

This document is a summary plus synopsis of the various initiatives the HSC Office for Diversity will be addressing in fiscal year 2020 and how they align with the HSC Strategic Plan for 2018-2023.

Health Sciences Center Office for Diversity, Equity and Inclusion

Vision

A diverse and inclusive UNM Health Sciences fosters health and well-being throughout New Mexico by weaving cultural humility and respect for all people.

Mission

To advance inclusivity, diversity & equity throughout the Health Sciences and New Mexico through capacity building & sustainable programs and collaborations.

Health Sciences Center Strategic Goals 2018-2023

1. **Improve health and health care to the populations we serve.**
2. **Build the health care workforce of New Mexico by providing a premier education.**
3. **Foster innovation and translate our research into clinical or educational practice.**
4. **Enable our people and programs to do their best.**
5. **Grow our well-integrated academic health center while providing the safest and highest quality clinical care.**
6. **Create an inclusive and equitable Health Sciences Center community**

OfDEI Strategic Initiatives - Faculty		HSC Strategic Goals	
		Core Goal Alignment	Additional Goals
Dr. Cameron Crandall, Associate Vice Chancellor for LGBTQ Diversity, Equity and Inclusion			
1	Increase visibility and acceptance of LGBTQ persons at the HSC	6	1, 2, 4
2	Promote a healthy work environment free from gender-based violence	6	2, 4
3	HSC DEI Climate Survey	6	4
4	Develop research agenda that focuses on understanding and improving LGBTQ health	3	6
Dr. Melissa Gonzales, Associate Vice Chancellor for Research and Evaluation			
5	URM Student Recruitment Toolkit	6	1, 2
6	Increase URM Student Graduation over baseline	6	1, 2, 4
7	UNM- HSC Campus Climate Survey	6	4
Dr. Jessica Goodkind, Associate Vice Chancellor for Diversity Education			
8	Culturally Effective Care Education in SOM	2	6
9	Implicit Bias Education	6	1, 2, 4, 5
10	Diversity Education for Faculty, Staff and Students in HSC	6	1, 4, 5
Dr. Lindsay Smart, Associate Vice Chancellor for Leadership			
11	Implicit Bias Training Policy	6	
12	Faculty Recruitment and Retention Toolkits	6	4
13	UNM HSC Faculty Data Annual Report	6	

14	Evaluation of Peer Coaching Program	4	
15	UNM HSC Office for Diversity Sponsored Networking Event: Presentation by AAMC Minority Faculty Development Program Attendees from UNM HSC	4	6
16	Financial Literacy Research and Curriculum Development	6	
Dr. Lawrence Roybal, Associate Vice Chancellor for Community Initiatives, ENLACE			
17	Collaborative endeavors with various partners	6	1,2,3,4,5
17a	Further outreach and expand campus and community partnerships	6	1,2,3,4,5
18	Promote diversity, equity and inclusion	6	1,2,3,4,5
19	Engage in the Implicit Bias Task Force	4	1,2,3,5,6
20	Participate in the Diversity Council	6	
21	Advance campus climate	6	
22	Advance diversity curriculum	2	1,3,4,5,6
23	Expand opportunities for traditionally underrepresented students	2	1,3,4,5,6
24	Advance student success initiatives	2	1,3,4,5,6
25	Support a variety of student pipeline initiatives	2	1,3,5,6
26	Expand coaching, mentoring and training initiatives	4	1,2,3,5,6
27	Advance college preparation endeavors	2	1,3,4,5,6
28	Advance financial planning initiatives	2	1,3,4,5,6
29	Cultivating mentorship, leadership, and professional development initiatives	2	1,3,4,5,6

Themes from 4 AVC strategic Initiatives (5.28.2020)

Recruitment of diverse HSC Students, Faculty and resident

Success and retention of diverse HSC students and faculty

Ensure a diverse pipeline of students to enroll and complete health professions and STEM programs

Enhance DEI through training of students, faculty and staff

Reduce implicit bias through education, training and policy

Promote healthy work environments, research and policy agendas to support the visibility, wellbeing and safety of LGBTQ, R/EM (racial/ethnic minority) students, faculty, staff and patients at the HSC

# OfDEI Strategic Initiatives Synopsis	
Dr. Cameron Crandall, Associate Vice Chancellor for LGBTQ Diversity, Equity and Inclusion	
1	Increase visibility and acceptance of LGBTQ persons at the HSC
M/ O	<ol style="list-style-type: none"> 1. Support and advise LGBTQ students at the HSC. This is done largely through the LGBTQ Students and Allies in Healthcare student organization (LSAH). LSAH includes students from all schools and colleges at the HSC. LSAH focuses on providing mentorship for students, outreach to pre-professional students, and curricular enhancements to address LGBTQ health. Measurable outputs include meetings held, attendance, contacts, and curricular changes/adoption. 2. Improve and support efforts to improve the experience for LGBTQ patients at UNM Hospitals. Activities include monthly LGBTQ Collaborative meetings with UH DEI, development and deployment of educational sessions/trainings regarding LGBTQ care (e.g., Identity Matters, Identity Matters—Pronoun Edition), monitoring of adherence with collection of expanded demographics, responding to patient complaints. 3. Develop methods to collect expanded demographics (to include gender identity and sexual orientation) for the HSC. The HSC currently does not systematically collect expanded demographics for faculty, staff or students. This limits our ability to consider sexual and gender minorities as a diversity group as we cannot measure our performance. Central campus IT has placed adding gender identity and sexual orientation on their task list.
2	Promote a healthy work environment free from gender-based violence
M/ O	Dr. Crandall with Amy Levi (VCAA), and Camille Carey (Vice Dean School of Law) as co-chairs of the North Campus Coordinated Community Response Team (CCRT) will develop and implement strategies in coordination with Central Campus to address gender-based violence (GBV) (intimate partner violence, sexual assault, and stalking) on North Campus. Activities include: assembling a North Campus constituent team of interested faculty, staff, and students to meet on a quarterly basis; identifying and adapting messaging to raise awareness of GBV, ensuring proper awareness of policies and procedures that address GBV.
3	Develop and plan implementation of an HSC DEI Climate Survey for HSC faculty, students and staff. Ensure LGBTQ inclusion in survey tools and methods
M/ O	Evaluate survey options, designs, survey methodology and vendors options for a comprehensive survey campaign designed to capture DEI across HSC student, faculty and staff that includes plans to maximize HSC buy-in for survey participation
4	Develop and implement a research agenda that focuses on understanding and improving LGBTQ health for New Mexicans
M/ O	Support efforts to study LGBTQ health and the experience of LGBTQ persons as the access health. Activities include: Community Engagement Team meetings, formal and informal partnerships within and outside UNM HSC, grant submissions, manuscripts submitted/accepted for publication.

# OfDEI Strategic Initiatives Synopsis	
Dr. Melissa Gonzales, Associate Vice Chancellor for Research and Evaluation	
5	URM Student Recruitment Toolkit. Support HSC programs to adopt and utilize recruiting best practices to enhance diversity of HSC students. Specific support activities are based on iterative evaluation or the toolkit and communication with HSC programs. This process identified the need for a broad range of options for admissions committees to be trained in unconscious bias. Next steps include creating evaluation rubrics to evaluate recruitment materials.
6	Increase URM student graduation over baseline. In coordination with the UNM Office of Institutional Analytics (OIA), we are creating dashboard reports to capture graduation data across the range professional, clinical and academic degrees granted by UNM HSC programs.

7	HSC Campus Climate Survey. This goal includes a) evaluating survey options, designs, survey methodology and vendors options for a comprehensive survey campaign designed to capture DEI across HSC student, faculty and staff, b) support HSC buy-in for survey participation; c) dissemination of results to HSC constituents.
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#	OfDEI Strategic Initiatives Synopsis
Dr. Jessica Goodkind, Associate Vice Chancellor for Diversity Education	
8	Ensure that Culturally Effective Care curriculum hours and content based on current best practices are maintained in Doctoring courses for all medical students.
9	Address implicit bias at HSC through leadership of UNM Implicit Bias Task Force, webinars and presentations for admissions and hiring committees, and education on implicit bias to residents, medical students, and other HSC trainees and faculty.
10	Work with multiple partners, including SOM Office of Professional Wellbeing, SOM Learning Environment Office, SOM Office for Continuous Professional Learning, and HSLIC Student Success Initiative, to develop, facilitate, and implement workshops, trainings, and retreats on issues related to bias, discrimination, microaggressions, diversity, and bystander intervention.

#	OfDEI Strategic Initiatives Synopsis
Dr. Lindsay Smart, Associate Vice Chancellor for Leadership	
11	Growing evidence documents that implicit, or unconscious bias, impacts outcomes in academia, health care, diversity, equity, and inclusion efforts, and other important aspects of academic health center life. Implicit biases have the capacity to influence faculty and staff hiring searches. Such biases can contribute to highly qualified and talented individuals being overlooked for positions, on the basis of such things as gender, race/ethnicity, age, disability, and other diversity domains. Enacting an Implicit Bias Training Policy for search committee members will assist with the recognition and addressing of biases in hiring, therefore contributing to a UNM Health Sciences Workforce that will better reflect the population it serves and maximizes the potential of all UNM HSC faculty and staff.
M/ O	Number of individuals per calendar year (based on data collected from Learning Central as of December 31 of each year) that have taken a Learning Central Implicit Bias Training module.
12	A Toolkit was developed as a result of extensive dialogue with key stakeholders for Racial/Ethnic Minority (R/EM) faculty recruitment within the School of Medicine, College of Nursing, College of Pharmacy, College of Population Health, Health Professional Programs, and executive leadership. Successful current recruitment strategies were combined with recommendations from leadership and evidence-based strategies to create this brief Toolkit. As such, this Toolkit is the next step towards the implementation of best practices that will improve faculty diversity across all HSC programs. This Toolkit should be used by all programs to help guide their R/EM faculty recruitment efforts.
M/ O	Annual utilization review survey report conducted by July 1 of each year.

13	<p>A Strategic goal of the UNM HSC Strategic plan for 2018 – 2023 is to: "Create an inclusive and equitable Health Sciences Center community", "Improve diversity of faculty, staff and students", and "Increase retention of underrepresented minority assistant professors over baseline. Collecting and reporting this data will be a demonstration of our institution's commitment to recruitment and retention efforts. As such, the UNM HSC Office for Diversity, Equity & Inclusion will be working with the UNM Office of Institutional Analytics to create an external/publicly available annual report to track changes in the faculty diversity characteristics over time. UNM HSC Office for Diversity, Equity & Inclusion will also utilize this data report to create a public dashboard for diversity report. It will be important to be able to measure/demonstrate trends.</p>
M/ O	<p>Annual report created in collaboration with UNM Office of Institutional Analytics on HSC faculty diversity demographics. UNM Office of Institutional analytics creating data dashboard utilizing Tableau from which HSC Office for Diversity, Equity and Inclusion can create an annual report by January 1 of each year.</p>
14	<p>The Physician Coaching Institute (PCI), creator of the Certified Healthcare Leader Peer Coach program, developed a specialized training in response to both the challenges Academic Health Center faculty and staff leaders face in engaging and influencing their peers, and also to the desire on the part of front-line staff for more professional development-focused conversations from leaders. This 3-month training program equips Academic Health Center faculty and staff leaders with specific coaching competencies that aims to promote more meaningful peer communication and engagement.</p>
M/ O	<p>Internal report and poster submission based on evaluation of this program</p>
15	<p>The HSC Office for Diversity, Equity & Inclusion sponsored a junior underrepresented minority faculty for a sponsored trip to the 2019 AAMC Minority Faculty Career Development Seminar which was designed to assist junior minority faculty in identifying and attaining their professional development goals and designing a career path. The goal is to sponsor a UNM HSC faculty member each year for an AAMC Minority Faculty Career Development Seminar each year.</p>
M/ O	<p>Dissemination of information by sponsored faculty to a broader UNM HSC community via an HSC ODEI sponsored event.</p>
16	<p>Exploration of financial literacy among medical students, residents, fellows and medical providers and the impact it might have on recruitment and retention of a diverse workforce.</p>
M/ O	<p>Application for funding to initiate exploration of financial literacy.</p>

OfDEI Strategic Initiatives Synopsis

Dr. Lawrence Roybal, Associate Vice Chancellor for Community Initiatives, ENLACE

17	<p>Participate in a variety of collaborative endeavors across the Health Sciences Center, the University of New Mexico, and the greater community. Foster ongoing partnerships with numerous campus and community allies to further our shared endeavors.</p>
17a	<p>Facilitate multiple campus and community partnerships that expand awareness, further knowledge, stimulate collaboration, and improve outcomes for our diverse student populations as a part of our commitment to educational access and success.</p>

18	Support the development of strategic plans to promote diversity and enhance campus climate by facilitating communication and expanding collaboration to develop and implement recommendations for improving policies, practices, and programming concerning diversity, equity, and inclusion for our campus and various communities.
19	Engage in the Implicit Bias Task Force launched by the Vice Chancellor for Diversity, Equity & Inclusion involving various campus and community partners.
20	Serve on the Diversity Council as part of the Health Sciences Center (HSC) Office of Diversity, Equity & Inclusion to advance a variety of diversity, equity, and inclusion endeavors across UNM as well as the community.
21	Provide representation for the UNM Health Sciences Center (HSC) Office of Diversity, Equity & Inclusion as part of the Campus Climate Committee to prepare for a survey across UNM and our branch campuses.
22	Serve as part of the Diversity Curriculum Committee to advance our U.S. & Global Diversity Curriculum at the University of New Mexico.
23	Expand partnerships to support the expansion of opportunities for traditionally underrepresented students to access and thrive in their educational and career pursuits.
24	Engage in a variety of efforts related to leadership development, outreach, student success, and various strategic initiatives.
25	Continue to support a variety of pipeline initiatives including outreach efforts involving elementary, middle, and high schools as well as students throughout the higher education spectrum.
26	Lead ongoing coaching, counseling, mentoring, advising, and training initiatives in association with various educational institutions and organizational partners.
27	Organize a comprehensive statewide FAFSA & College Application campaign with educational and community partners.
28	Organize ongoing initiatives focused on college planning, financial aid, scholarships, academic success, career development, and leadership skills alongside a variety of educational and organizational partners statewide, nationally, and globally.
29	Improve the retention of valuable staff, faculty and students, including cultivating mentorships and professional development endeavors through initiatives such as Summa Academia and Advancing Professional Excellence (APEX) for our graduate and professional students and rising scholars.

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	OfDEI Strategic Initiatives – Community to Careers	HSC Strategic Goals	
		Core Goal Alignment	Additional Goals
1	<i>Communities to Careers</i> educational health workforce development programming	2	1,3,6
2	<i>Communities to Careers</i> expansion of programmatic activity in partnership with UNM Health Sciences Rio Rancho Campus	2	1,3,6
3	New Mexico Health Careers Opportunities Program (NM HCOP) Academy in the regional areas of Las Vegas, Farmington, and Hobbs, NM and at Santa Fe Indian School	2	1,3,6
4	Building Outstanding STEM-H Students (BOSS)	2	1,3,6
5	HSC Student Organizations	2	1,3,4,6
6			

OfDEI Community to Careers Strategic Initiatives Synopsis

1	<p><i>Communities to Careers</i> is comprised of a series of evolving, highly integrated programs preparing underrepresented, underserved, and economically and/or educationally disadvantaged students from across the state for academic success and social readiness to enter and graduate from health professions programs. <i>Communities to Careers</i> is creating regional educational health workforce development hubs with programming opportunities, partnerships, and community-based networks to further develop a talented and diverse applicant pool of qualified individuals for health professions programs through effective recruitment, retention, matriculation, and graduation interventions.</p>
M/ O	<p>METRICS – Increased interest in pursuing health profession career, development of self-identity as a future health professional, college readiness, retention in school level, graduation rates of cohort higher than average for like group, improved practice standardized test score OUTCOMES – high yield in number of students who pursue health profession degree programs and practice in NM</p>
2	<p><i>Communities to Careers</i> implemented a Health Careers Academy in partnership with UNM Health Sciences Rio Rancho Campus. This program aims to serve the growing need for engagement with youth in the regional area of Rio Rancho, to include tribal communities west of Albuquerque and Rio Rancho.</p>
M/ O	<p>METRICS – Increased interest in pursuing health profession career, development of self-identity as a future health professional, college readiness, retention in school level, graduation rates of cohort higher than average for like group OUTCOMES – high yield in number of students who pursue health profession degree programs and practice in NM</p>
3	<p>New Mexico Health Careers Opportunities Program (NM HCOP) Academy in the regional areas of Las Vegas, Farmington, and Hobbs, NM and at Santa Fe Indian School provides program opportunities for NM youth. Building multi-level, multi-partner capacity to meet the growing needs of NM’s rural and medical underserved communities.</p>
M/ O	<p>METRICS – Increased interest in pursuing health profession career, development of self-identity as a future health professional, college readiness, retention in school level, graduation rates of cohort higher than average for like group, improved practice standardized test score , increased number of community engagement OUTCOMES – high yield in number of students who pursue health profession degree program and practice in NM</p>
4	<p>Building Outstanding STEM-H Students (BOSS) is designed to motivate personal development and excellence in scholastic performance of youth, encouraging and enabling underrepresented students, particularly African American youth, in grades K-12 in science, technology, engineering, mathematics, and health (STEM-H).</p>
M/ O	<p>METRICS – Increased interest in pursuing STEM or health profession career, development of self-identity as a future STEM-H professional, college readiness, retention in school level, graduation rates of cohort higher than average for like group OUTCOMES – high yield in number of students who pursue STEM-H degree program and practice health profession in NM</p>
5	<p>HSC Student Organizations are advised or sponsored by the department. These affinity groups provide an opportunity for professional students to further develop leadership skills and experiential learning.</p>
M/ O	<p>METRICS: Improved student engagement with affinity organizations, improve satisfaction of health profession students OUTCOMES: Increased visibility of OFDEI commitment to student experiences, increased opportunity for health profession students to engage in community engagement, retention and recruitment of health profession students</p>

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OfDEI Strategic Initiatives: UNM STEM-H Center		HSC Strategic Goals	
		Core Goal Alignment	Add. Goal Alignment
Karen Kinsman, MS, PMP, Director/Sr. Program Manager (UNM STEM-H Center)			
1	Pre-College STEM Competitions	2	3, 4, 6
2	Professional development training for pre-college STEM educators	3	2, 4, 6
3	Collective impact driven STEM learning policy/advocacy work	2	3, 4, 6
4	STEM Equipment & Resources Lending Library	6	2, 3, 4
5	Rresource-rich websites focused on pre-college STEM-H learning programs, services, and tools	2	3, 4, 6

6	Offer consulting/technical assistance to educators, schools, and other people/organizations interested in creating innovative STEM resources/programs in their own spaces	3	2, 4, 6
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#	OfDEI Strategic Initiatives Synopsis: UNM STEM-H Center
Karen Kinsman, MS, PMP, Director/Sr. Program Manager (UNM STEM-H Center)	
1	Provide high quality, engaging, impactful regional, pre-college STEM competitions (Central NM STEM Research Challenge , Central NM Science Olympiad , & SW Jr Science & Humanities Symposium) for students 4 th -12 th grades (grade levels involved depend upon specific competition)
M/ O	METRICS - Participant survey tools that measure development of STEM identity, interest in STEM fields, & evaluation of actual event participation; Judge Surveys to assess judging experiences & identify opportunities for process improvements; anecdotal evidence of success (participant testimonials, etc.) OUTCOMES - Participation numbers in each competition; Identification of students for national/international affiliated STEM competitions; survey indicators that show positive change in or development of STEM identity & interest in pursuit of STEM related careers
2	Provide high-quality, engaging professional development for pre-college STEM educators from public, private, charter, parochial, & homeschools (online &/or in-person)
M/ O	METRICS - Participant surveys; anecdotal evidence (ex: testimonials, word of mouth referrals, etc.) OUTCOMES - Participants indicate increased knowledge/understanding and development of or increase in confidence supporting student research; anecdotally, continued decreases in problems/issues with participant paperwork/forms, etc. turned in for competition events
3	Engage in collective impact driven policy/advocacy work around STEM learning via partnerships like the STEM NM Ecosystem Leadership Team & participation in national organizations like NABI/ARIS , the National STEM Learning Ecosystems Community of Practice , and the Society for Science & the Public .
M/ O	METRICS - Regular attendance by the Director or her designee at STEM NM Ecosystem Leadership Team & Collaboratory convenings, ARIS convenings, and annual presence at the Regeneron International Science & Engineering Fair as part of the Core Operations Team OUTCOMES - Increased visibility for the STEM-H Center, ability to influence decision making/make recommendations for future programming to address critical issues in the field, etc.
4	Provide a STEM Equipment Lending Library for use by educators, students, community partners, etc. as well as manage the statewide collaborative NMSTEM-H Connection site.
M/ O	METRICS - Tracking of equipment/resource use OUTCOMES - Increased availability of equipment/resources to those educators/students/programs that would not normally have access to it due to lack of funding, limited resources at the school/in the organization, etc.
5	Design & manage resource-rich websites focused on pre-college STEM-H learning programs, services, and tools for increasing student engagement. Regular electronic communications via Constant Contact, Facebook, Twitter & Instagram to share news, events, etc. with a more public audience
M/ O	METRICS - Google Analytics/Drupal Analytics to track visits, usage, click throughs, etc.; anecdotal feedback on usability OUTCOMES - Robust readership tracked through regular analysis of the available data analytics on each platform; Increases in hits/views annually
6	Offer consulting/technical assistance to educators, schools, and other people/organizations interested in creating innovative STEM resources/programs in their own spaces. Presentations at local, regional, and/or national conferences or other similar forums.
M/ O	METRICS - Director and/or other team members present at a minimum of two events outside the STEM-H Center/HSC Office for Diversity, Equity & Inclusion (ex: Summer Teacher PD programs, conferences, STEM learning convenings, other training opportunities within or outside UNM)

OUTCOMES – Increased visibility & credibility of the UNM STEM-H Center (evidenced by ongoing annual requests to present/provide technical assistance, etc.); Training surveys consistently indicate participants have new KSAs and indicate they feel they can immediately apply those new KSAs

List of Supporting Documents for UNM STEM-H Center:

1. STEM-H Center narrative summary overview of programs, services, & resources (below)
2. STEM-H Center 1-pager (below)
3. STEM-H Center 2019 InfoSheet (below)
4. [STEM-H Center 2018-2019 Annual Report](#) (link to PDF)

Narrative Summary of UNM STEM-H Center Work

The **UNM STEM-H Center** is a diverse portfolio of dynamic, signature regional pre-college STEM competitions, professional development training, resource-rich websites, & equipment/curricula reaching thousands of students/educators annually and managed by a full-time staff of 2 along with a ½ time web developer/communications coordinator/instructional designer. The UNM STEM-H Center team manages the **Central NM Science & Engineering Research Challenge** (4th-12th Grades), the largest Regeneron International Science & Engineering Fair (ISEF) “affiliated fair” in New Mexico, as well as the **Central NM Science Olympiad** (6th-12th Grades) and **SW Region Junior Science & Humanities Symposium** (9th-12th Grades in NM, southern CO, & west TX). The Center offers in-person and online **Professional Development Training for K-12 STEM-H Educators** as well as **Student Researcher Training** for 4th-8th Grade students annually. The STEM-H Center is also engaged in **Policy & Advocacy Work** focused on K-12 STEM-H education issues. The Center’s Director is currently on the board of the NM Partnership for Mathematics & Science Education, a member of the STEM NM Ecosystem Leadership Team, and on the Internal Grant Advisory Committee for the NSF CREST grant-funded UNM Center for Water & the Environment. The STEM-H Center team coordinates a small **Equipment Lending Library/Resource Center** containing small scientific/engineering equipment and curriculum resources that can be signed out free of charge by teachers, students, parents, informal STEM education organizations/programs, community groups, etc. Center staff are available to provide **consultation to research faculty interested in developing meaningful, sustainable broader impacts plans** around STEM-H education in the K-12 realm in their research grant applications as well as available to provide technical assistance to educators as they work on grant proposals for their classrooms. A significant part of the Center’s mission is to work strategically within and outside the University to affect positive, lasting change/improvement in the STEM-H education provided to K-12 students in New Mexico so they enter college/career with a solid foundation of STEM-H knowledge/skills which will allow them to be better informed, productive citizens whether in STEM-H related or other career fields.

“**Science Fairs**” go back to at least 1928, when the American Institute of New York City first held one for city youths at the Museum of Natural History. In 1950, science fairs went under the auspices of Science Service, a non-profit institution. It became international in 1960. The **Central NM STEM Research Challenge** (originally known as the NWNM Science & Engineering Fair) has served students, teachers, and parents since 1959. The UNM STEM-H Center’s current Director came on board in late 2002 charged with creating an organization that was much larger in scope than one, stand-alone competition. In the past 18 years, that work has evolved into the STEM-H Center as it exists today offering a wide variety of programs, services, and resources. That said, we don’t sit still well! The STEM-H Center team is always seeking ways to improve its programs, add new programs/services/resources as well as develop meaningful partnerships and collaborations that create increased collective impact in the STEM education space.

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	OfDEI Strategic Initiatives HSC ENLACE	HSC Strategic Goals	
		Core Goal Alignment	Additional Goals
1	Further collaboration with various educational and community partners	6	1,2,3,4,5
2	Promote diversity, equity and inclusion	6	1,2,3,4,5
3	Engage in the Implicit Bias Task Force	4	1,2,3,5,6
4	Participate in the Diversity Council	6	
5	Participate in Campus Climate Survey Committee	6	
6	Participate in Diversity Curriculum Committee	2	1,3,4,5,6
7	Expand opportunities for underrepresented students	2	1,3,4,5,6
8	Advance student success initiatives	2	1,3,4,5,6
9	Support a variety of student pathway initiatives	2	1,3,5,6
10	Expand coaching, mentoring and training initiatives	4	1,2,3,5,6
11	Expand outreach, college preparation, and financial planning initiatives	2	1,3,4,5,6
12	Cultivate leadership and professional development initiatives	2	1,3,4,5,6

OfDEI ENLACE Strategic Initiatives Synopsis	
1	Participate and facilitate in a variety of collaborative endeavors across the Health Sciences Center, the University of New Mexico, and the greater community. Foster ongoing partnerships with numerous educational and community allies to further our shared endeavors.
M/ O	METRICS: Inventory of partnerships, event surveys, and program evaluations. OUTCOMES: These community partnerships expand awareness, further knowledge, and stimulate collaboration.
2	Support the development of strategic plans to promote diversity and enhance campus climate by facilitating communication and expanding collaboration to develop and implement recommendations for improving policies, practices, and programming concerning diversity, equity, and inclusion for our campus and various communities.
M/ O	METRICS: Strategic planning, climate survey, and diversity initiatives. OUTCOMES: Create a welcoming and safe environment and implement policies that lead to systemic change.
3	Engage in the Implicit Bias Task Force launched by the Vice Chancellor for Diversity, Equity & Inclusion involving various campus and community partners.
M/ O	METRICS: Regular participation in task force and development of training modules campus wide. OUTCOMES: Conduct an inventory of all trainings to develop an extensive archive of all resources.
4	Serve on the Diversity Council as part of the Health Sciences Center (HSC) Office of Diversity, Equity & Inclusion to advance a variety of diversity, equity, and inclusion endeavors across UNM as well as the community.
M/ O	METRICS: Representation at monthly meetings. OUTCOMES: Convene allies to address a variety of critical issues.
5	Provide representation for the UNM Health Sciences Center (HSC) Office of Diversity, Equity & Inclusion as part of the Campus Climate Survey Committee to prepare a survey across UNM and branch campuses.
M/ O	METRICS: Representation at ongoing meetings. OUTCOMES: Develop a survey to gauge campus climate and address findings.
6	Serve as part of the Diversity Curriculum Committee to advance our U.S. & Global Diversity Curriculum at the University of New Mexico.

M/ O	METRICS: Representation at monthly meetings. OUTCOMES: Increase visibility and credibility of the U.S. & Global Diversity Curriculum.
7	Expand opportunities for traditionally underrepresented students to access and thrive in their educational and career pursuits.
M/ O	METRICS: OUTCOMES: Increase the number of opportunities to support underrepresented students to decrease barriers and issues affecting student success.
8	Engage in a variety of efforts related to student success initiatives.
M/ O	METRICS: Measure matriculation, retention and graduation rates. OUTCOMES: Facilitate smoother transitions between institutions to develop a stronger sense of belonging throughout the educational pathway and increase student success for our diverse student populations. Increase student retention and graduation rates.
9	Support a variety of pathway initiatives involving elementary, middle, and high schools as well as students throughout the higher education spectrum.
M/ O	METRICS: Develop, host, and measure a number of programs related to post-secondary opportunities. OUTCOMES: increasing greater trust in the community and awareness of the needs of our diverse students.
10	Lead ongoing coaching, counseling, mentoring, advising, and training initiatives in association with various educational institutions and organizational partners.
M/ O	METRICS: Develop, implement, and evaluate an annual coaching, counseling, and advising collaborative and conduct multiple coaching trainings for organizations and educational institutions. OUTCOMES: To better prepare and support educational practitioners that are providing services to diverse populations.
11	Support a variety of outreach efforts and organize a comprehensive statewide college preparation and financial planning campaign with educational and community partners.
M/ O	METRICS: Develop, implement, and evaluate college preparation and financial planning initiatives. OUTCOMES: Increase number of FASFA and college applications as well as participation in college preparation initiatives.
12	Improve the retention of valuable staff, faculty and students by cultivating mentorships as well as leadership and professional development endeavors through initiatives such as Summa Academia and Advancing Professional Excellence (APEX) for our graduate and professional students and rising scholars.
M/ O	METRICS: Support students through various initiatives leading to graduate and professional degree programs. OUTCOMES: Increase leadership and professional development opportunities to support graduate and professional students in their educational and career pursuits.

Narrative Summary of ENLACE New Mexico Work:

ENLACE New Mexico's primary goal is to increase access and success in education with an emphasis on collaboration with a variety of partners to improve retention and graduation rates throughout the educational spectrum. A focus on family and community engagement as well as policy development are key to advancing our collaborative endeavors. Mentorship as well as leadership and professional development are major initiatives to improve academic and career success. The Unidos Project creates deeper partnerships and the sharing of best practices based on a collective impact framework. The goal of this project is to create institutional systemic changes that breakdown barrier and fosters welcoming environments for students and families. One of the project's strategies is hosting legislative summits to inform communities about upcoming priorities. Other important initiatives include several community resource fairs and a statewide coaching, advising, mentoring, and counseling collaborative are held annually. College Connect New Mexico involves partners from educational institutions and a variety of organizations to increase financial aid awareness and college application completion. We organize and facilitate trainings, workshops, and other events to provide valuable resources and to share feedback with local, state, federal officials pertaining to key issues. We also lead a variety of collective impact initiatives to encourage innovation and transformation. The strength of collective impact comes from approaching systems problems by reaching consensus among diverse stakeholders to address critical issues in a multi-faceted manner. A collective impact framework provides a proven strategy to guide the implementation of initiatives aimed at system-level change and requires unified efforts to leverage the skills and capacities of stakeholders within multiple sectors of the community.

Health Sciences Center Office for Diversity, Equity and Inclusion
Vision

A diverse and inclusive UNM Health Sciences fosters health and well-being throughout New Mexico by weaving cultural humility and respect for all people.

Mission

To advance inclusivity, diversity & equity throughout the Health Sciences and New Mexico through capacity building & sustainable programs and collaborations.

Health Sciences Center Strategic Goals 2018-2023

1. **Improve health and health care to the populations we serve.**
2. **Build the health care workforce of New Mexico by providing a premier education.**
3. **Foster innovation and translate our research into clinical or educational practice.**
4. **Enable our people and programs to do their best.**
5. **Grow our well-integrated academic health center while providing the safest and highest quality clinical care.**
6. **Create an inclusive and equitable Health Sciences Center community**

	OfDEI Department Operations Strategic Initiatives	HSC Strategic Goals	
		Core Goal Alignment	Add. Goal Alignment
Steven Romero, Director of Operations, HSC Office for Diversity, Equity & Inclusion			
1	OfDEI Staff Professional Development	4	
2	Promote openness, transparency, and efficiency in OfDEI department operations	4	
3	Facilitate and promote retention of a diverse workforce for HSC	4	6
4	Diversity Mavens	4	6

#	OfDEI Strategic Initiatives Synopsis: Department Operations
Name and Title	
1	Encourage and enable staff to participate in professional development opportunities. This includes participating in professional organizations external to UNM including conferences, panels, professional associations, and other applicable professional trainings. Encouraging participation in internal professional organizations such as Staff Council, trainings offered through learning central and UNM HR. Allow for time off to pursue educational opportunities that are applicable to their job areas.
2	Migrate department processes to an online format, i.e. Smartsheets and other online applications, to increase accessibility and transparency of operations. By reducing paper and increasing approval processes efficiency, the department as a whole can respond to change quickly and decisively. By having financial information easily available and in an easy-to-understand format, managers will be empowered to make informed, data-driven decisions effectively and efficiently.
3	Through staff-focused initiatives i.e. Diversity Mavens, collaboration with staff council, etc, the HSC Office for Diversity, Equity & Inclusion seeks to promote diversity, equity & inclusion among staff members. Through this seeks to increase retention and staff engagement by offering support, networking, and professional development opportunities.

4	Diversity Mavens reorganization. This includes instituting new leadership, creating an updated mission and vision statement, and the creation of a five-year plan.
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#	OfDEI Strategic Initiatives Metrics/Outcomes
Name and Title	
1	<p>METRICS: Track how many professional development opportunities OfDEI staff participate in each fiscal year.</p> <p>OUTCOMES: Staff demonstrate increased knowledge/job skill. The OfDEI operates at a level going above and beyond basic programmatic and operational requirements.</p>
2	<p>METRICS: Track the number of processes currently utilizing efficient, online formats. Work with staff to identify processes that could use improvements to efficiency/accessibility. Identify areas where increased transparency is needed and work towards that.</p> <p>OUTCOMES: A department that runs as efficiently as possible, with managers making informed, data-driven decisions.</p>
3	<p>METRICS: Staff surveys to gauge engagement in their roles, departments, and the HSC as a whole. Working towards identifying areas which could be improved in regards to issues of equity and inclusion.</p> <p>OUTCOMES: A diverse group of staff members at the HSC who are engaged and encouraged to explore issues involving diversity, equity & inclusion. And where an awareness of diversity, equity, and inclusion permeates all levels of the HSC.</p>
4	<p>METRICS: Use mission and vision to guide group to long-term viability with active participation by HSC staff. Promote and encourage topics involving diversity, equity & inclusion. Track group membership numbers and attendees at meetings.</p> <p>OUTCOMES: An institution that actively encourages the exploration and implementation of diversity, equity & inclusion at all levels and especially within the staff population.</p>