



IMPACT REPORT

2023-2025



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ACRONYMS

ABQ-Central — Albuquerque Central (main) campus

AJAAS — Association for Jotería Arts, Activism, and Scholarship

APLU-SEP — Association of Public and Land-grant Universities – Science and Engineering Policy

ASUNM — Associated Students at the University of New Mexico

CAC — Critical Analyses of US and Global Cultures undergraduate curriculum requirement

CEEO — Compliance, Ethics, and Equal Opportunity

DiCE (pronounced "deé-seh") — Division for Change and Empowerment

ECURE — Expanding Course-Based Undergraduate Research Experiences

EVPFA — Executive Vice President for Finance and Administration

FSP — NCFDD Faculty Success Program

GPSA — Graduate and Professional Student Association

HACU — Hispanic Association of Colleges and Universities

HHMI — Howard Hughes Medical Institute

HSC — UNM Health Sciences Center

HSRU — Hispanic Serving Research University

JEADI — Justice, Equity, Accessibility, Diversity, and Inclusion

LEID — Liaisons for Excellence, Innovation, and Development Council

LGBTQIA+ — Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual/Ally+

NCFDD — National Center for Faculty Development

NMAMP — New Mexico Alliance for Minority Participation

SHAC — UNM Student Health and Counseling

STEM — Science, Technology, Engineering, and Mathematics

URM — Underrepresented minority

VP — Vice President

FROM VICE PRESIDENT ASSATA ZERAI, PH.D.



Welcome to the 2023-2025 Impact Report!

Your colleagues in the Division for Change and Empowerment collaborated with stakeholders in spring and early summer 2025 on the best ways to communicate the important work that we do, which is always rooted in our great love for UNM. Our aims are to activate that work with

greater efficiency, deep respect for all our communities, and a desire to serve the peoples of New Mexico and beyond.

Our awesome Associate Ombuds, Prof. Heidi Ricci, facilitated generative discussions during our 2025 retreat. In our brainstorming sessions, our new Special Advisor, Dr. Nahir I. Otaño Gracia, boiled down our work in the simplest terms: we work to identify the obstacles getting in the way of students, postdocs, faculty, and staff achieving their desired goals at UNM, and then we utilize best practices to remove those barriers.

In the retreat we came together to delineate who we are, and we are pleased to share the results of our hard work. We present to you our new aspirational statement, mission, and values.

OUR ASPIRATIONAL STATEMENT:

We envision a university where all Lobos are empowered to pursue success without barriers.

OUR MISSION:

We seek to elevate and strengthen UNM's core values by creating access for, cultivating the potential of, and inspiring *all* Lobos. We do so by learning from our legacies and fostering connections for synergy, hope, and joy.

OUR VALUES:

As the heart of the pack, we build on our roots to amplify the voices of UNM's communities by following these core values.

- Curiosity and the production of new knowledge
- Promotion of innovative research and artistic endeavors
- Creating and following best practices
- Meeting the changing needs of all Lobos
- Minimizing harm
- Remembering to dance even in the midst of difficult circumstances

Similarly, we felt it was important to update our name to reflect our hopes, mission, and values. We became the Division for Change and Empowerment (DiCE). The acronym, DiCE, is pronounced, "dee-seh". In Spanish, it means to proclaim and affirm. We look forward to working with our UNM communities in the coming years to carry out our mission for the betterment of all.

Below, we organize this report to align with the UNM 2040 Opportunity Defined strategic vision, and specifically with the objectives for Goal 3, Inclusive Excellence. We focus on our achievements on fiscal years 2024 and 2025 .

Peace,

Assata Zerai, Ph.D., Vice President, Professor of Sociology



UNM 2040 OPPORTUNITY DEFINED

UNM Vice President Assata Zerai, and the Division for Change and Empowerment are the champions for Goal 3 of the UNM 2040 Opportunity Defined strategic plan (<https://opportunity.unm.edu/>). This Impact Report includes a summary of progress on all objectives for Goal 3, Inclusive Excellence.

UNM 2040 GOAL 3, INCLUSIVE EXCELLENCE

For Goal 3, Inclusive Excellence, UNM has determined that the Goal 3 champion shall focus on five objectives. These are:

1. Ensure UNM is inherently inclusive, accessible to most and readily accommodating to all students, staff, faculty, and community members.
2. Strengthen the equity and inclusion infrastructure across the University through enhanced coordination and communication.
3. Focus on faculty and staff recruitment, retention, professional development, and career advancement and success to address historical and current injustices and inequities.
4. Assess UNM's inclusive climate across all UNM sites to document and address concerns and actively work to evolve cultural humility and literacy within our communities.
5. Increase student persistence by improving learning environments and inspiring students at Branch campuses to consider four-year degrees. Create equitable strategies to improve output of terminal degrees conferred to all students.

OBJECTIVE 1: ENSURE UNM IS INHERENTLY INCLUSIVE, ACCESSIBLE TO MOST AND READILY ACCOMMODATING

All objectives and tactics work toward an UNM for *all*. DiCE actively works to evolve cultural humility and literacy within our communities in the following ways:

- utilizing climate surveys as a tool to design interventions,
- providing access to the Training for Search Committee Members course for all faculty search committees and other interested parties, and
- offering Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI) workshops on demand.

DiCE will continue in these ongoing activities.

The Executive Vice President for Finance and Administration (EVPFA) has assessed equity and inclusion in administrative policies, and DiCE will share assessment with relevant units and work to implement changes as appropriate.

ARCOÍRIS CENTER

The Arcoíris Center, previously named the LGBTQ Resource Center, serves a historically marginalized population of the UNM community. Founded in 2010, the Center has remained committed to approaching its work in an intersectional, holistic manner. In alignment with its mission statement, the Arcoíris Center is committed to serving UNM students, staff, and faculty of all sexual orientations and gender identities.

In August 2025, the Arcoíris Center entered its 15th year. This anniversary was marked by changing the name of the LGBTQ Resource Center to the Arcoíris Center, which means rainbow in Spanish; a name that reflects the vastness of the communities the Center serves. The combination of





Spanish and English is a nod to the diverse languages spoken by the UNM community. The name change was unveiled to the public on October 1st, 2025 in honor of LGBTQ History Month. To mark the occasion, the UNM Pride flag was flown at Scholes Hall, a first for UNM.

The Arcoíris Center has seen an increase in both in- and out-of-state students utilizing our services and choosing to come to UNM because of our inclusive policies. Through cultural programming, collaborations, and using student input, the Arcoíris Center creates a supportive environment for students that leads to better student outcomes

and moves them closer to an on-time graduation.

Highlighted events are detailed below.

- Semesterly **waffle breakfasts** each had over 50 attendees for each breakfast
- Alongside with DiCE, Arcoíris Center hosted **Campus Calm**, a series of events designed to help folks alleviate tensions arising from ongoing social strife and end of semester stress.
- With the student group UNM AJAAS, Arcoíris Center hosted **Cholo Goth Night**, a dance party held on election night; attendance was over 70 students.
- 2nd annual **UNM Dyke March** was held in Spring 2025 in celebration of Lesbian Visibility Day.
- For the first time since 2022, the Arcoíris Center participated in the **Albuquerque Pride March**; over 50 participants walked with the Arcoíris Center.

OBJECTIVE 2: STRENGTHEN THE EQUITY AND INCLUSION INFRASTRUCTURE

COMMUNICATION, COLLABORATION, AND COORDINATION OF UNIVERSITY-WIDE JEADI EFFORTS

JEADI workshops continue to be offered on demand across the institution and beyond, with participation steadily increasing over time, from 520 participants in FY22–23 and 526 in FY23–24 to between 600 and more than 800 participants in FY24–25. DiCE has also collaborated closely with The Office of Compliance, Ethics, and Equal Opportunity (CEEEO), IT Security, Academic Affairs, and EVPFA to develop and share *Guidelines for Preventing and Responding to Doxing, Trolling, and Online Harassment*, helping align equity, compliance, and safety efforts.

Equity and inclusion considerations were further embedded into a university-wide administrative policy review coordinated by EVPFA and the University Policy Office, with equity and inclusion serving as the sole review lens. By the end of FY2025, all administrative policies had been reviewed, and recommendations were made to strengthen policies with equity, inclusion, and accessibility as the central focus. This project represents a strong example of advancing the shared goal of Inclusive Excellence outlined in the UNM 2040 Strategic Framework, Goal Three.

ALZA COUNCIL

We are excited to announce that our council has a new name: Alza Council. In Spanish, *alza* means “to rise, to elevate” a reflection of our mission to uplift and amplify voices that too often go unheard. The Alza Council embodies our commitment to creating space for all Lobos, ensuring that every member of our community has the opportunity to rise and be heard. All Lobos are invited to attend the Alza Council that convenes at 11.30am the first Wednesday monthly September through December and February through May. We serve lunch during our *comida y conexiones* (sharing a meal and making connections) during the first 30 minutes and then spend the bulk of the time discussing and acting on concerns of broader interest of the UNM community that intersect with DiCE’s portfolio.



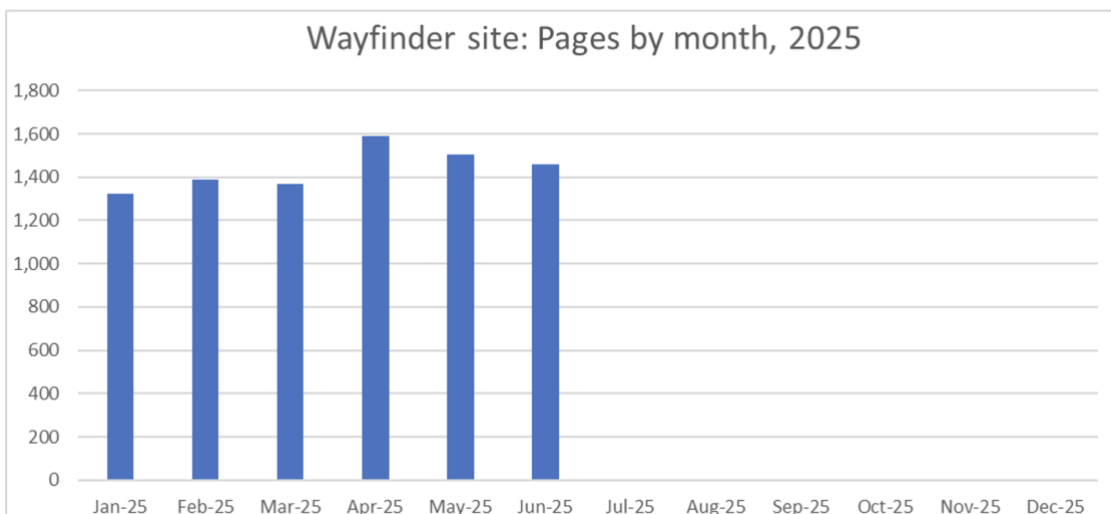
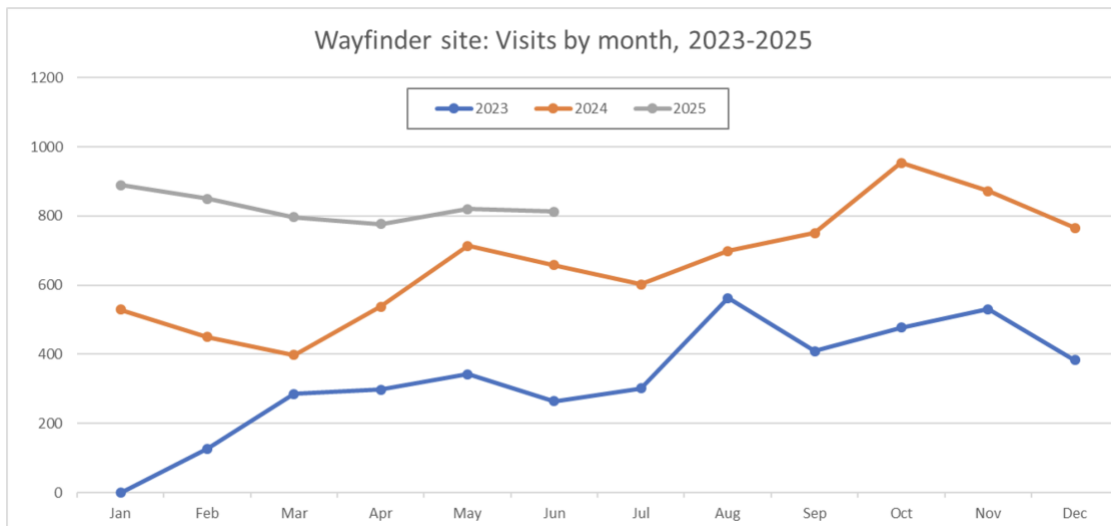
OBJECTIVE 3: FOCUS ON FACULTY AND STAFF RECRUITMENT, RETENTION, PROFESSIONAL DEVELOPMENT, AND CAREER ADVANCEMENT AND SUCCESS

FACULTY AND STAFF SUPPORT

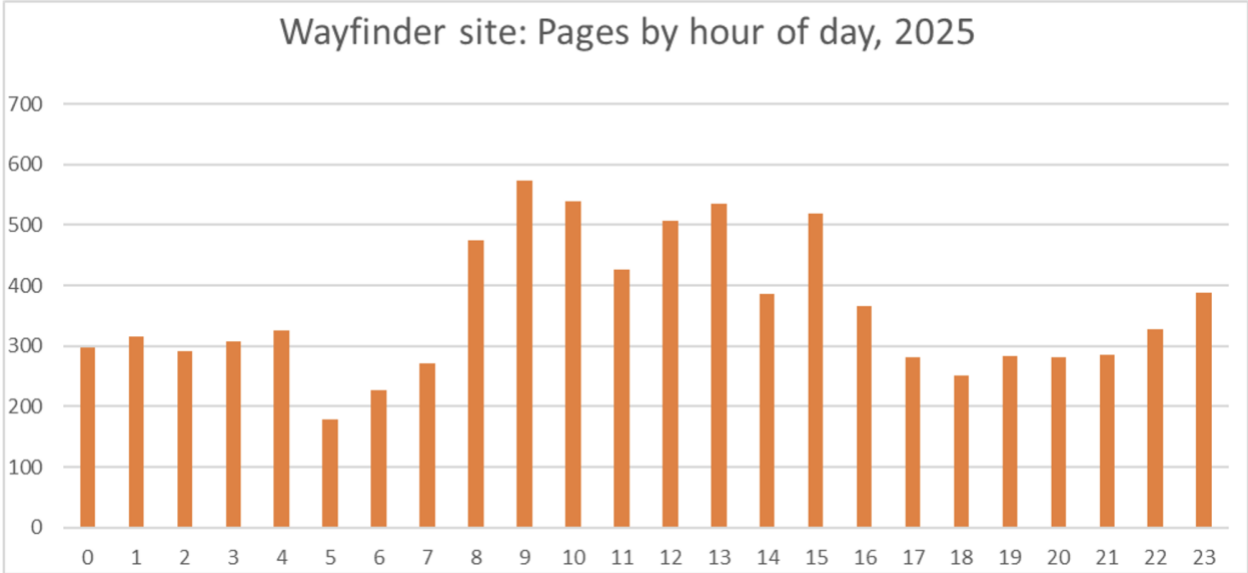
Access to the “[Developing Skills for Members of Search Committees and Addressing the Influence of Unconscious Bias](#)” online course is available to the UNM community in [Learning Central](#). JEADI workshops are offered on demand to all interested participants to further strengthen understanding and application of equity principles. Climate surveys and related interventions extend across all roles, and engagement through councils and open meetings is designed to be cross-population. Wayfinder is used in ways that benefit faculty, staff, and students alike. In addition, one-on-one and departmental workshops, trainings, presentations, and climate interventions are available for staff upon request.

WAYFINDER

The [Wayfinder](#) website continues to be a vital resource in promoting equity and accessibility across the UNM community. In 2025, site usage has grown steadily, now averaging between 1,300 and 1,600 visits per month, with noticeable peaks at the beginning of the fall semester. The increasing number of visits reflects growing community engagement with the resource, which is designed to help users navigate concerns related to discrimination, harassment, and academic freedom.



User behavior suggests that Wayfinder is often accessed during personal time and weekends, underscoring its accessibility and relevance beyond traditional business hours. Visitors are arriving through a wide range of entry points, including internal university sites such as MyUNM, the UNM Handbook, and the Division for Change and Empowerment, as well as external referrals from HSC, social media platforms, and other universities.



Top pages visited on the Wayfinder website include definitions and examples related to violence, retaliation, bullying, and discrimination, as well as specific resource pages tailored to faculty, staff, and students. Users frequently revisit the site, with an average of 1.5 visits per person, indicating that the tool is not only being accessed but used actively as a reference.

Wayfinder remains a cornerstone of the university’s equity infrastructure, providing clear, accessible guidance in moments when clarity and accountability are most needed. Continued investment in this platform helps ensure that all members of the university community, including students, faculty, and staff, have access to the tools they need to advocate for their rights and seek support.

PATHWAYS FOR FUTURE FACULTY

One of the objectives of UNM 2040 Goal 3, Inclusive Excellence is to focus on faculty recruitment, retention, professional development, career advancement and success to address historical and current injustices and inequities. To coordinate the work of faculty success that falls within DiCE's portfolio, VP Zerai established the Liaisons for Excellence, Innovation, and Development (LEID) Council in 2019. LEID brings together associate deans across UNM's six campuses to work towards enhancing institutional climate and excellence for faculty, postdoctoral and visiting scholars, and doctoral students by building pathways and enhancing successes of tenure-system faculty. The LEID Council further contributes to the work of the UNM 2040: Opportunity Defined strategic plan through our collaboration with the Alliance of Hispanic Serving Research Institutions (HSRU; see below).

An important contributor to faculty success at UNM has been building stronger bridges for future faculty through a postdoctoral program that facilitates pathways to tenure. The LEID Council has worked with VP Zerai to coordinate the Faculty Forward program, designed to invite postdoctoral and visiting scholars to UNM and support their academic productivity with the goal of retaining them as tenure track faculty. To date, DiCE has supported the hires of 14 postdocs with 90% of those completing the 2-year program becoming assistant professors at UNM. In total, DiCE has supported hires of 9 assistant professors at UNM. Funding support has included \$50,000 annually for postdocs for up to two years, and up to \$35,000 for three years for early career assistant professors.

RESOURCES FOR FACULTY

DiCE provides support to faculty in a number of ways. For example, an innovation from the Faculty Forward programs has been demonstration of and support for strong mentoring plans for early career scholars. A central feature of the Faculty Forward programs is the requirement for a robust mentoring plan that aligns with departmental tenure requirements. We encourage units to draw from the National Center for Faculty Development (NCFDD) resources and other best practices to create substantive

mentoring plans. The Faculty Forward programs also provide incentives to senior faculty to learn to become more effective mentors to postdocs and early career faculty.

During times of belt-tightening across main campus, and especially in the College of Arts and Sciences, these hires and the Faculty Forward programs have contributed to transforming departmental culture.

In addition to the Faculty Forward programs, DiCE has established several resources to address challenges to faculty success.



WRITING CHALLENGE AND LISTENING CIRCLES

The Division for Change and Empowerment (DiCE) believes in a university where *all* Lobos are able to pursue success without barriers.

As part of our commitment to curiosity and the production of new knowledge, innovative research, and creative works, we are organizing two new initiatives modeled on [NCFDD](#) and the [circle process](#).

1. Writing Challenge: A low-stakes way to add accountability to our writing. We meet, say what we'll work on, and we work. All are welcome! Register with QR code
2. Faculty Listening Circles (co-sponsored with the Institute for the study of "Race" and Social Justice): Designed to help faculty listen to and support each other. These include topics such as feeling valued, managing overwhelm, and navigating teaching. Register with QR code

Writing Challenge:
Mondays and
Wednesdays
9:30 – 11:00 AM



Faculty Listening
Circles
Last Wednesday of
the month
11:00 AM – 12:00 PM



DIVISION FOR
CHANGE AND
EMPOWERMENT

- As indicated previously, the “[Developing Skills for Members of Search Committees and Addressing the Influence of Unconscious Bias](#)” online course now available to the UNM community in [Learning Central](#). This course is highly recommended to faculty search committee members. The online course provides implicit bias awareness and mitigation strategies. Over 783 faculty and staff have completed this online course since 2021.
- Secondly, DiCE purchases the annual National Center for Faculty Development (NCFDD) institutional membership (available university-wide, including main, the Health Sciences Center [HSC] and Branch campuses). NCFDD provides resources and support for extraordinary research productivity and work-life balance. Approximately 900 Lobo faculty, postdocs, and doctoral students have engaged individual subaccounts supported by the UNM institutional membership with NCFDD. For more information, see <https://dice.unm.edu/affiliate-resources/faculty/ncfdd.html>.

- As a part of this resource, DiCE offers NCFDD Faculty Success Program (NCFDD-FSP) Scholarships to main campus and Health Sciences Center faculty annually. The FSP is a 12-week boot camp that guides participants in practicing empirically tested methods to improve research productivity through intense accountability, coaching, and peer support. Since the implementation of the NCFDD-Faculty Success Program in Fall 2020, DiCE has awarded scholarships to 28 tenure-system faculty members. DiCE covers approximately half of the cost of the FSP. Academics units help faculty members cover the other half. DiCE awarded scholarships to recipients at Health Sciences Center and in Arts and Sciences, Law School, Anderson School of Business, Architecture, Honors College, Fine Arts, and the College of Education and Human Sciences. Participants indicate that the NCFDD-FSP has not only provided tools to increase their research productivity, but that it has also helped them to strengthen sustainable writing habits and create intentional practices to promote work-life balance. See testimonials from colleagues at UNM here: <https://dice.unm.edu/affiliate-resources/faculty/nfcdd-faculty-success-program.html>.
- We continue to offer up to 10 FSP scholarships to ABQ-Central and HSC faculty annually. We partner with deans in College of Arts and Sciences and the School of Engineering to provide funding to those colleges and we would like to explore opportunities to offer FSP scholarships to Branch campus faculty.

OBJECTIVE 4: ASSESS UNM'S INCLUSIVE CLIMATE ACROSS ALL UNM SITES

EDUCATION

DiCE has developed a robust curriculum of interactive workshops and presentations focused on inclusive climate, bias interruption, and cultural humility. These educational offerings are delivered via Zoom, hybrid, and in-person formats, reaching hundreds of participants each year.

More than three dozen Upstander workshops have been conducted to train faculty, staff, and students to interrupt racialized, gender-based, queer- and transphobic, and ableist bias. Plans are underway to regularize these offerings, train staff to replicate sessions, and provide participation certificates.

RESEARCH, ASSESSMENT, & CAMPUS CLIMATE

In 2023, DiCE facilitated the distribution of the university-wide Campus Climate Survey. Findings were published in a final report in Spring 2024, which is [available on our website](#). Additional targeted surveys addressed intersectional microaggressions, LGBTQIA+ faculty and staff, and faculty with disabilities.

Data from climate surveys is used to inform interventions and policy changes, and changes were implemented based on survey data. Results were disseminated to colleges, schools, and campuses, including:

- Expanded mental health access (via additional hires at SHAC, TimelyCare, leading to an improved Clinical Load Index).
- Wayfinder website for confidential navigation of support and reporting.
- Arcoíris Center and disability-focused faculty resources.

Please see <https://campusclimate.unm.edu/index.html> for an in-depth overview of all campus climate initiatives, including the university-wide Campus Climate Survey and report.

New research initiatives include:

- Student Belonging Survey and Photovoice project with African American Student Services (Spring 2025).
- The next iteration of Climate Surveys is in development, with enhanced focus on faculty with disabilities and undergraduate inclusion.

- Dr. Marissa Greenberg, as Special Advisor on Disability Affairs with DiCE, contributes to shifting the narrative through her advocacy for faculty with disabilities at UNM. With Dr. Zerai, she leads workshops on ableism, which is a set of beliefs about what constitutes a normal body or mind and deems anything else "less than"—less than capable, less than valuable, less than human. Through these workshops, faculty, staff, and students learn to identify and interrupt ableist speech and behaviors, so they are empowered to stop discrimination and bias against people with disabilities both at UNM and beyond.

In her role with DiCE, Dr. Greenberg will conduct interviews with administrators across UNM to make recommendations to university leadership for fostering a more welcoming physical and cultural environment for faculty with disabilities. These recommendations will also consider the 2022 survey of faculty with disabilities that she spearheaded through DiCE as an Academic Faculty Leadership Fellow.



OBJECTIVE 5: INCREASE STUDENT PERSISTENCE BY IMPROVING THE LEARNING ENVIRONMENTS

To promote student persistence, DiCE is working with partners to create equitable strategies to improve output of graduation rates and time to degree. We have participated in several collaborative efforts over the past few years to foster a welcoming educational environment for our students to thrive. Some of the results have been bringing light to and provisioning interventions to address, as well as providing opportunities for students to engage in research experiences, receive financial support to continue their education, and to achieve academic success. For example, we collaborated with American Indian Student Services to create the Indigenous Research Experience and Scholarship (IRES) program funded by [Indian Resource Development](#) at New Mexico State University. We worked with [ECURE](#) (Expanding Course-Based Undergraduate Research Experiences) and the Association of Public Land-grant Universities (APLU) Student Experience Project at UNM to train faculty participants. DiCE also provided financial support to El Centro's [Summa Academia](#) program. Some other programs follow.

STUDENT-FACING INITIATIVES

The Howard Hughes Medical Institute (HHMI)-funded DiCE mentoring program for first-year students, which concluded in 2025, supported a STEM Equity Bank and strengthened student success, reflected in high retention rates and GPAs among participating cohorts. The HHMI-funded Mentoring Students'



Academic Excellence Program (2022–2025) provided monthly workshops, faculty mentoring for strong persistence outcomes with 88–100% third-semester retention across cohorts.



Unfortunately, HHMI ended grant support for several institutions in January 2025, including UNM. We are therefore planning to seek grant support focused on student success to further resource this work. In addition, these efforts have included collaborations with Academic Affairs, the New Mexico Alliance for Minority Participation (NMAMP), the Hispanic Association of Colleges and Universities (HACU), the Alliance of Hispanic Serving Institutions (HSRU), the Association of Public and Land-grant Universities – Science and Engineering Policy (APLU-SEP), and ECURE.

DiCE has expanded UNM 2040 Goal 3, Objective 5 to reflect UNM's founding member status with the Alliance of Hispanic Serving Research Universities (HSRU). We are working the Graduate Studies dean and fellow to address creating equitable strategies to improve output of terminal degrees conferred to all and URM students. New special advisors in DiCE will continue to address the student success portfolio in DiCE continue to make progress in their work in FY26.

CRITICAL ANALYSES OF U.S. AND GLOBAL CULTURES (CAC) REQUIREMENT

The University of New Mexico values learning outcomes related to personal and social responsibility. The aim of the three-credit hour "[Critical Analyses of US and Global Cultures](#)" undergraduate degree graduation requirement is to cultivate a critical analysis about the cultures, histories, and/or current circumstances of social groups who have experienced historic or contemporary differential treatment in the U.S. or in a global context.

Academic Affairs, DiCE and the Alza Council Curriculum Subcommittee updated the name of the Critical Analyses of U.S. and Global Cultures (CAC) undergraduate curriculum requirement to reflect the student learning outcomes in late Spring 2025.

Courses that meet this requirement must emphasize the holistic analysis of topics such as ageism, ableism and disablism, the Americans with Disability Act (1990), citizenship, nationality or transnationalism, structural differential treatment of any social groups, nativism, ethnocentrism or xenophobia, human rights, life struggles through a socio-politico-economic lens, power and the use of power, the use of language , and/or faith-based practices in the world.

Courses must engage at least three of five learning outcomes identified on our website [here](#). Courses can double-count with UNM General Education or other program courses that have met the student learning outcomes. To satisfy the Critical Analyses of US and Global Cultures requirement, a grade of "C" or better is required in the course chosen from the approved course list.

The Critical Analyses of U.S. and Global Cultures (CAC) requirement has been sustained and expanded, with 145 CAC courses offered in Fall 2024, 144 in Fall 2025, and 153 approved for Fall 2026.

New online application and review portals (launched August 2023) and rolling submissions have strengthened institutional infrastructure protecting curricular integrity.

Plans are underway to reassess student learning outcomes in partnership with the Office of Institutional Assessment (first reassessment since 2021), laying groundwork for future expansion and publication.

GOALS FOR 2026 AND ONWARD

DiCE is guided by [UNM 2040: Opportunity Defined](#). Departmental initiatives and goals are developed around [Goal Three: Inclusive Excellence](#), which centers the use of an equity and inclusion lens to expand opportunity, cultivate the potential of students, faculty, and staff, create new knowledge, and provide service to all New Mexicans. DiCE's goals, categorized and informed by the objectives within Goal Three: Inclusive Excellence, are detailed below.

OBJ 1. ENSURE UNM IS INCLUSIVE, ACCESSIBLE, AND RESPONSIVE

- Utilize campus climate data to inform institutional interventions and expand access to inclusive hiring and education resources.
- Provide on-demand trainings, workshops, and resources to support cultural humility and literacy.

OBJ 2. STRENGTHEN INFRASTRUCTURE FOR INCLUSIVE EXCELLENCE

- Improve coordination and communication with campus leadership by meeting with advisory and leadership councils regularly to support institutional goals.
- Engage faculty, staff, and student leadership through regular briefings.
- Provide on-demand presentations and consultations

OBJ 3. ADVANCE FACULTY AND STAFF DIVERSITY AND SUCCESS

- Strengthen pathways to faculty and staff recruitment.
- Improve search and hiring practices.
- Expand access to professional development and mentoring resources.
- Address historical and structural inequities.
- Support cross-campus collaboration to advance equity and success.

OBJ 4. ASSESS AND IMPROVE INSTITUTIONAL CLIMATE

- Assess campus climate across all UNM campuses via campus climate surveys.
- Disseminate findings and implement interventions.
- Strengthen institutional capacity to support inclusion and accessibility.
- Continue ongoing climate assessment and improvement efforts.

OBJ 5. IMPROVE STUDENT PERSISTENCE AND EQUITABLE DEGREE OUTCOMES

- Pursue collaborative, externally funded initiatives to support student success.
- Strengthen pathways from undergraduate education to degree completion.

DICE PHOTOBOOK



The DiCE team at our retreat in Santa Fe, 2025.



Dr. Otaño Gracia dancing at the Arcoíris Flag Raising event.



Dr. Zerai receiving the Moon-Louie Award from Student Affairs for collaborative efforts.



A research team work session.



Celebrating at the 2025 Arcoíris Welcome Back Event.



Showing Lobo Pride while tabling at UNM Welcome Back Days.



The DiCE Team celebrating a coworker's birthday.