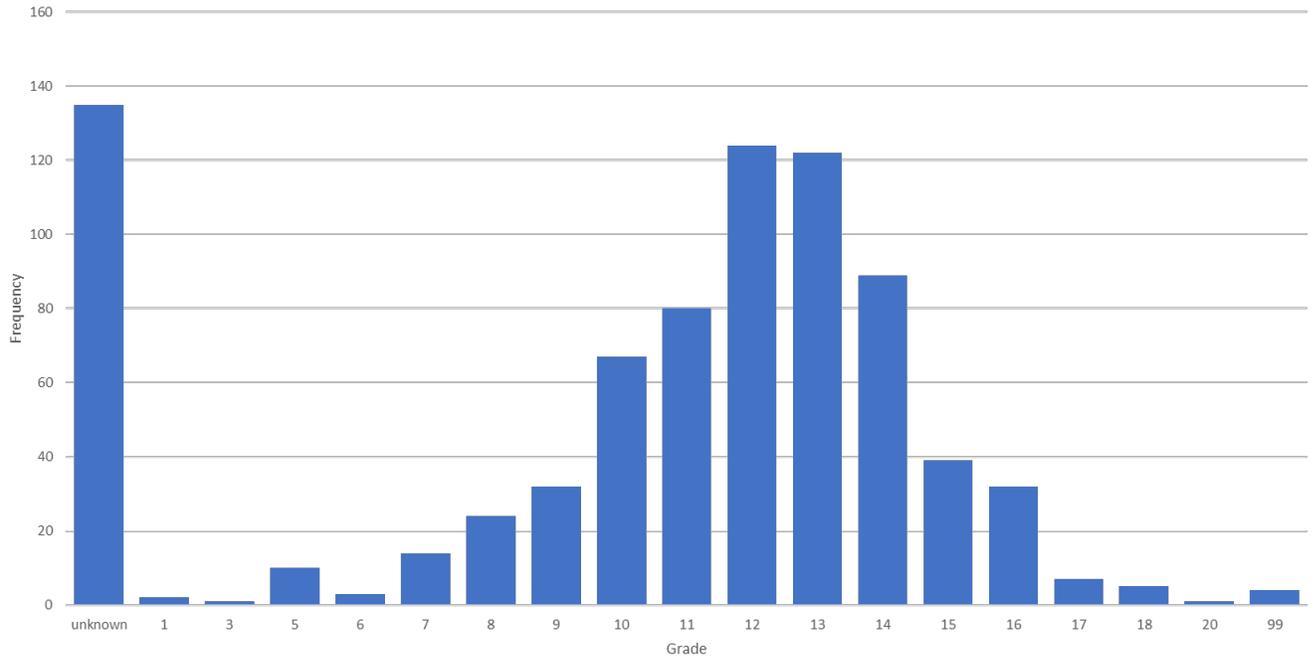
*Figure 4. UNM Job Grades of **Invited** Participants*
(n=2960)
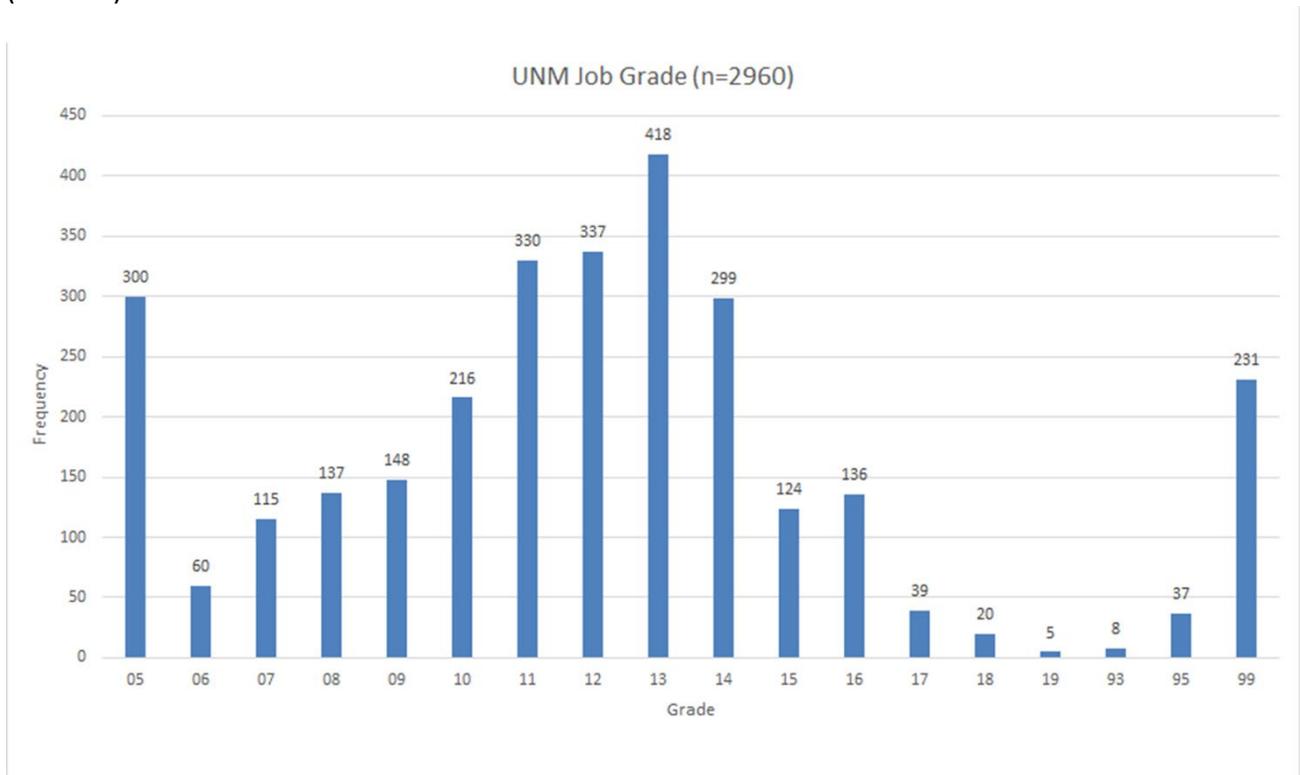
Student Results Figures

Figure 5. Academic Status of Students Surveyed

What is your academic status?

- 27% Undergraduate
- 73% Graduate/Professional
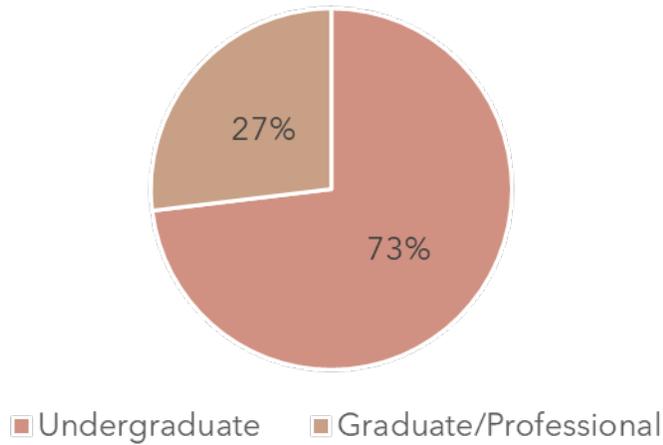
Figure 6. Undergrads, Certificate, and Nondegree-Seeking Status
(n=2125)

What is your academic level/degree sought?

- Freshman/First-Year
- Sophomore
- Junior
- Senior
- Associate Degree-Seeking
- Certificate
- Non-Degree
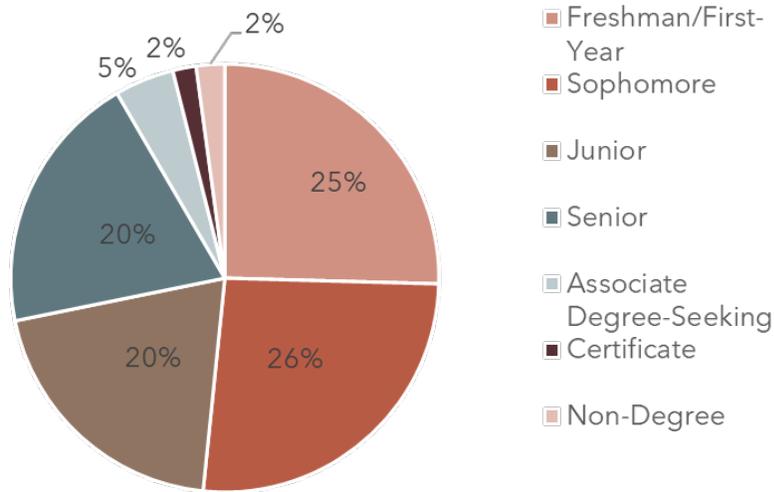
Figure 7. Graduate Students' Degree Sought
(n=782)

What degree are you seeking?

- Doctoral
- Other Terminal Degree (e.g. MFA, JD)
- Professional Degree Program (e.g. MPA, MD, Executive MBA)
- Masters

37%
9%
7%
42%
2%
3%
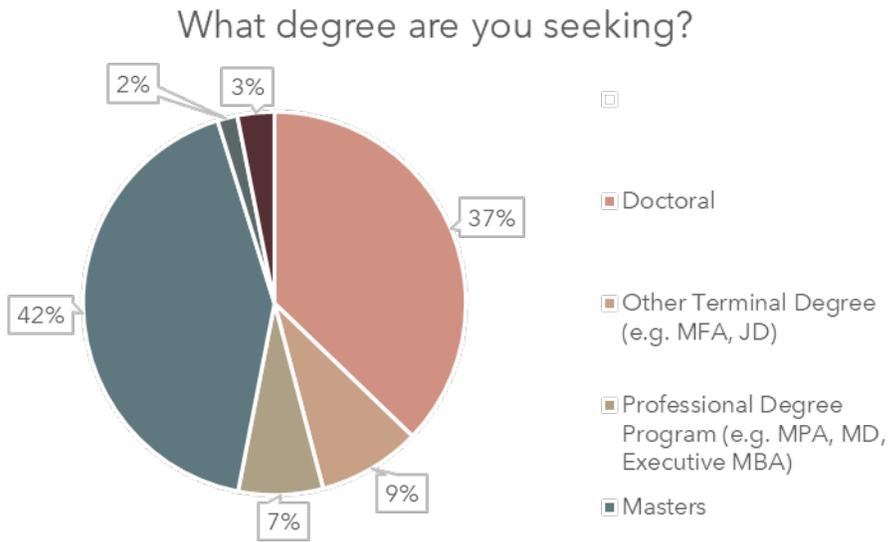
Response Rates

Table 1. Faculty Response Rates

College/School/Campus	Number Invited	Completed Surveys	Response Rate**
Gallup Branch	51	5	10%
Los Alamos Branch	14	1	7%
Taos Branch	23	2	9%
Valencia County Branch	31	8	26%
UNM West	0	1	NA
HSC	0	40	NA
Anderson Schools of Management	61	7	11%
College of Arts & Sciences	444	64	14%
College of Education & Human Sciences	85	16	19%
College of Fine Arts	99	15	15%
College of University Libraries & Learning Sciences	36	8	22%
School of Architecture & Planning	27	1	4%
School of Engineering	104	12	12%
School of Law	39	11	28%
University College and Honors College	16	5	31%
Other Org Level 3 Units + Unknown*	11	35	NA
TOTAL***:	1041	231	22%

Notes: *Some did not indicate their campus, college, or school. **Response rate includes consented surveys only. *** We removed non-faculty responses and those that were under 40% completed.

Table 2. Staff Response Rates

College/Branch/Level 3 Units	Number Invited	Completed Surveys	Response Rate
Gallup Branch	73	8	11%
Los Alamos Branch	29	7	24%
Taos Branch	77	22	29%
Valencia County Branch	86	14	16%
UNM West	3	2	67%
Anderson Schools of Management	42	21	50%
College of Arts & Sciences	353	61	17%
College of Education & Human Sciences	47	15	32%
College of Fine Arts	94	13	14%
College of University Libraries & Learning Sciences	84	16	19%
School of Architecture & Planning	13	1	8%
School of Engineering	99	27	27%
School of Law	50	24	48%
University College and Honors College	20	4	20%
President Administrative Units	111	31	28%
Intercollegiate Athletics	248	24	10%
EVP Finance & Administration	932	73	8%
Information Technologies	198	41	21%
Provost Administrative Units	487	92	19%
Student Affairs	345	61	18%
Unspecified	NA	331	NA
HSC	569	90	16%
TOTAL	3391	978	25%

Table 3. Student Response Rates

Campus/Degree Program	Number Invited	Completed Surveys*	Response Rate
Branch Campuses:			
Gallup Branch	1347	148	10.99%
Los Alamos Branch	341	39	11.44%
Taos Branch	595	56	9.41%
Valencia County Branch	923	53	5.74%
UNM West	NA	83	NA
Health and Health Sciences	NA	138	NA
Albuquerque-Central Campus	18848	2233	11.85%
Campus not indicated		6	NA
TOTAL:	22054	2907	13.18%
Graduate & Professional Programs by Degree-Seeking Status **	3519	782	22.22%
Nondegree Status***	830	119	14.34%
Associate Degree-seeking	1849	151	8.17%
Bachelor's Degree-seeking	14191	1855	13.07%
TOTAL:	22054	2907	13.18%

*This excludes over 1000 suspicious cases.
**Includes graduate programs + LAW + SOM.
***Includes nondegree status + undergraduate certificate

Table 4. Student Response Rate by College

College/School	Number Invited	Completed Surveys*	Response Rate
Anderson School of Management	2,771	298	10.75%
School of Architecture & Planning	350	52	14.86%
College of Arts & Sciences	5,253	798	15.19%
College of Education & Human Sciences	1,110	199	17.93%
School of Engineering	1,702	250	14.69%
College of Fine Arts	1,166	245	21.01%
Honors College	1	17	**
School of Law	308	151	49.03%
University College	1,353	305	23%
College of University Libraries & Learning Sciences	35	16	45.71%
University Studies	450	***	NA
TOTAL:	14,499	2,331	16.08%

*This excludes over 1000 suspicious cases.

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

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

Faculty Tables

Table 5. Faculty Rank Status

(n=217)

	Rank	Frequency	Percent
Tenured and Tenure Track (n=160)	Distinguished Professor	4	2
	Professor	70	32
	Associate Professor	48	22
	Assistant Professor	36	17
	Other*	2	1
Not Tenure Track (n=57)	Research Professor	3	1
	Adjunct	8	4
	Lecturer	42	19
	Postdoc and Visiting Professor	4	2
Total		217	100

Note: *Other responses included Regents' Professor and Chancellor

Table 6. Faculty Age in Years by Tenure Status

Current Age by Tenure Track Status	Mean
Non-Tenure Track	46.29
Tenure Track	52.70
Total	50.78

Table 7. Faculty Ethnic Group

What is your primary ethnic group?	Percent in results (n=217)	Percent among invited (n=1041)	Total number at UNM
African American/Black or Middle Eastern/North African [MENA]	4	2	22
Asian American/Asian	5	9	89
Hispanic/Latino/Latina	11	15	158
Jewish	4	Not available	Not available
Native American/American Indian/Alaska Native/Other	3	4	37
Prefer not to answer	12	NA	NA
White/European	56	58	594
Two or more races*	Not available	15	15
International*	Not available	4	41
Not Answered/Unknown**	4	7	77
Total	100	100	1033

Table 8. Faculty Ethnic Group Distribution by Tenure Status
(n=217)

What is your primary ethnic group?	Not Tenure-System	Tenure-System Faculty	Total
African American/Black/Middle Eastern/North African	4%	4%	4%
Asian American/Asian	0%	7%	5%
Hispanic/Latino/Latina	14%	11%	11%
Jewish	5%	4%	4%
American Indian/Alaska Native/Other	2%	1%	3%
Prefer not to answer	7%	12%	12%
White/European	65%	54%	56%

Table 9. Faculty Gender Identity Distribution
(n=216)

Gender and Gender Identity	Frequency	Percent
Man/Transman	74	34
Non-Binary/Gender Non-Conforming	9	5
Woman/Transwoman	116	54
Prefer not to answer/NA	22	7

Note: Man/Transman and Woman/Transwoman were combined due to low numbers.

Table 10.Faculty Gender Identity by Tenure Status
(n=211)

	Not Tenure-System	Tenure-System Faculty	Total in survey	Percent among invited (n=1041)
Gender Nonconforming/ Nonbinary	5%	5%	5%	Not available
Man	30%	35%	34%	52
Prefer not to answer	2%	8%	6%	Not available
Woman	62%	52%	55%	48

Table 11. Distribution of Faculty by Sexual Orientation
(n=216)

Sexual Orientation	Frequency	Percent
Asexual	4	2
Bisexual/Pansexual	19	9
Gay	5	2
Heterosexual/"Straight"	142	66
Lesbian	7	3
Queer	9	4
I don't see myself on this list.	5	2
Prefer not to answer/I am figuring it out	25	11

Table 12. Distribution of Faculty Individuals with Disabilities (IWD)
(n=207)

Do you have a disability or a chronic illness?	Frequency	Percent
Yes, I have a disability or chronic illness or condition.	64	31
No, I do not have a disability.	143	69

*NA = 10

Table 13. Faculty who are Individuals with Disabilities by Tenure, Number and (Percent)

Do you have a disability or a chronic illness?	Not Tenure-System	Tenure-System Faculty	Total
No, I do not have a disability	44 (79%)	99 (66%)	143 (69%)
Yes, I have a disability or chronic illness or condition	12 (21%)	52 (34%)	64 (31%)
Total	56 (100%)	151 (100%)	207 (100%)

Table 14. Distribution of Faculty in the Military by Tenure, Number and (Percent)

	Not Tenure-System	Tenure-System Faculty	Total
Ever or Currently Serving	2 (4%)	4 (3%)	6 (3%)
Never Served	53 (95%)	142 (93%)	195 (94%)
Prefer not to answer	1 (2%)	6 (4%)	7 (3%)
Total	56 (100%)	152 (100%)	208 (100%)

Table 15. Faculty Members' Generation Status in the U. S. by Tenure, Number and (Percent)

	Not Tenure-System	Tenure-System Faculty	Total
At least one of my grandparents and both of my parents were born in the United States	39 (70%)	83 (54%)	122 (58%)
Both of my parents were born in the United States	10 (18%)	25 (16%)	35 (17%)
Neither of my parents were born in the United States	4 (7%)	33 (22%)	37 (18%)
One of my parents was born in the United States	3 (5%)	12 (8%)	15 (7%)
Total	56 (100%)	153 (100%)	209 (100%)

Table 16. Distribution of Faculty Born in the U. S. by Tenure, Number and (Percent)

	Not Tenure-System	Tenure-System Faculty	Total
No	4 (7%)	30 (19%)	34 (16%)
Yes	52 (93%)	124 (81%)	176 (84%)
Total	56 (100%)	154 (100%)	210 (100%)

Table 17.Distribution of Faculty Satisfaction with Campus Climate

Faculty Satisfaction with Campus Climate	Frequency	Percent
Very satisfied	21	10
Satisfied	70	33
Neither satisfied nor dissatisfied	49	23
Dissatisfied	53	25
Very dissatisfied	22	10
Total	215	100

Table 18. Overall Climate Satisfaction of Faculty by Gender Identity

Very Satisfied or Satisfied with Campus Climate by Gender	Tenure System	Non-Tenure System
Woman	38%	41%
Man	38%	50%
Non-Binary	14%	33%
Prefer not to answer	35%	100%
Total	35%	44%

Table 19. Overall Climate Satisfaction of Faculty by Tenure Status

	B	S.E.	Wald	df	Sig.	Exp(B)
Tenure-system	0.743	0.246	9.117	1	0.003	2.102
Constant	-1.257	0.192	43.04	1	<.001	0.285

Table 20. Overall Climate Satisfaction of Faculty by Ethnic Group

	B	S.E.	Wald	df	Sig.	Exp(B)
Nonminority	1.505	0.282	28.567	1	<.001	4.503
Constant	-1.816	0.241	56.761	1	<.001	0.163

Staff Results Tables

Table 21. Staff Ethnic Group Identification

Ethnic Group	Frequency	Percent
African American/Black/Middle Eastern/North African	24	3
Asian American/Asian	20	3
Hispanic/Latino(a)	246	31
Jewish	10	1
Native American/American Indian/Alaska Native	42	5
White/European	362	46
Other (some specified)	21	3
Prefer not to answer/NA	66	8
Total	791	100.0

Table 22.Staff Tribal Affiliations

Reported Tribal Affiliation		
Acoma	Isleta Pueblo	Pima Gila River
Apache	Jicarilla Apache	Pueblo (not specified)
Cherokee	Kewa	Zuni
Choctaw	Mescalero Apache	
Cochiti	Navajo (Diné)	

Table 23. Staff Sexual Orientation

Sexual Orientation	Frequency	Percent
Asexual	20	3
Bisexual/Pansexual	56	7
Gay	26	3
Heterosexual/"Straight"	543	72
I am figuring it out/I don't see myself on this list*	18	2
Lesbian	20	3
Queer	27	4
Prefer not to answer	44	6
Total	754	100

Table 24. Additional Demographics for Staff

Demographic category, Identity, or Characteristic	Frequency	Percent
U.S. resident (U.S. citizen, permanent resident, or green card holder)	41	75% (n = 55)
First-generation U.S. citizen	79	10% (n = 760)
Individuals with Disabilities	201	27% (n = 753)
Born in the U.S.	709	93% (n = 766)
Served in U.S. Military	26	3% (n = 756)
Military-affiliated	100	14% (n = 727)
Woman/Transwomen	485	64% (n = 759)
Man/Transman	219	29% (n = 759)
Gender non-conforming (GNC)/Non-Binary/Other	36	5% (n = 759)

Note: Man/Transman and Woman/Transwoman were combined due to low numbers.

Table 25. Staff Satisfaction with Campus Climate from January 2022-2023

	Frequency	Percent
Very satisfied	109	14
Satisfied	334	43
Neither satisfied nor dissatisfied	209	27
Dissatisfied	105	13
Very dissatisfied	28	4
Total	785	100

Table 26. Overall Climate Satisfaction of Staff and Experiences as a Target of Discrimination

	B	S.E.	Wald	df	Sig.	Exp(B)
Over the past 12 months, I have not felt discriminated against at UNM (in person and/or online)	1.870	0.169	123.057	1	<.001	6.488
Constant	-.962	0.138	48.858	1	<.001	0.382

Table 27. Staff by Ethnic Group and Experiences as Targets of Discrimination

	B	S.E.	Wald	df	Sig.	Exp(B)
Nonminority	-1.907	0.179	114.008	1	<.001	.148
Constant	0.045	0.123	0.136	1	<.001	1.047

Student Results Tables

Table 28. Students' Ethnic Group Identification

Ethnic Group	Frequency	Percent
African American/Black	161	7.1
Asian American/Asian	173	7.7
Hispanic/Latino(a)	600	26.5
Jewish	34	1.5
Middle Eastern/North African	39	1.7
Native American/American Indian/Alaska Native	167	7.4
Native Hawaiian/Other Pacific Islander	14	0.7
White/European	987	43.7
Other (some specified)	29	1.3
Prefer not to answer	57	2.5
Total	2261	100

Table 29. Students' Tribal Affiliation

Reported Tribal Affiliation			
Apache	Creek	Kiowa	San Felipe Pueblo
Black Foot	Crow Tribe of Montana	Laguna Pueblo	Santa Clara Pueblo
Boriken-Taino	Diné-Navajo Nation	Lakota Sioux	Seminole
Indigenous Populations of Brazil	Esselen Nation (California)	Lenca (Honduras)	Shawnee
Cayuga of the Iroquois Nation	Genizaro (no tribe)	Lumbee	Sioux
Cherokee	Ho-Chunk Nation of Wisconsin	Maori (New Zealand)	Sonora Tribes
Chickasaw	Hopi	Mescalero	Taos Pueblo
Chiricahua Apache	Huichol	Meso American	Tigua
Choctaw	Inca	Mexica	Turtle Mountain Band of Chippewa
Coahuiltecan	Indigenous Ecuadorian Tribe of the Amazon	Miami Nation of Indiana	Unknown due to colonization
Cochiti Pueblo	Indios Lilies de Colombia, South America	Nambe Pueblo	Ute
Colville	Isleta Pueblo	Ohkay Owingeh	Washoe
Comanche	Jemez Pueblo	Potawatomi	Yaqui
Cree	Kewa-Santo Domingo Pueblo	Purépecha	Zuni

Table 30. Students' Gender Identity

Gender Identity	Frequency	Percent
Gender Non-Conforming	51	2.2
I am figuring it out	48	2.1
Man	899	39.6
Non-Binary	78	3.4
TransMan	31	1.4
TransWoman	10	0.4
Woman	1086	47.8
I don't see myself on this list	26	1.1
Prefer not to answer	41	1.8
Total	2270	100

Table 31. Students' Sexual Orientation

Sexual Orientation	Frequency	Percent
Asexual	125	5.5
Bisexual/Pansexual	291	12.9
Gay	79	3.5
Heterosexual	1424	63
I am figuring it out	58	2.6
Lesbian	49	2.2
Queer	96	4.2
I don't see myself on this list (indicated in open-ended response)	47	2.1
Prefer not to answer	91	4
Total	2260	100

Table 32. Students' Disability Status

Do you have a disability or a chronic illness?	Frequency	Percent
Yes, I have a disability or chronic illness or condition.	476	21.3
No, I do not have a disability.	1763	78.7
Total	2239	100.0

Table 33. Students' Military Status

Military-Affiliated Students	Frequency	Percent
Yes	234	10.5
No	1879	84.4
Prefer not to answer	114	5.1
Total	2227	100

Table 34. Students' Parent/Guardian Education

Parents' or Guardians' Education	Frequency	Percent
Neither parent/guardian attended college	499	22.5
Neither parent/guardian has a baccalaureate (BA/BS) degree but one or both attended college	665	30
One or both parents/guardians has/have a baccalaureate (BA/BS) degree	1055	47.5
Total	2219	100

Table 35. Student Satisfaction with Campus Climate

Satisfaction with campus climate	Frequency	Percent
Very satisfied	716	27.9
Satisfied	1125	43.9
Neither satisfied nor dissatisfied	444	17.3
Dissatisfied	190	7.4
Very dissatisfied	88	3.4
Total	2563	100

Table 36. Student Experiences at UNM

Over the past 12 months (Spring 2022-Spring 2023), I agree or strongly agree that:	Number	Percent
I feel valued as an individual at UNM.	1707	64
I feel I belong at UNM.	1725	65
I am treated with respect at UNM.	1876	71
UNM is a place where I am able to perform up to my full potential.	1638	62
I have opportunities at UNM for professional success that are similar to those of my peers.	1719	65
I have found one or more communities or groups where I feel I belong at UNM.	1456	55
UNM provides sufficient programs and resources to foster the success of a diverse student body.	1626	61
My experience at UNM has had a positive influence on my academic growth.	1828	69

Table 37. Student experiences with campus climate over the previous 12 months for all students and among various identity groups (percentages of students who agree or strongly agree reported below)[9]

Over the past 12 months (Spring 2022-Spring 2023), I agree or strongly agree that:									
	All Students	LGBTQIA+	Military Service	IWD	AAPI	Black	Hispanic	Indigenous	White
I have considered leaving UNM because I felt isolated or unwelcomed (n=2255)	26%	28%	35%	32%	25%	25%	18%	17%	31%
I feel others don't value my opinions at UNM (n=2253)	25%	24%	35%	26%	26%	29%	17%	15%	31%
I have to work harder than others to be valued equally at UNM (n=2260)	33%	34%	39%	37%	40%	47%	27%	31%	34%
UNM is a place where I am able to perform up to my full potential.	1638	62	1638	62	1638	62	1638	62	1638
I have opportunities at UNM for professional success that are similar to those of my peers.	1719	65	1719	65	1719	65	1719	65	1719
I have found one or more communities or groups where I feel I belong at UNM.	1456	55	1456	55	1456	55	1456	55	1456
UNM provides sufficient programs and resources to foster the success of a diverse student body.	1626	61	1626	61	1626	61	1626	61	1626
My experience at UNM has had a positive influence on my academic growth.	1828	69	1828	69	1828	69	1828	69	1828

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[9] Original survey question: "Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements:"

Table 38. *Mentoring Experiences of Students: Mentors at UNM*

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

Note: MENA is Middle Eastern/North Africa

Table 39. *Mentoring Experiences of Students: Mentoring Network Outside of UNM*

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

Table 40. Students who experience no difficulty in finding mentors from groups like theirs by race/ethnicity

Students who experience no difficulty in finding mentors from groups like theirs by race/ethnicity (all students = 34%)				
AAPI	Black	Hispanic	Indigenous	White
25%	31%	30%	36%	40%

Note: AAPI is Asian American Pacific Islander

Table 41. Demographic Comparison of Tenure-Stream Faculty to Student Population, Fall 2022-Albuquerque Campus

Demographic Comparison of Tenure-Stream Faculty to Student Population, Fall 2022-Albuquerque Campus		
Faculty	**Characteristic**	**Students**
53.60%	**Male**	42.40%
46.40%	**Female**	57.60%
2.90%	**American Indian**	5.80%
13.90%	**Hispanic/Latine**	45.30%
2.10%	**Black**	2.80%
11.60%	**Asian/AAPI**	4.30%
58.40%	**White**	31.30%
1.30%	**Multiracial**	3.80%
2.90%	**International**	4.80%

Appendix 2: Safety and Security

Statement about Safety and Security at UNM from Executive Vice President for Finance and Administration and Chief of the UNM Police Department

We are committed to prioritizing safety and security across our campus. Through significant accomplishments and ongoing efforts, we strive to foster a secure and inclusive environment for all community members.

Improvements to the Campus Environment: Strategic measures, including the installation of safety cameras, enhanced lighting infrastructure, emergency blue phones, implementation of card key access systems, increased patrols, and collaborative community engagement, underscore our commitment to creating a safe and inclusive campus environment. We also maintain the UNM Campus Warning Siren System to enhance emergency communications and we follow a philosophy of CPTED (Crime Prevention through Environmental Design), which is used in the design of buildings and landscaping around campus to deter crime. Comprehensive risk assessments guide targeted interventions to mitigate risks and ensure a conducive environment for learning, working, and thriving.

Community Engagement: Active participation in initiatives like the Nob Hill/UNM Public Safety Project ECHO and collaboration with the Albuquerque Police Department's University Area Command Substation enhance visibility and directed patrols, contributing to tangible improvements in campus safety. Our "mini-police substation" at the Student Union Building facilitates interaction and information exchange, while the evolving Campus Watch program bolsters localized problem-solving. Additionally, we are active participants in the Regional Real-Time Crime Center, where issues and concerns affecting many law enforcement agencies are discussed, and solutions are presented along with resources required for resolution.

Communication: Our "Lobo Alerts and Advisories" are announcements required by the federal Clery Act, a law that mandates colleges and universities to disclose information about crime on and around their campuses. Not only does this raise awareness about potential safety threats, but also acts as a deterrent to potential offenders by signaling that criminal activity will not go unnoticed or unaddressed.

Police Staffing: Despite recruitment challenges, we have made notable strides by hiring seven new police officers over the past two fiscal years and adjusting entry-level compensation for police dispatchers. Leveraging social media and personnel advocacy, we continue to promote careers in public safety. Additionally, our efforts to update the emergency response plans for all buildings on campus demonstrate our commitment to staff and faculty preparedness.

Technology: Implementation of the Lobo Guardian mobile phone application, the Mark43 Public Safety Records Management System and ongoing projects in video surveillance and access control demonstrate our commitment to leveraging technology for enhanced safety outcomes. Compliance with the National Defense Authorization Act underscores our dedication to maintaining a secure campus environment.

Training: Our partnership with the Central New Mexico Law Enforcement Academy ensures comprehensive training for police recruits, enhancing skills essential for successful law enforcement operations. Moreover, our ongoing partnership with the Albuquerque Police Department has provided us with tremendous opportunities to fulfill our biennium training requirements set through the New Mexico Law Enforcement Academy Board and to participate in advanced training such as the Detective Academy, Field Investigator School, and Field Training Officer School, which builds on the competencies and professionalism of our incumbent officers.

We also have the ability to contact Albuquerque Community Safety (ACS) for some of the behavioral and mental health calls for service that we have around campus. ACS responds to non-violent and non-medical calls to help provide improved access to a broad range of social services from government and community-based organizations.

Agency Partnerships: In April 2023, the Albuquerque Police Department (APD) opened its newest Command Center in a building owned by UNM in the South Campus TIDD District. APD's University Area Command is open and operating at 1009 Bradbury SE, in the UNM Science and Technology Park. The Area Commander reports there are 40+ full-time sworn APD officers working from this facility. Discussions with the City are underway for a new permanent, purpose-built Area Command headquarters facility to be located within the South Campus TIDD. In September 2023, UNM facilitated a multi-agency summit for law enforcement agencies at the UNM Science & Technology Park. The summit has resulted in improved inter-agency law enforcement cooperation, communication, and collaboration.

For more information, contact diverse@unm.edu.
Link to the UNM Campus Climate Survey webpage.