

EQUITY AND INCLUSION AMONG STAFF AT UNM: CONSIDERATIONS FOR THE UNM *2040* *STRATEGIC PLAN*

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PRESENTATION TO THE UNM STAFF COUNCIL
15 JULY 2020**



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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

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EQUITY AND INCLUSION AT THE UNIVERSITY OF NEW MEXICO: EXPANDING OPPORTUNITY AND CULTIVATING GENIUS

... Theme of the Division for Equity and Inclusion

Goals realized by:

- **Building more diverse pools for faculty and staff searches** and providing resources to colleges and schools to create stronger pathways to tenure-track faculty positions
- Working with college-level diversity officers on **climate issues** in units
- Planning for a 2021/22 **university climate survey**
- Educating administrators, faculty and staff to **be better mentors, supervisors, and colleagues to all employees**, and to underrepresented minority (URM) and women employees specifically
- Enhancing our students' wellbeing, academic success, and sense of belongingness



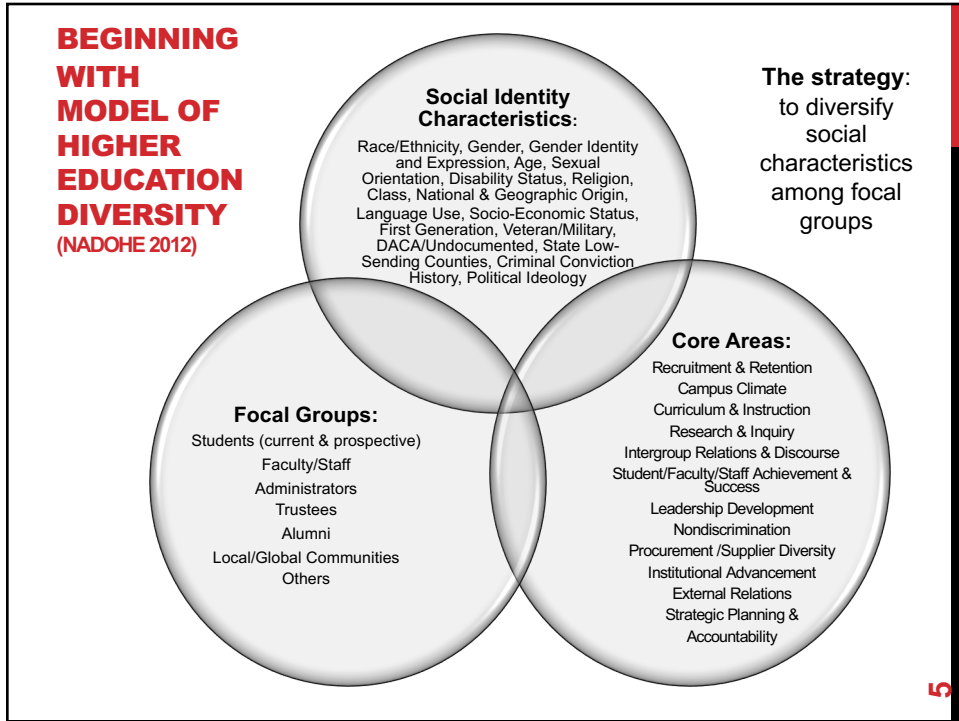
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PRESENTATION OBJECTIVES

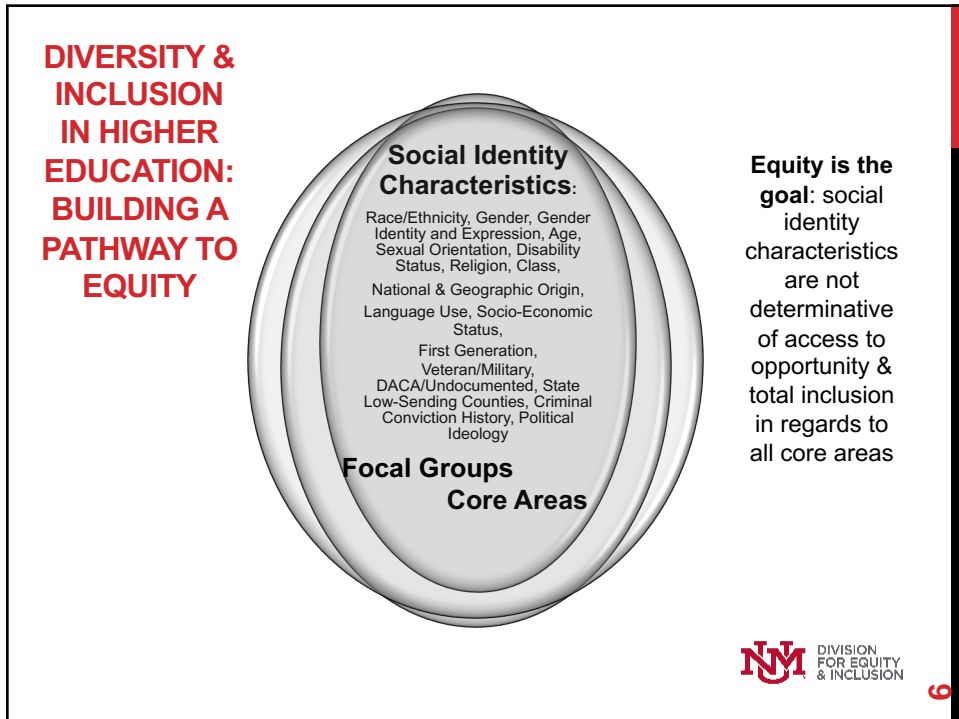
- Discuss DEI's adaption of The National Association of Diversity Officers in Higher Education's (NADOHE's) 3-dimensional model of diversity
- Examine UNM's (university and main campus) staff data by race and gender
- Introduce organizational theory and educational research examining the strengths of diverse and inclusive academic groups, and how to reduce impact of implicit bias
- Explore ways staff perspectives are crucial to achieving the university's mission of research excellence and strong student outcomes
- Conclude with your thoughts about staff-centered considerations in the UNM 2040 Strategic Plan



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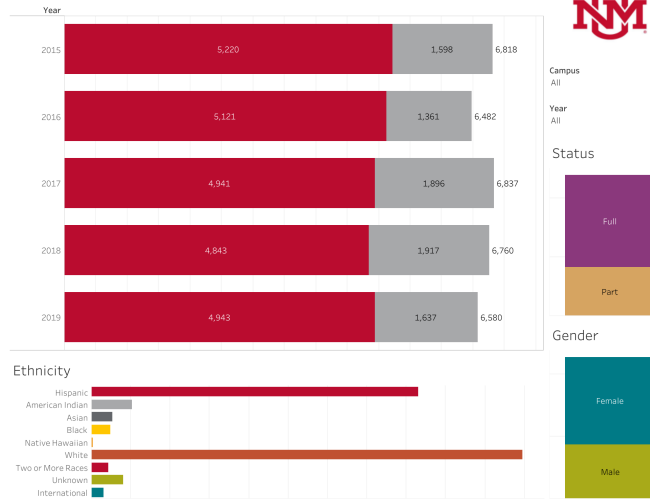


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Staff at UNM: All Campuses (2015-2019)

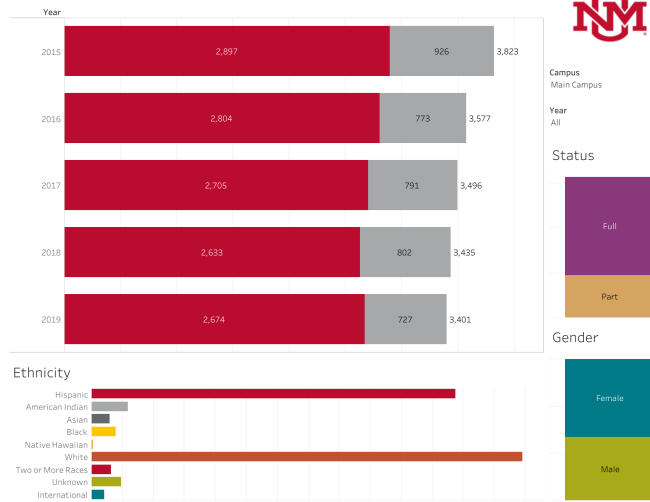
Staff by Year, 2015 - 2019



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Staff at UNM: Main Campus (2015-2019)

Staff by Year, 2015 - 2019



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UNM MAIN CAMPUS 6-YEAR BACCALAUREATE DEGREE RATES (2018)

Race/Ethnicity	Percentage
Latina/Latino/Latinx	52%
White	59%
Two or more races	58%
Asian	61%
American Indian	29%
African American/Black	47%
International	73%
Native Hawaiian	56%
Unknown	60%
Total: All Race/Ethnicity Groups	54%

Source data courtesy of the University of New Mexico Office of Institutional Analytics

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WHY DOES DIVERSITY MATTER?

"...June [2014, was] the last school year ever in which a majority of America's K-12 public-school students [were] white."

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

...minority young people are the nation's future workers, consumers, and taxpayers. If more of them don't obtain the education and training to reach the middle class, the U.S. "will be a poorer and less competitive society" (Rice University sociologist Steven Murdock

April 25, 2014 edition of NJ Daily <http://www.nationaljournal.com/political-connections/how-we-re-still-failing-60-years-after-brown-v-board-of-education-20140424>

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THE STRATEGIC ADVANTAGE OF DIVERSITY, EQUITY & INCLUSION

Diversity Benefits our University Mission

- Diverse working groups more productive, creative, and innovative (e.g., Herring, 2009)
- Ideas generated by diverse groups of higher quality (McLeod et al., 1996)
- Level of critical analysis of decisions and alternatives is higher in groups exposed to minority viewpoints (e.g., Sommers et al., 2006)



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DIVERSE GROUPS ARE MORE PRODUCTIVE

From 2006 to August 2014 companies with 1 or more women on the board of directors have outperformed companies without women on the board by 18% in Europe; 20% in the US; and 55% in Asia

Global performance: companies market cap >USD 10 billion

Source: CSG 3000



<https://publications.credit-suisse.com/tasks/render/file/index.cfm?fileid=8128F3C0-99BC-22E6-838E2A5B1E4366DF>

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DIVERSITY + INCLUSION = INNOVATION

We want our representation at UNM to reflect the diversity of the communities where we live and work.

Inclusion: We want people to feel that they belong and are respected, that they bring value and are encouraged to thrive.



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DIVERSITY + INCLUSION = INNOVATION

Current theory says that diversity that is beneficial to organizations requires inclusion, equity, and access. Citing human resource management literature, the Society for Women Engineers (SWE) argues that diversity and inclusion are synergistic. Diversity does not work without inclusion (and vice versa).

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DIVERSITY + INCLUSION = INNOVATION

- Decision-making improves when teams embrace:
 - different points of view,
 - independence of thought, and
 - the sharing of specialized knowledge.
- Diverse groups almost always do better on sophisticated problem solving tasks than homogenous groups because accommodating different experiences breaks down the risk of groupthink.
- Workgroups that make the time to openly discuss conflict and that want to learn from all perspectives can reap the greatest benefits of diversity through the development of an inclusive culture.



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DIVERSITY + INCLUSION = INNOVATION

- Educational institutions suffer turnover, missed opportunities, and low morale when they lose someone's contribution because they feel they don't belong.
- Overlooking and underutilizing the full potential of students & employees . . . happens when unconscious bias is at play.
- At their best, diversity and inclusion efforts work together to cultivate an empathetic understanding in leaders and colleagues that allows them to value each other as individuals and as whole people (Society for Women Engineers and ARUP [a London- based engineering firm] 2014).



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UNDERREPRESENTATION OF WOMEN & MINORITIES

Why are minorities and women underrepresented at UNM, and in academia more broadly?

- “Supply-side” or pipeline factors result in a smaller pool – often cited as main reason for lack of diversity in hiring
- However, “demand-side” factors such as implicit (unconscious) bias result in lower preferences for women and minority applicants who do make it into the pool

See Correll & Benard, 2006. [Gender and Racial Bias in Hiring.](#)

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DEMAND-SIDE ISSUES: IMPLICIT BIAS

Even if we have strong egalitarian values and believe we are not biased we may still behave in discriminatory ways (e.g., Dovidio, 2001)

Judgments shaped by

- Biology of efficiency: the brain is designed to predict, fill in blanks
- A lifetime of experience and cultural history

Leads to implicit bias and stereotyping

Applies to a variety of physical and social characteristics associated with race, gender, age, & ethnicity—even height

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DEMAND-SIDE ISSUES: UNCONSCIOUS BIAS

When shown photographs of people of the same height, evaluators overestimated men's heights and underestimated women's heights, even though a reference point, such as a doorway, was provided (Manis, Biernat, & Nelson, 1991)

Decisions were based on assumptions about average height of men vs women despite evidence that the individual in question did not fit the stereotype

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BIASES IN SELECTING APPLICANTS & PERCEPTIONS OF SKILLS

Resumes of applicants with "white-sounding" and "male" names were more likely to be interviewed for open positions than were equally qualified applicants with "African-American-sounding" or "female" names (Bertand & Mullainathan, 2004; Steinpreis, Anders & Ritzke, 1999)

When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated skills lower if told that an African American provided the definitions than if a white person provided them (Biernat & Manis, 1994)

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GENDER BIASES IN EVALUATING STEM APPLICANTS

Broad, nationwide sample of biology, chemistry, and physics professors (n=127, men and women) evaluated application materials of an undergraduate science student for a laboratory manager position (Moss-Racusin et al., 2012)

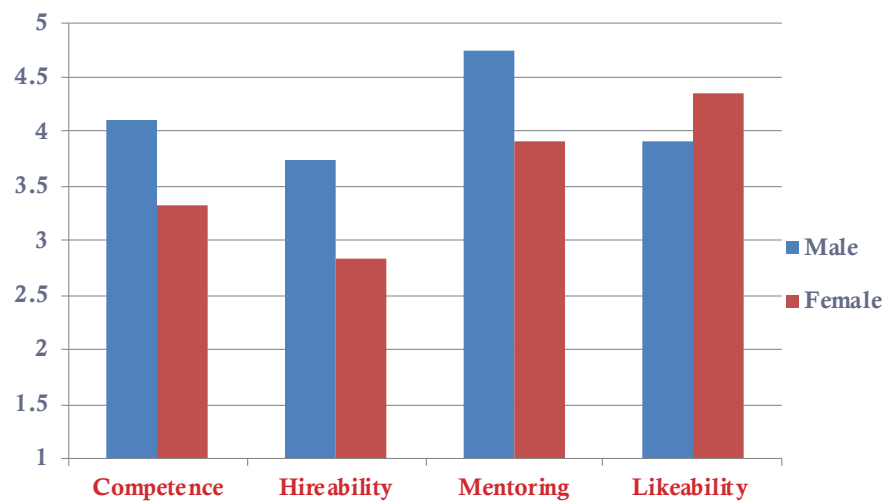
Same materials, name either male or female

Participants rated the applicant's competence, hireability, amount of mentoring they would offer, and likeability

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GENDER BIASES IN STEM



Moss-Racusin et al., 2012, Science faculty's subtle gender biases favor male students

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GENDER BIASES IN APPLICANTS' LETTERS OF RECOMMENDATION

A study of over 300 letters of recommendation for chemical and biochemical applicants found that letters written for women tended to:

- Be **shorter**
- Provide "**minimal assurance**" rather than solid recommendation
- Include more "**doubt raisers**" e.g, negative language, faint praise, irrelevancies
- Portray **women as students** and teachers while portraying **men as researchers and professionals**
- More frequently mention women's **personal lives**

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WHAT CAN YOU DO TO BE A CHANGE AGENT AT UNM?

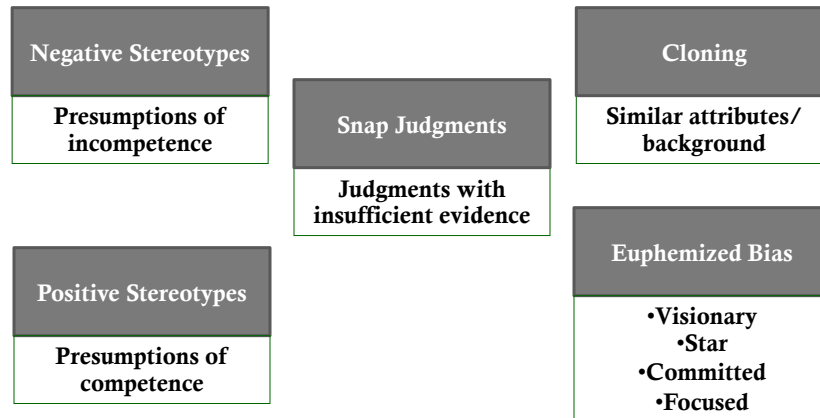
Advocate for Diversity,
Equity and Inclusion



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Examples of “Short Cuts” that contribute to bias

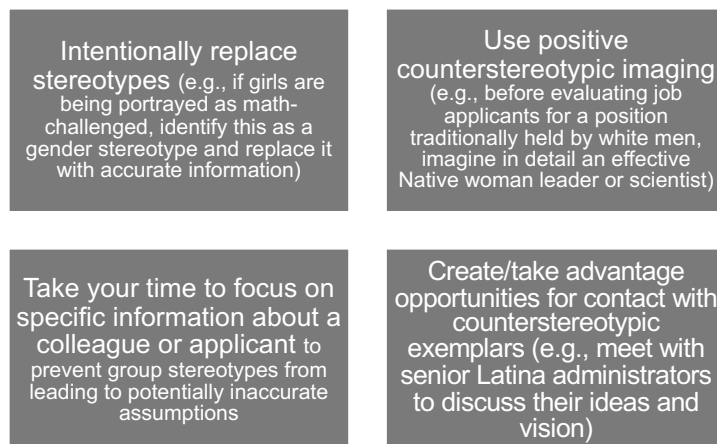


Source: Based on materials provided at [Interrupting bias in the faculty search process. ADVANCE Center for Institutional Change](#) (University of Washington)

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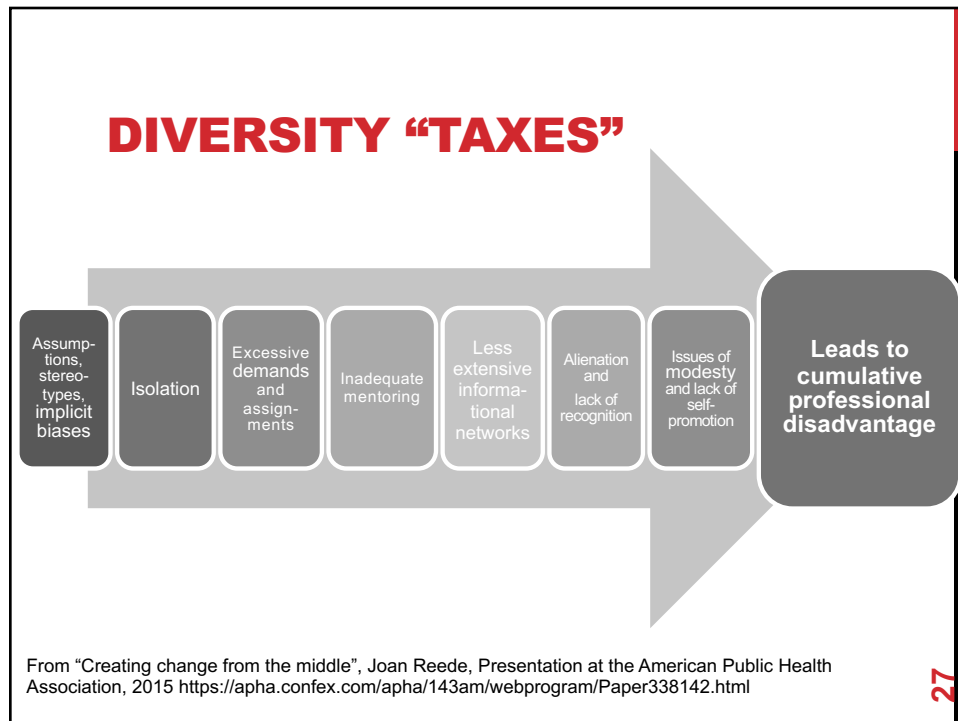
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SOME EVIDENCE-BASED BEHAVIORAL STRATEGIES

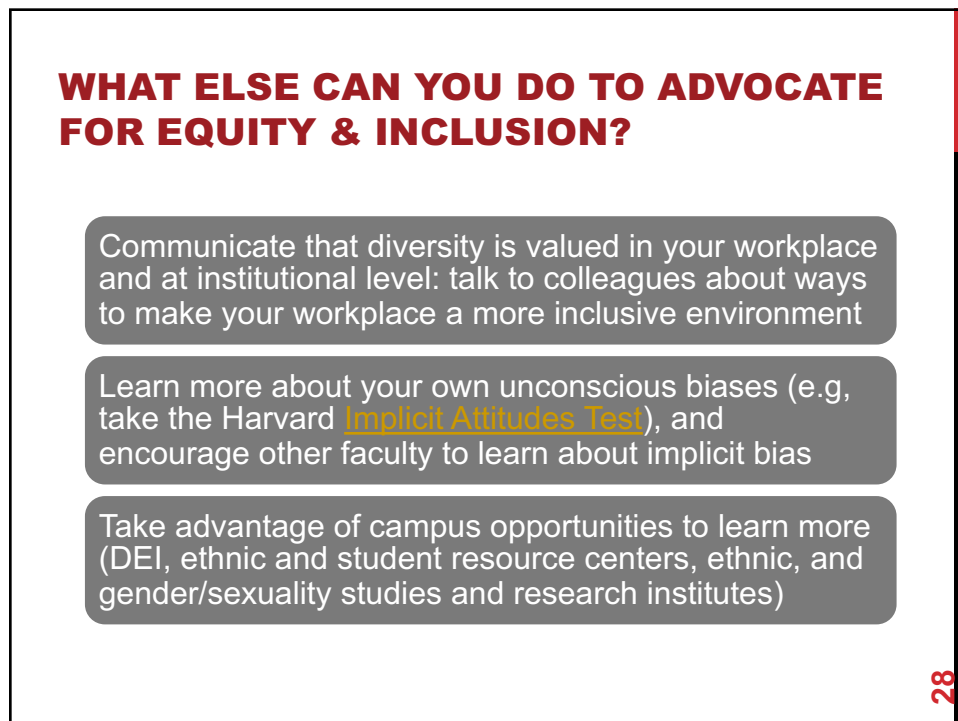


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BUILDING STAFF AND SUPERVISOR COMPETENCIES

A systems-thinking approach to may build staff and supervisors' capacity to close opportunity gaps in UNM's workforce.

At UNM, we may find it useful to encourage supervisors to complete evidence-based training to address issues of implicit bias and to understand systematic cumulative disadvantages encountered by some of our staff (as adapted from Solorzano 1998; Harwood et al. 2015).

It may be helpful to educate staff and supervisors about benefits of diversity for innovative thinking (Herring 2009; Herring and Henderson 2014; McLeod et al. 1996; Sommers et al. 2006; Society for Women Engineers [SWE] and ARUP 2014).



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DIVERSITY + INCLUSION = INNOVATION

A controlled experimental study of performance during a brainstorming session compared ideas generated by ethnically diverse groups composed of Asians, Blacks, Whites, and Latinos to those generated by ethnically homogeneous groups composed of Whites only. Evaluators who were unaware of the source of the ideas found no significant difference in the number of ideas generated by the two types of groups. However, when applying measures of feasibility and effectiveness, they rated the ideas generated by diverse groups as being of higher quality.⁴

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BUILDING STAFF AND SUPERVISOR COMPETENCIES

We could further promote behavioral strategies to address bias, including counterstereotypic imaging (Carnes et al. 2015; Jackson et al, 2014; Rudman et al, 2001), exposure to exemplars in leadership positions (Dasgupta and Asgari 2004), and training methods aimed at reducing stereotype threat and increasing interest and efficacy (Hillard et al. 2012).

Addressing workplace challenges could entail encouraging supervisors to follow effective practices to, include research-proven practices that are shown to positively impact opportunity gaps, such as active on-the-job training, internship programs, creating supportive work environments, and building toward an inclusive work culture.



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INCLUSIVE APPROACHES ARE KEY

To create an inclusive work environment, it is crucial to:

- Honor employees' varied cultural backgrounds and
- Support them holistically with professional development and advancement opportunities.

In sum, inclusive practices are incomplete if we expect to bring employees from diverse groups to UNM and then ask them to simply assimilate.

To be truly inclusive, and to ensure that we enjoy the intellectual benefits of diversity (SWE ARUP 2014), we must ultimately expand workplace culture to incorporate the interests and epistemologies of employees from the many communities, both domestic and international, represented within our staff ranks.



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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 work to **improve climate** through greater inclusion”

We are interested in your ideas for increasing diversity and retention of staff from racial/ethnic minority groups, LGBTQ and deaf culture communities, and who are veterans, persons with disabilities, and women, including employees in leadership positions

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UNM DIVERSITY, EQUITY AND INCLUSION TASK FORCE PROPOSED STRATEGIES FOR UNM 2040

*1. Better coordination and communication of DEI efforts across colleges via

- shared diversity goal setting via Liaisons in Equity, Advocacy, and Diversity (LEAD) council, and
- biannual meetings with college deans to review DEI goals for the year, and faculty/staff diversity in the annual affirmative action plan;

*2. A strengthened equity and inclusion infrastructure through

- utilizing the Diversity Council to communicate and build campus-wide diversity strategy,
- providing support to the college/school-level senior diversity officers, and to college/school-level and unit-level diversity committees;

3. A focus on faculty diversity

*4. A focus on faculty and staff retention by:

- working with HR on the training curriculum for emerging women leaders,
- establishment of a training curriculum for diversity advocates,
- providing support to ethnic studies departments/programs and research institutes focused on US racial/ethnic minorities

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UNM DIVERSITY, EQUITY AND INCLUSION TASK FORCE PROPOSED STRATEGIES FOR UNM 2040

*5. Address climate concerns by:

- administering a University-wide (census) **climate survey** every four years
- **tackling the physical-built and virtual environment** including addressing accessibility, the University seal, Adam mural, building names, prayer spaces, lactation spaces, signage for universal and gender-neutral restrooms, and creating a process for receiving requests for investigating and addressing the physical climate

*6. Examine HR search processes and offer recommendations to reduce implicit bias

7. 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**

8. Work with the **Office of Graduate Studies** and the Project for New Mexico Graduates of Color (PNMGC) **to identify funding sources to support graduate students** from underrepresented racial/ethnic minority groups and women at UNM.

We welcome your comments/suggestions!

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CONCLUSION & DISCUSSION

Thank you for the opportunity to discuss the advantages of creating an inclusive work culture and ways to reduce the impact of implicit.

We look forward to partnering with you over the next several months to learn your thoughts about staff-centered considerations in the UNM 2040 Strategic Plan.

Inclusion today is the key to innovation tomorrow. Our efforts will help us to grow the reputation of UNM and produce leaders in the work force who enhance both equity and inclusion in their respective fields.



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ACKNOWLEDGEMENTS & CREDITS

Special appreciation to [WISELI](#): Women in Science & Engineering Leadership Institute, University of Wisconsin

- This presentation drew upon brochures prepared by Eve Fine and Jo Handelsman
- Benefits and Challenges of Diversity in Academic Settings

NSF funded [ADVANCE](#) Center for Institutional Change, University of Washington for slides/resources

A full reference list to publications cited in this presentation is available upon request

[University of Illinois DRIVE](#) committee and work of co-chair Professor Wendy Heller and grad assistant Jacqueline Yi

DiversityEdu implicit bias awareness search committee training curriculum

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

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

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THANK YOU!

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



DIVISION
FOR EQUITY
& INCLUSION

WE INVITE YOU TO
CONTACT DEI: 505.277.1238
DIVERSE@UNM.EDU



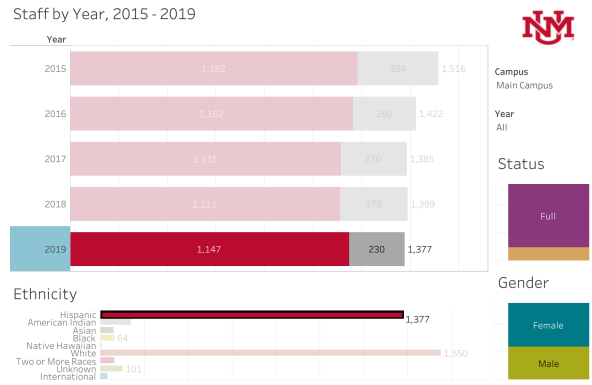
LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu



The Men of Color
Initiative
505.277.2015
menofcolor@unm.edu

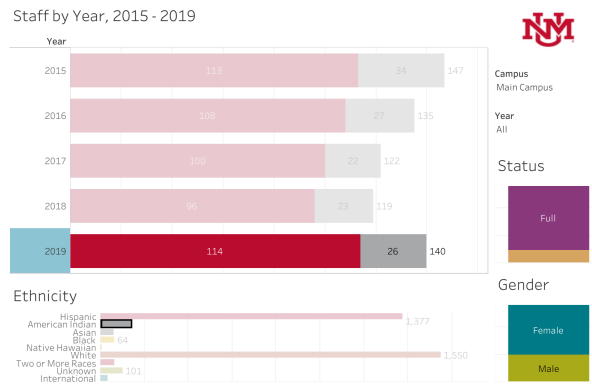
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UNM LATINX STAFF 2015 - 2019



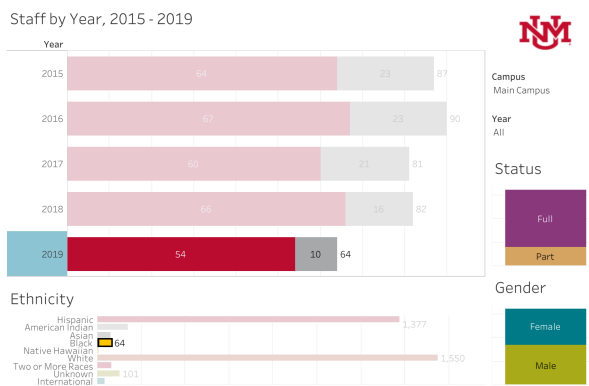
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UNM NATIVE STAFF 2015 - 2019



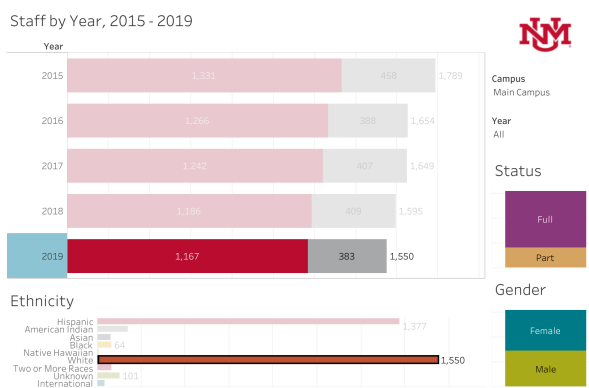
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UNM BLACK/AFRICAN AMERICAN STAFF 2015 - 2019



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UNM WHITE STAFF 2015 - 2019



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PREFERRED CRITERIA LANGUAGE



June 13, 2014

To: Hiring Officers of Academic Units Reporting to Academic Affairs
 From: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs *Chaouki Abdallah*
 Re: Implementation of Diversity Council Recommendation to Further Goal of Recruiting a More Diverse Faculty
 cc: TVP for Academic Affairs' Direct Reports
 UNM Executive Cabinet Members
 Director, Faculty Contracts and Services Office
 Director, Office of Equal Opportunity

The Diversity Council has recommended that the following language be added to all open, competitive postings for faculty appointments as a Preferred Qualification:

"A demonstrated commitment to diversity, equity, inclusion, and student success, as well as working with broadly diverse communities."

I support this recommendation. Please instruct your search committees to include this language in all postings in UNMJobs from now on.

Please contact Senior Vice Provost Carol Parker if you have any questions.

Thank you for your consideration.