

# 2026 Statewide Diversity Summit

## Addendum 1: Morning Breakout Sessions

10:15 a.m.-11:15 a.m.   Friday, April 17   Choose a session (A-D) from the options below		
Session A	SSTC 200	<p><b>The State of Immigrant Rights in New Mexico</b></p> <p><b>Presenters:</b> Emma O’Sullivan, ACLU of NM; Jessica Martinez, New Mexico Immigrant Law Center</p> <p><b>Moderators:</b> Daniel T. Primozic, Ph.D, UNM-Gallup</p> <p><b>Type:</b> Panel Presentation</p> <p>This session briefs participants on the current state of immigrant rights in New Mexico and how recent wins are being defended and expanded. We will cover implementation of the Immigrant Safety Act and local noncooperation policies, litigation and advocacy to curb unlawful ICE collaboration, and practical strategies that keep families together, from access-to-counsel and detention-conditions work to rapid-response and community trainings. Using concrete New Mexico examples, we’ll map the 2026 threat landscape, including state and county pressure points, and identify near-term opportunities for coalition action, messaging, and policy fixes.</p>
Session B	SSTC 180	<p><b>Preserving Our Voice: The Critical Role of Navajo Language Retention and Revitalization</b></p> <p><b>Presenters:</b> Joe Kee, UNM- Gallup; &amp; Carolene Whitman, UNM-Gallup</p> <p><b>Moderator(s):</b> Joe Kee, UNM-Gallup; &amp; Carolene Whiteman, UNM - Gallup</p> <p><b>Type: Paper Presentations Name of Speaker</b></p> <p>Approaching native language teaching and learning from a Eurocentric viewpoint has serious consequences for students from non-western cultures and languages. Native language communities face an epidemic of language loss as the younger generation speaks English in their daily interactions. Navajo elders are helping to revitalize the ancestral understanding of teaching and learning using language immersion methods using TPR (total physical response). To facilitate the sense of sacredness of the Navajo language and increase language retention, educators must look at the elder’s perspectives and explore with students how their native language enables them to face the challenges in life.</p>

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Session C	SSTC 172	<p><b>Rooting Intellectual Sovereignty in Indigenous Traditional Knowledge</b></p> <p><b>Presenters:</b> Kyle Harvey, UNM-Albuquerque; John White, UNM-Albuquerque; &amp; Darrel Watchman, WNMU</p> <p><b>Moderator:</b> Dr. Sarah Llanque-White, UNM-Albuquerque</p> <p>This panel examines traditional knowledge, intellectual sovereignty, academic freedom, and the distinction between facts and misinformation. By prioritizing Indigenous epistemologies, speakers discuss standardized education through Diné-related cultural mathematics and artistic practices, including weaving, metalwork, and creative writing, as tools for trauma-informed healing and social work. The discussion addresses the legacy of boarding schools, modern issues such as environmental injustice, and violence against women and two-spirited relatives. Through grassroots approaches and traditional ceremonies, the panel advocates for de-anthropocentric relations, asserting that academic freedom must encompass traditional wisdom as a primary source of truth and restorative education.</p>
Session D	SSTC 162	<p><b>Beyond the Ordinary Dual Credit Coursework: Cultural Studies for Historical Literacy and Affirmation</b></p> <p><b>Presenters:</b> Dr. Elena Valdez, NMHU; &amp; Adrian Sandoval, NMHU</p> <p><b>Moderator:</b> Dr. Elena Valdez, NMHU</p> <p><b>Type:</b> Paper Presentations</p> <p>This talk will focus on the rationale and potential for dual credit cultural studies courses in New Mexico’s high schools within our current sociopolitical contexts. Co-presenters will reflect on their own efforts to support historical literacy and affirm student identity in a local high school, what initial steps were taken to create a dual credit cultural studies course offering, and the challenges that presented themselves. Participants will be invited to dialogue with other attendees about the general interest in cultural studies dual credit opportunities in their institutions and surrounding communities.</p>