

# 2026 Statewide Diversity Summit

## Addendum 2: Early Afternoon Breakout Sessions

2 p.m.-3 p.m.   Friday, April 17   Choose a session (A-E) from the options below		
Session A	SSTC 200	<p><b>Decolonizing and Indigenizing an Educational Leadership Program in New Mexico and the Navajo Nation</b></p> <p><b>Presenters:</b> Shawn Secatero, Ph.D, UNM-Albuquerque; Marnita A. Chischilly, UNM-A; &amp; Bernard Chimoni, UNM-A</p> <p><b>Moderator:</b> Shawn Secatero, Ph.D, UNM-Albuquerque</p> <p><b>Type:</b> Panel Presentation</p> <p>In this interactive workshop, participants will learn about decolonizing and Indigenizing an educational leadership program entitled, “Promoting our Leadership, Learning, and Empowering our Nations,” (POLLEN) at the University of New Mexico. This successful teacher-to-principal leader pathway program has produced 72 graduates who are educational leaders in Native-serving schools in New Mexico and the Navajo Nation. This workshop will embed spiritual, mental, physical, and social well-being practices in research, service, and teaching by using the Corn Pollen Model (Secatero, 2022). Participants will create a vision statement, a leadership definition, and a life symbol.</p>
Session B	SSTC 180	<p><b>Creating and Uplifting Queer Networks for staff on Campus through a Queer Center</b></p> <p><b>Presenter:</b> Frankie Flores</p> <p><b>Moderator:</b> Frankie Flores</p> <p><b>Type:</b> Roundtable Discussion</p> <p>This session will discuss the origins of the UNM Arcoíris Center and our journey over 15 years in fostering relationships amongst Trans and Queer students, staff, faculty, and community. The session hopes to foster a safe-space by asking our allies and advocates to allow Trans and Queer people to be solely in community. We will discuss strategies for outreach, including the evolution of our advisory board. This will lead into a discussion of questions and concerns on attendees campuses. This will lay the foundation of creating networking opportunities for Trans and Queer staff and faculty across New Mexico Higher Education Institutions.</p>

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Session C	SSTC 172	<p><b>Strengthening Culturally Responsive Education Through Local Partnerships</b></p> <p><b>Presenter:</b> Priscilla Benally, GMCS Board Vice President; Kevin Mitchell, GMCS Board President; Val Wangler, MD, GMCS Board; Georgianna Desiderio, GMCS Board; &amp; Jvanna Hanks II, Interim Superintendent, GMCS</p> <p><b>Moderator:</b> Priscilla Benally, GMCS Board of Education</p> <p><b>Type:</b> Panel Presentation</p> <p>The Gallup McKinley County School Board and Superintendent panel proposes to address the critical need for culturally-responsive primary and secondary education, and the inclusion of Indigenous viewpoints, constructs, curriculum and historically-informed perspectives on education. The panel will speak to the importance of learning from educators of a similar background and the impact of grow-your-own and alternative certification pathways on local educator development, recruitment and retention. GMCS and UNM-G share many common priorities, and strengthening collaboration around these components, and others, benefits the educational system of our community as a whole.</p>
Session D	SSTC 162	<p><b>Roanoke Ministries Leadership in the Time of Pandemic: Impact of COVID -19 on the Homeless</b></p> <p><b>Presenter:</b> Dr. Christopher Dyer, UNM-Gallup</p> <p><b>Moderator:</b> Dr. Christopher Dyer, UNM-Gallup</p> <p><b>Type:</b> Individual Presentation</p> <p>This presentation details the leadership of Roanoke Area Ministries (RAM House) serving the homeless during the COVID -19 Pandemic. RAM House started in 1971 when the local government and area congregations noticed an increase in homelessness in Roanoke, Virginia. Using Roanoke Area Ministries volunteer and client oral history interviews (N=50), five years of quantitative intake data (N= 500,-(2015-2020) we detail the impacts on recent service patterns of the COVID-19 pandemic, including social disruptions of homelessness, food insecurity, and job loss in historic context. Outcomes were provided to RAM House to identify the areas of greatest need, potential adaptive innovations in client services, and proposed post-COVID-19 strategies to increase fundraising efforts for novel programs and services.</p>

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Session E	SSTC 108	<p><b>Separate and Unequal: Student Experiences in Noncredit Postsecondary Education at Santa Fe Community College</b></p> <p><b>Presenter:</b> Dr. Monique Anair, SFCC</p> <p><b>Moderator:</b> Dr. Monique Anair, SFCC</p> <p><b>Type:</b> Individual Presentation</p> <p>In 2024, New Mexico’s community colleges and branch campuses received \$60 million dollars for noncredit workforce education. Noncredit workforce education can significantly increase students’ earning potential; however, data reveals that when we use the terms workforce training and noncredit education it masks the identity of students who are disproportionately Hispanic, Black, and Native American low-wage workers. New Mexico students navigate separate and unequal systems of postsecondary education, a barrier that is hard to recognize. Using quantitative and qualitative data along with a ten-minute documentary film, this study provides details about noncredit students’ experiences at Santa Fe Community College.</p>
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