

**2022 Diversity Summit:
Building Systems for Greater Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI)
AGENDA**

All sessions to be held via Zoom

Register at: <https://goto.unm.edu/divsummitregistration>

Thursday, November 10, 2022

Time	Event	Description	Speakers
9:00am	Welcome	Welcome to the 2022 Diversity Summit	UNM President Garnett Stokes and UNM VP for Equity and Inclusion Assata Zerai
		Land Acknowledgement	LD Lovett, Ed. S. Director of Diversity, Equity, & Inclusion UNM Gallup
		Labor Acknowledgement	Students from UNM African American Student Services (AASS)
9:15am	Opening Remarks	Impact of Opportunity Scholarship on Higher Education in New Mexico	Secretary Stephanie Rodriguez, NM Higher Education Department
9:25am	Q&A	Q&A with Secretary Rodriguez	All
9:30am	BREAK		
9:45am – 10:30am	Session #1	<p>Culturally Responsive Pedagogies to Decolonize the Westernized University, & Nurture BIPOC & Hispanic Students' Unique Scholarly Perspectives</p> <p>In this session, we will answer calls for reconceptualizing research, teaching and the role of scholars, especially those who seek to serve minoritized groups, in higher education. Dominant theoretical frameworks underlying teaching and learning in the Westernized university, even in U.S. minority-serving institutions (MSIs), have suffered from a lack of institutional reflexivity among scholars in multiple fields. Building from the work of well-cited such as the late Paulo Freire (1970) and Aníbal Quijano (2000) in the Latin American context,</p>	UNM VP Assata Zerai

		and contemporary scholars such as Professors Relebohile Moletsane (2012) and Elelwani Ramugondo (2015) in the South African context; Reitumetse Mabokela (2001), Professor Gloria Ladson-Billings (1994; 1995) in the U.S., and others, I endeavor to present a compelling case for centering high potential learners, especially those traditionally underrepresented in higher education: students from racially and culturally excluded communities, women, persons with disabilities, and queer and trans folk. And I review building blocks of decolonial feminist (DF) approaches, including defining culturally responsive, relevant and sustaining pedagogies; importance of cultural humility, asset framing and how DF approaches center students and promote inclusion.	
10:45am-11:30am	Session #2	<p>The Staff and Faculty Wayfinder Website</p> <p>The Wayfinder is a user-centered, private, intersectional, and trauma-informed website that provides information, referrals, and reporting options for employees at The University of New Mexico who have experienced or witnessed bullying, harassment, discrimination, and other harmful incidents in the workplace. Currently under development with the UNM IT Applications department, the Wayfinder provides information in a <i>user-centered, private, and trauma-informed</i> format, in order to enhance users' sense of mastery and choice as they navigate the university's available support and response services.</p> <p>Recognizing that the populations experiencing the highest rates of bullying, discrimination, and sexual harassment are communities of color, disabled persons, and sexual- and gender-identity minorities, and that many individuals experience multiple and intersecting harms, a "user-centered" website means that all users of the website have the freedom to explore and learn the pros and cons of multiple pathways – informal as well as formal, primarily supportive as well as reporting – so that they can judge whether and how to take any action.</p> <p>In this session, Dr. Hutchison will briefly introduce the Wayfinder, and participants will explore and provide feedback on the Wayfinder site.</p>	Dr. Liz Hutchison, Associate Vice President for Equity and Inclusion, UNM
11:30am	LUNCH BREAK		
12:30pm	Session #3	<p>Engaging Staff in Diversity Initiatives on Campus – Panel Discussion</p> <p>Much has been discussed regarding JEADI practices in higher education in regard to faculty and students. This panel will discuss promising practices to engage staff in transforming campuses into safe and welcoming environments. From diversity councils to staff affinity groups,</p>	<p>Lorena Blanco-Silva, MPA Diversity Programs Director, UNM</p> <p>Amiah Robinson, Director of Diversity, Equity, and Inclusion Clovis Community College</p> <p>Dr. Eric Romero, Director of Native American/ Hispano Studies & President's Council for</p>

			Diversity, Equity and Inclusion New Mexico Highlands University
1:00pm	Session #4	<p>Advancing Outcomes of First-Generation College Students Across New Mexico</p> <p>The University of New Mexico and New Mexico State University were both recently declared First-generation Forward Institutions by the Center for First-gen Student Success. The designation recognizes institutions of higher education who have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students. As a First-Gen Forward Institution, faculty and staff at both institutions will be afforded multiple opportunities to engage with peer institutions who are also creating environments that improve the experiences and outcomes of first-generation students. STRUCTURE: Our 45-minute panel will consist of 2 colleagues from each institution, and each will have equal talking time over the course of the panel. A Moderator will summarize panel talks and will have 3 questions that will lead to discussion. There will be a small amount of time for questions from the audience. CONTENT: The panel will address some of the current First-Gen work they are doing at their own campuses, explain what it means to be a First-Gen Forward Institution, and discuss ways they can take what they learn and offer best practices to assist all institutions statewide. PURPOSE: The purpose of the panel is to raise awareness about the First-Gen Forward designation, start a discussion about First-Gen students, and being intentional that improving justice, equity, accessibility, diversity, and inclusion 'takes a village' and collaborative work with partnering institutions is important.</p>	<p>Jose Villar, Director of College Enrichment & Outreach Programs, UNM</p> <p>Brandi Stone, Director of African American Student Services, UNM</p> <p>Dr. Tony Marin, Assistant Vice President for Student Affairs, NMSU</p>
2:00pm	Session #5	<p>Putting Students at the Center of Culturally Responsive Practices</p> <p>This talk presents the results of our IRB-approved study examining pedagogical practices in their online courses that students recognize as culturally responsive. A culturally responsive and inclusive instructional design is one that acknowledges the Western, white supremacy of educational structures and practices that diminish the voices, stories, and cultural wealth of communities of color. These are the ways of knowing, learning, and navigating that students and communities of color bring to the classroom. In order to uncover the examples of culturally responsive teaching, we asked students themselves, through focus groups and individual interviews. Our findings indicate that there are several low-lift teaching and course design strategies that students consistently point to as supporting their feelings of belonging, improving their personal connections, and making them feel valued in their courses:</p> <ol style="list-style-type: none"> 1. Activities that allow for knowing self/professor/classmates more personally: these actions might include a class welcome, group activities and discussions, or personal reflections. 2. Metacognitive Activities: these actions included reflecting on how students use campus or community resources, how they approached their learning process, or how they situated themselves within various communities. 3. Folding in Student Experience: these actions might include allowing students to choose a project topic related to their interest or community or framing questions so that students can relate content to their personal experiences. 4. Incorporating Student Feedback: students described this strategy in two main ways. First, students appreciated being asked how the course was going as it was unfolding rather than only having the option to provide feedback at the end of the course. Second, they also 	<p>Dr. Aeron Haynie, Executive Director, Center for Teaching and Learning, UNM</p> <p>Dr. Stephanie Spong, Associate Director, Center for Digital Learning, UNM</p> <p>Stephanie M. Sánchez, Director of Student Learning Assistance and Graduate Support at the Center for Teaching and Learning, UNM</p>

		<p>their personal experience in the course and what actions instructors could take to support students' experience. Students described surveys where they could provide instructors with information on their pronouns, or whether or not any of the content or discussions made them seems more focused on course content and structure (e.g. assessments), while the second appears to target student well-being more holistically. 5. Creating Inclusive Learning Spaces: while the above strategies contributed to inclusive learning spaces, students also pointed to courses that were designed to allow them creativity or flexibility, courses that provided contextualized or community-based assignments, and courses that were well-facilitated as contributing to inclusive learning spaces. Our analysis also uncovered that when tackling some higher-stakes culturally responsive teaching practices, students require faculty to carefully scaffold trust in the classroom, critically reflect on their own positionality, and actively facilitate discussions. Despite practices that might be perceived by instructors as positive (such as incorporating current events in class), the absence of these efforts is perceived as harmful to the learning environment for students. Particularly in online spaces where students' words are often more permanent, either in text or a recording, there was a strong reticence to engage in conversations that may be charged without an established sense of trust amongst the class.</p>	<p>Lacey Hites, Graduate Assistant, Center for Teaching and Learning, UNM</p>
3:00pm	Session #6	<p>First-Gen Proud: Student Stories about Resilience and Opportunity</p> <p>The University of New Mexico and New Mexico State University are home to several U.S. Department of Education Federal TRIO Grants that are designed to serve students who are first-generation, low-income, and/or students with documented disabilities. In the TRIO community, November 8 is a special day and serves as the annual National First-Generation Celebration to honor the anniversary of the signing of the Higher Education Act of 1965. The Higher Education Act ("HEA") emerged out of President Lyndon B. Johnson's War on Poverty. Much like other hallmark legislation of that era, such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, HEA was intended to help level a playing field that for too long had been weighed against Americans from minority and low-income backgrounds. In addition to creating federal grants and loan programs to help students finance their educations, the legislation made key investments in institutions of higher education. Additionally, HEA ushered in programs, particularly the Federal TRIO programs, necessary for postsecondary access, retention, and completion for low-income, potential first-generation college graduates. This Panel Discussion is designed to highlight the stories of our incredible First-Gen Students that attend the University of New Mexico and New Mexico State University. STRUCTURE: Our 45-minute panel will consist of 2 students from each institution, and each will have equal talking time over the course of the panel. A Moderator will summarize panel talks and will have 3 questions that will lead to discussion. There will be a small amount of time for questions from the audience. CONTENT: The panel will share their story as a first-generation college student. They will talk about some of their struggles and how there are programs in place designed to convert these struggles into successes. PURPOSE: The purpose of the panel Generation students and to remind the audience of their WHY. Too often administration, faculty, and staff get overwhelmed with the 'day to day' work that is being done, but it is important to look up, listen and be reminded WHY we do this tough work.</p>	<p>Dawn Blue Sky - Hill, Director of SSS at UNM</p> <p>Bernadine Booky, Director of SSS at NMSU</p> <p>Edymar Hernandez, Student, UNM</p> <p>Jesus Porras, Student, NMSU</p> <p>Julia Quezada, Student, UNM</p> <p>Marisol Rodriguez, Student, NMSU</p>
4:00pm	Closing Remarks	Discuss Plans for Higher Education Diversity Summit 2023	<p>Lorena Blanco-Silva, MPA UNM DEI Diversity Programs Director</p>
4:15pm	Adjourn		

Friday, November 11, 2022

Time	Event	Description	Speakers
9:00am-12:00pm	Safe Zone Training	<p>The UNM LGBTQ Resource Center will provide Safe Zone workshop to all Diversity Summit participants.</p> <p>A capstone program of the UNM LGBTQ Resource Center, the training covers topics such as: Identity, Microaggressions, the Coming Out process, creating equitable spaces for Transgender individuals, and more. Specialized workshops in the medical community and mental health providers are forthcoming.</p> <p>Register here for the Safe Zone Workshop: https://goto.unm.edu/3sp7i</p>	Frankie Flores, Director UNM LGBTQ Resource Center