



EQUITY & DIVERSITY

DEEP DIVE, BOARD OF REGENTS MEETING

PATRICIA TRUJILLO, PhD
DECEMBER 7, 2018
NORTHERN NEW MEXICO COLLEGE



Acknowledgements and Gratitude

- Dr. Bailey and Board of Regents
- Diversity Council
- Student Life/ Co-Curricular Committee
- Community Partners
- Community Volunteers

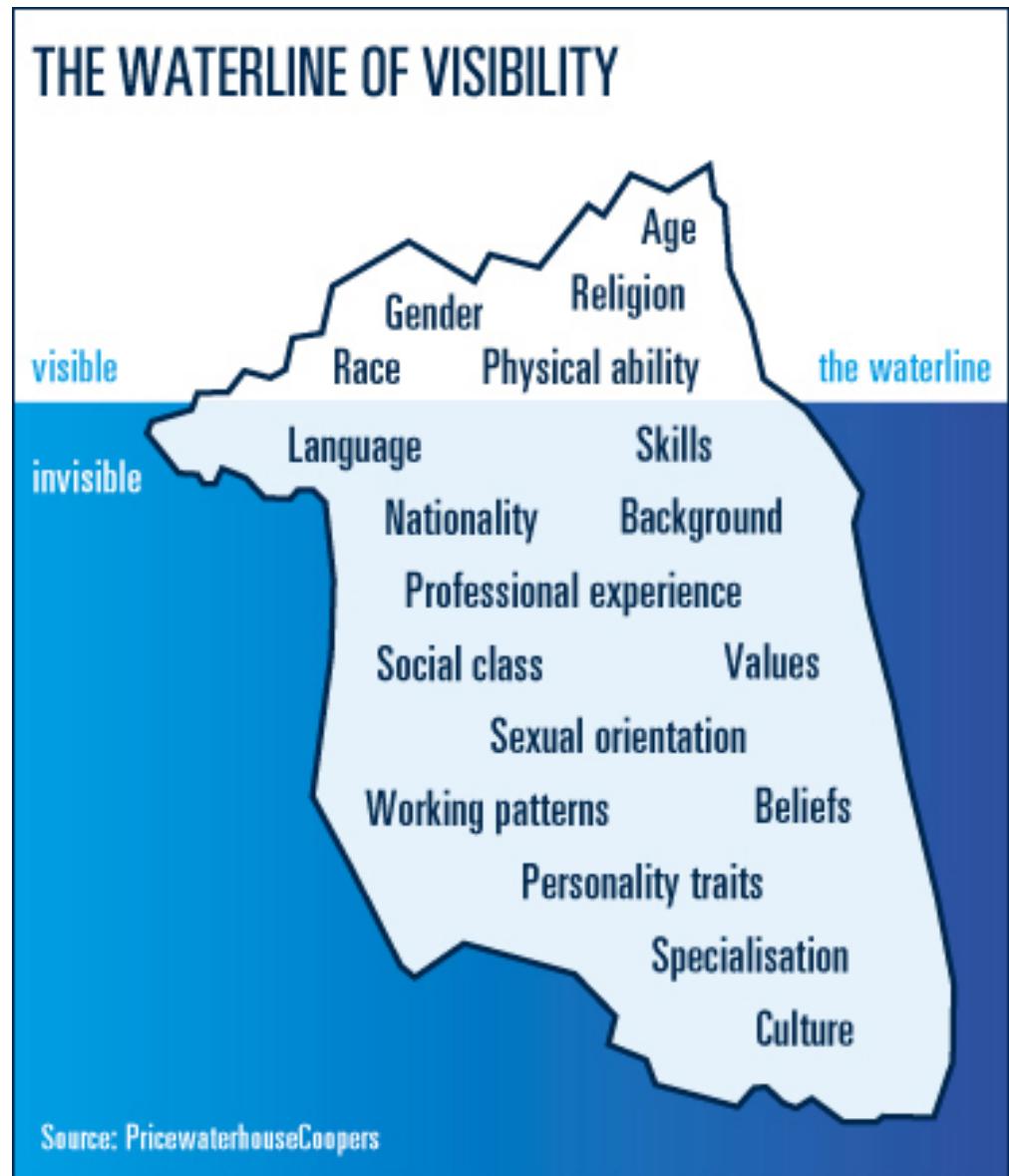


Equity & Diversity Fast Facts



- Established in Fall 2013
- Origins: From a need to connect accreditation & compliance issues to institutional change regarding college Culture/Climate
- Previous iteration of a Title V Grant: Center for Equity in Learning & Teaching (CELT) provided a foundation for the work; professional development for faculty/staff that centered equity
- Walk our talk as Hispanic and Native American serving institution
- Operates on a .50% faculty director and the kindness of allies, such as members of the Diversity Council, Student Life and community volunteers
- UNM and NNMC are the only two higher education institutions with Chief Diversity Officers; NNMC is the only comprehensive

The deep dive...



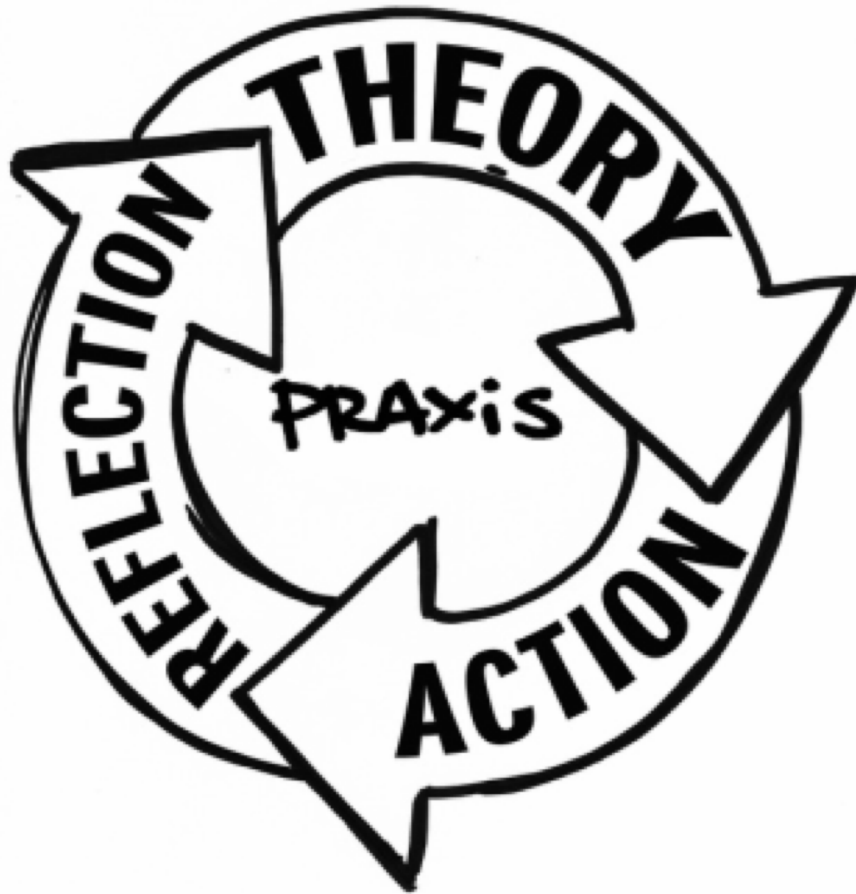
By the end of our deep dive, you should:

- Have practiced your JEDI Powers – Use the force!
- Know what the relationship between theory, action and reflection is called
- Know the three pillars of the Office of Equity & Diversity
- Be able to give at least one example of how this work is being done at Northern New Mexico College

Our J.E.D.I. Powers

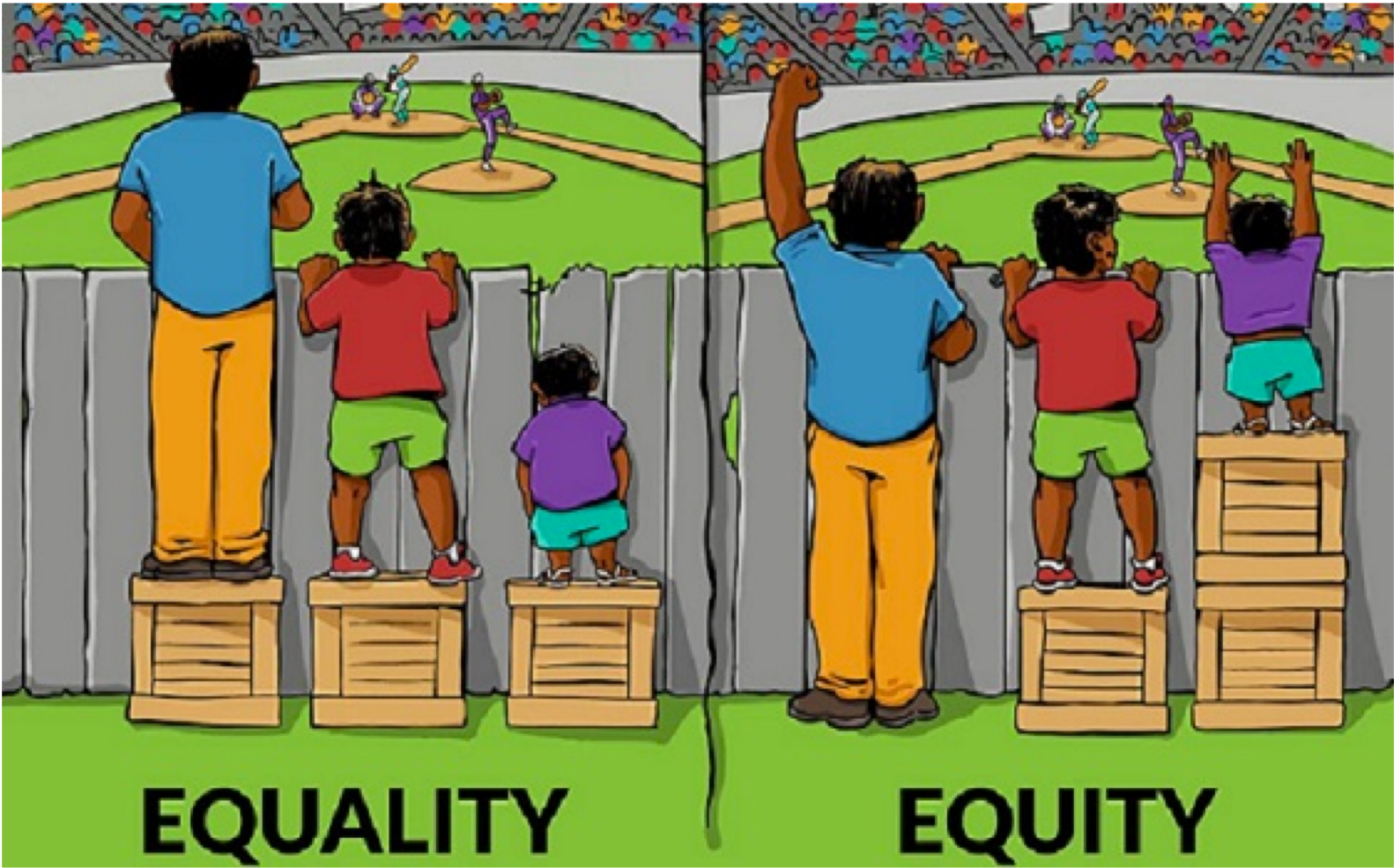
OED is guided by a praxis-orientation to theories of:

- **Justice** – commitment to maintain the rights of all people, and preserve nature and the harmony of our natural world
- **Equity** – fairness or justice in the way people are treated (Walkerly and Russell)
- **Diversity** – understanding that each individual is unique and different, but keeping in mind that some groups of people have been/are oppressed due to differences (e.g. gender, race, class, skin color, etc.)
- **Inclusion** – No one gets left out, period. If it is hard, we figure it out.

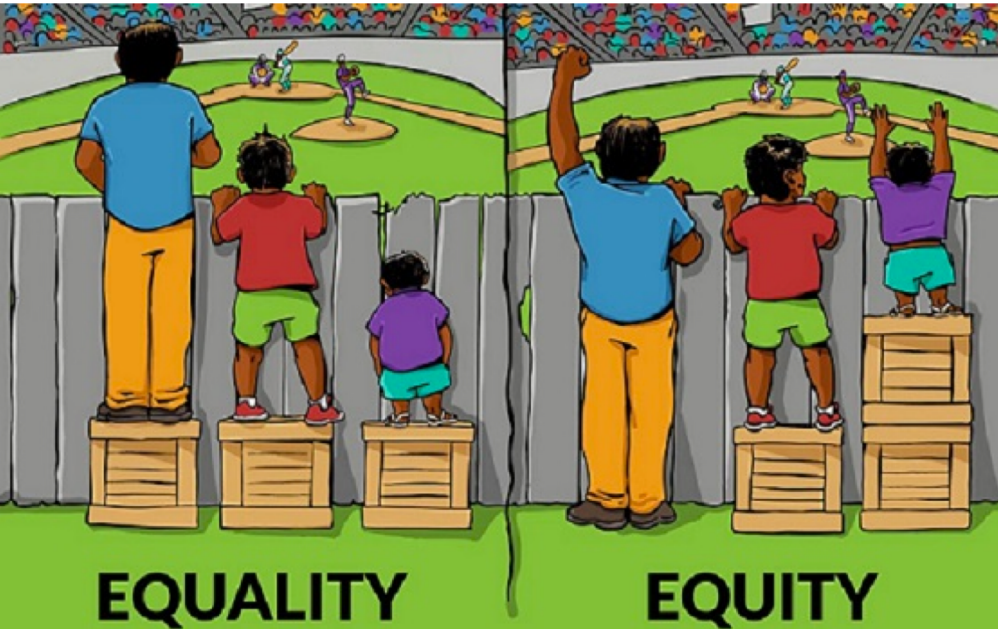


- Break the binary between theory and practice (town/gown divide)
- “Action oriented towards changing society” (Cieszkowski, 1838)
- “Reflection and action directed at the structures to be transformed” (Freire, 1970)
- “Community accountability as praxis—sets of practices that aim for deeper social transformation of communities” (Durazo, et.al., 2014)

Activity Break: The 4th Box



How can we put JEDI powers to work?

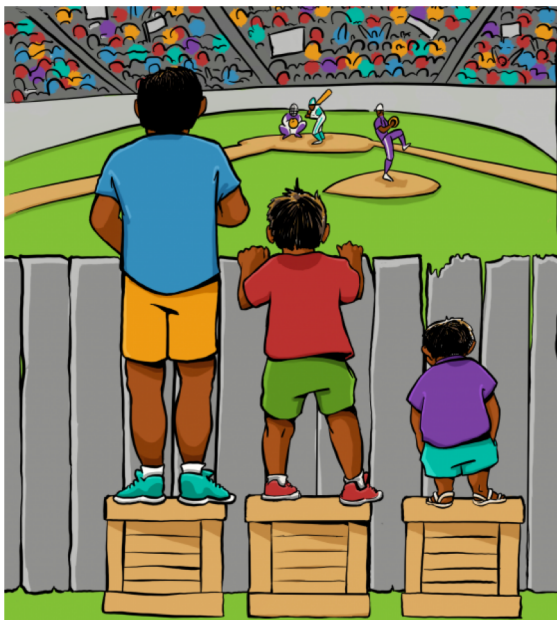


What are the justice issues in this image?

How is equity is described in the image?

What diversity issues are brought to mind?

Are there any inclusion issues?



EQUALITY



EQUITY



Reality



LIBERATION

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Equity



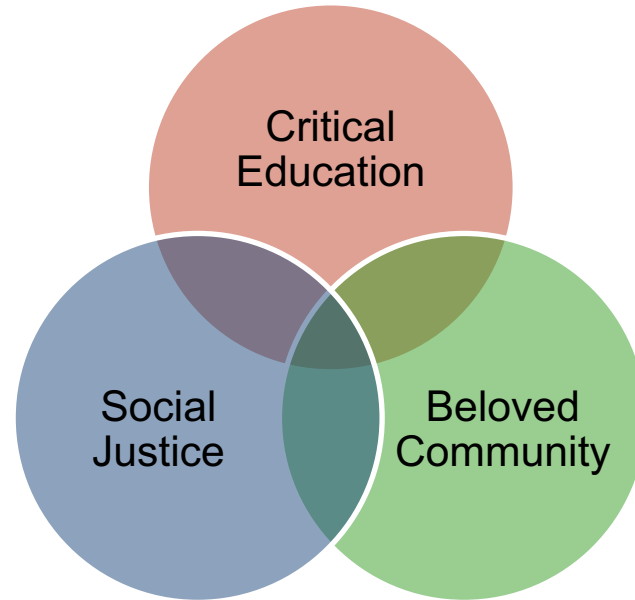
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Equality



Framework

Through three pillars of engagement:



The NNMC Office of Equity & Diversity (OED) works to educate, engage and inspire our students, faculty, staff, and the greater community.

SOCIAL JUSTICE

Remove Root Causes
Improve Structures

Social justice asks us to move beyond surface level understanding of issues to understand the structural dimension of problems and their respective solutions. Social justice concerns the fair and just relationships between the individual and society. This requires radical truth in reconciling histories and narratives, creating inclusive practices for groups of people who have been historically disenfranchised, and the maintenance of "right relationship" in continuation of the work.

CRITICAL EDUCATION

Education as the
Practice of Freedom

Critical education is a "school" of educational thought and practice in which the deeply (socio)political nature and potential of education is not only recognized, but seen as key in bringing about social change from the ground up and challenging power structures locally and globally. Critical education is fundamentally understood as striving towards transformations for self, family, community, and society.

(caminaproject.weebly.com)

BELOVED COMMUNITY

Place-based learning;
We build the world we
need

The Beloved Community is "a community in which people of different backgrounds recognize that we are all interconnected and that our individual well-being is inextricably linked to the well-being of others" This connects to our strategic vision that "Northern will promote a healthy, enriching work and study environment in which all members of the College community are engaged, empowered and valued."

(www.cityyear.com/beloved-community)

Social Justice

Internal/External: Women's Council

- Grant to support the cultivation of women's leadership in northern New Mexico and at NNMC
- Supreme Court Justice Ruth Bader Ginsberg famously said, "Women belong in all places where decisions are being made."
- When we look around our communities, our campus, are women in all places where decisions are being made?
- How do we address this?



Social Justice

External: Advocating for Community Voices - Martínez/Yazzie V. State of New Mexico (Fall 2018)

- In coordination with LANL Foundation, Mexican American Legal Defense and Education Fund, Latino Education Task Force – have hosted 3 meetings with dozens in attendance
- Sharing information with northern NM School districts regarding the court ruling that the state violated the right of at-risk students and that every child has a right to “sufficient” education according to NM constitution
- About giving students, families and educators a place at the table regarding how the legislature and executive will fund re-design and fund public education
- See December 2018 *Greenfire Times* for column co-authored by P. Trujillo



Critical Education

Internal: Team Development of a Campus-Wide Student Learning Outcome – “Cultural Sustainability Rubric” (2016- present)

NORTHERN New Mexico College



Student Learning Outcome: Cultural Sustainability					
Goals: performance at (1-2) in 100/200 level courses & perform at (2-3) in 300/400 level courses					
The Student...	0	1	2	3	4
	Does not meet minimum expectations	Beginning	Developing	Accomplished	Exemplary
Intersectionality of identities		Recognizes the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. definitions, introduction to terms/concepts, etc.)	Applies the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. utilizing concepts in an argument)	Analyzes the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. case studies, presentations, research projects)	Integrate the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. service learning/volunteerism, research projects, and solutions-based project to address community need.)
Understand that there are Spectrums of identities		Recognizes that there is a spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships. (e.g. definitions, introduction to terms/concepts, etc.)	Explains the spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships (e.g. reading responses, compare/contrast, debate, etc.)	Demonstrates the spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships (e.g. describe merits of models from different cultures, approaches to timelines, comparing perspectives within or across disciplines)	Understand that there is a spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships. (e.g. create an artifact – picture, poem, music, etc.– in order to communicate. Write a detailed plan to manage a problem with equity/culture in mind, present a written plan with arguments for its adoption, etc.)

- UNM and NNMC are the only two institutions in NM to have a JEDI SLO. Seen as leaders in the work.

- 4 areas of concentration:
 - 1) Intersectionality of Identities,
 - 2) Understanding that there are Spectrums of Identities,
 - 3) Sustainability and Healthy Global Environment, and
 - 4) Respect & Dignity for Distinct Cultures of NM

- Demonstrates how institutional shift in curriculum can occur. Now Cultural Sustainability is measured in all of our academic areas.



Critical Education



Northern New Mexico College and the Northern Rio Grande National Heritage Center present

FIESTAS COMMUNITY ENGAGEMENT SERIES

**THURSDAY
JUNE 21, 2018**

3:00 – 4:30 pm
Northern New
Mexico College
Ben Luján Library
1st Floor



"The Legacy of Oñate's Last Foot"

Robert Tórréz - Former New Mexico State Historian and Author

During the first week of January 1998, unidentified vandals sawed off the right foot of the Juan de Oñate statue at the former Oñate visitor center in Alcalde. Anonymous persons claimed it was done on behalf of, but not necessarily by, the Acomas, to protest the treatment of the people of Acoma by Juan de Oñate following the ill-fated "Acoma Revolt" of December 1598. This presentation will review this event and place it into a historical context based on what we know about the Acoma Revolt and its aftermath, and examine the legacy of Spanish colonization and its effect on indigenous peoples of New Mexico, especially the Pueblos.

**THURSDAY
JUNE 28, 2018**

6:00 – 7:30 pm
Northern Rio Grande
National Heritage
Center
Alcalde, NM



The Last Conquistador

Film and Discussion, moderated by Dr. Patricia Trujillo

Synopsis: Renowned sculptor John Houser has a dream: to build the world's tallest bronze equestrian statue for the city of El Paso, Texas. He envisions a stunning monument to Spanish conquistador Juan de Oñate that will honor the contributions Hispanic people made to building the American West. But as the project nears completion, troubles arise. Native Americans are outraged—they remember Oñate as the man who brought genocide to their land and sold their children into slavery. As El Paso divides along lines of race and class in *The Last Conquistador*, the artist must face the moral implications of his work.

**THURSDAY
JULY 19, 2018**

6:00 – 7:30 pm
Northern New
Mexico College
Center for Fine Arts
Auditorium



Gathering Up Again: Fiesta in Santa Fe

Diane Reyna (Taos/Oke Owingeh)—Filmmaker, Facilitator, College Instructor

Gathering Up Again: Fiesta in Santa Fe, looks at the Santa Fe Fiesta, promoted as "America's oldest continuous community celebration", which commemorates the Spaniards' "bloodless reconquest" of the Pueblo Indians in 1692. Focusing on three young people who participated and held different fiesta roles who represented each of the city's principal ethnic groups—Native Americans, Hispanics, and Anglo-Americans, the film examines the impact of the issues of conquest on Pueblo people and the impact of public cultural celebrations surrounding those issues.

**THURSDAY
JULY 26, 2018**

3:00 – 4:30 pm
Northern New
Mexico College
Ben Luján Library
1st Floor



"The Sins of Our Fathers: The Colonial Legacy of Juan de Oñate"

Dr. Vanessa Fonseca-Chávez — Assistant Professor of English, ASU

As the proclaimed "founding father" of Spanish New Mexico, Oñate not only grappled with upholding a legacy inherited from his father, he also hoped to secure a legacy for his own son through the acquisition of a royal title via his expedition to New Mexico. Oñate's legacy as the "founding father" of Spanish New Mexico complicates how nuevomexicanos negotiate the successes and shortcomings of Oñate and how the larger Chicana/o community responds to contemporary performative acts of memory. How much do we really know about the literature of this founding father and how far are we willing to go to protect his legacy?



Join us for a series of talks, films and discussions to help build understanding about what we are celebrating, what's at stake, and how our community can communicate across differences.

Free and open to the public.

For more information call (505) 747-5448 or email OED@nmmc.edu



External: Fiestas Community Engagement Series (Summer 2018)

- Tension in the community regarding decision to remove figure of Oñate from annual fiestas
- Lots of jobs being taken via social media sites, community-wide concern about tense communications
- Over 200 participants
- Each session shared info regarding respectful dialogue as a value of community
- Collaboration with NRGNHA



Beloved Community

Internal: Responding to Shared Trauma with Prayer Flags (October 2018)

- Shooting involving students impacted our student body
- Learning is emotional
- Organized an activity in coordination with CAMP
- 50 students and their families participated
- Wrote messages hope and healing for our college and community



Beloved Community

External: Grassroots Institute for Fundraising Training (GIFT), October 2018

Co-Sponsored with
NM Health Equity
Partnerships,
Chainbreaker Collective,
NewMexicoWomen.Org



- GIFT is a multiracial organization that promotes the connection between fundraising, social justice and movement-building.
- GIFT believes that how groups are funded is as important to achieving their goals as how the money is spent, and that building community support is central to long-term social change.
- Fundraising, program, and organizing need to be integrated so that all staff, board, and volunteers are aware of and involved in all aspects of the work

Beloved Community



GIFT – Brought over 50 organizations to campus

ACLU- NM, Baby Fund, Baca Family Historical Project, COPE, Chainbreaker Collective, Coalition to Stop Violence Against Native Women, Con Alma Health Foundation, Concerned Citizens for Nuclear Safety, Conservation Voters New Mexico, Dine Introspective, Dona Ana Communities United, Fathers Building Futures, Fathers New Mexico, The Family YMCA, Fair Vote New Mexico, Friends of the EPA, Global 505, Hands and Voices, Juntos: Our Air, Our Water, Indian Country Grassroots Support, LANL Foundation, March of Dimes, Mavel Photography, McKinley Collaborative for Health Equity, McKinley Community Health Alliance, National Center for Frontier Communities, New Energy Economy, New Mexico Health Equity Partnership, New Mexico Social Justice Equity Institute, New Mexico Asian Family Center, New Mexico Crises and Access Line, New Mexico Women.org, New Mexico Department of Health – NW Region, NMDOH – NE Region, NMDOH-Office of Health Equity, New Vistas, Northern New Mexico Office of Equity and Diversity, Pajarito Environmental Education Center, Notah Begay III Foundation, Opportunity Santa Fe, Planned Parenthood, Prosperity Works, Proyecto Manzanar, San Juan Collaborative for Health Equity, San Miguel County Health Impact Assessment Team, Santa Fe Community Foundation, Sierra Club, Somos Un Pueblo Unido, Southwest Organizing Project, Strong Families, Taos Whole Community Health, Together for Brothers, Tularosa Basin Downwinders, UNM TREE Center, Visionz-Sankofa, and Working Classroom.



Leadership through Relationship

OED is considered a thought leader in northern New Mexico, director serves on the board and is an advisor to:

- NewMexicoWomen.Org – only women & girls foundation in NM
- LANL Foundation – largest education foundation in NM
- Tewa Women United
- Northern Río Grande National Heritage Area

Participate in:

- New Mexico Statewide Diversity Summit – We put in a bid to host in Spring 2020
- NM Higher Education Assessment and Retention Conference



What Praxis-Oriented Work Looks Like:

GENDER EQUITY

"I feel unsafe a lot, being a woman and being gay. Being out with my family and my daughter and what people say, or how they relate to me and my wife."

—Santa Fe participant

"I work on a farm and supervise two males slightly younger than me, and it's interesting that the assumption whenever anyone gets to the field—is that one of the men would be in charge."

—Las Cruces participant

SOCIO ECONOMIC EQUITY

Economic insecurity is most prevalent among Native American, Hispanic, and foreign-born women in New Mexico. Native American women are more than twice as likely to be poor than White women in New Mexico.

Participants described how challenging it is for communities that have experienced traumas and borne the brunt of ongoing structural inequalities to achieve economic security.

HEALTH EQUITY

Regarding access to health care, Native American and Hispanic women face the greatest challenges in New Mexico. Hispanic women are over 25% less likely than White women to be insured.

While exercise and diet are critically linked to one's health, communities described physical well-being and healthy bodies as an issue of justice and not simply personal choice.

"All my life I was always on the heavy side. Now when I really reflect back...I realize when I was little, I was an emotional eater...historical trauma was one of the things that caused that."

—Gallup participant

RACIAL EQUITY

Social determinants have a disproportionate impact on the health, economic opportunities, and well-being of women and girls of color.

"As a White man, I benefit economically from racism...Some of my ancestors were given land, Native people's land, for free, and we were given access to credit. We were able to accrue wealth, whereas people of color were not."

—Albuquerque participant



NEW MEXICO WOMEN.ORG

Advancing Opportunities for Women and Girls.

IMMIGRATION STATUS

Foreign-born women are nearly twice as likely to be poor than US-born women in New Mexico.

A woman's immigration status as documented or undocumented is inextricably linked to her health and economic opportunities.

"The border is with you wherever you are."

—Las Cruces participant

HEALING HISTORICAL TRAUMA

Participants stated that poor health, gender-based violence, mental health issues, and breakdown in family systems are caused in part by historical and intergenerational trauma.

"Nobody ever talks about the historical trauma that has occurred in these communities with colonialism...There's a lot of pain."

—Española participant

ENVIRONMENTAL JUSTICE

Participants expressed how low-income communities and communities of color experience the detrimental effects of environmental contamination in a disproportionate way—for example, by losing access to safe and clean outdoor spaces.

"Everybody on the reservation was thinking, 'Oh, we don't live by a uranium mine, so we're okay.' What they're not realizing is those uranium mines were never cleaned up. It's still seeping into our groundwater."

—Gallup participant

EQUITY FOR RURAL COMMUNITIES

Rural communities across the state described a context of government underinvestment in services and safety nets, resulting in negative health outcomes for women.

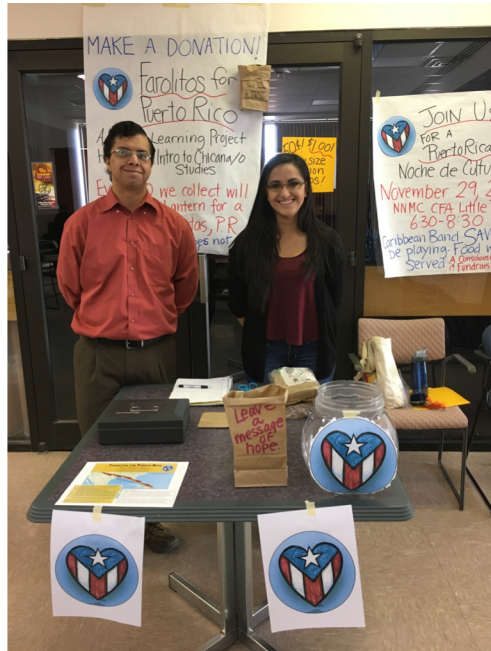
In New Mexico, women living at or near a metropolitan area were 20% less likely to be obese, 21% more likely to have a mammogram, and 24% more likely to get a checkup within a two-year period than women living in a rural area.



OK, we're at the end!

- What are our J.E.D.I. powers? **JUSTICE, EQUITY, DIVERSITY, INCLUSION**
- What is the relationship between theory, action and reflection is called? **PRAXIS!**
- What are the three pillars of the Office of Equity & Diversity? **SOCIAL JUSTICE, CRITICAL EDUCATION, BELOVED COMMUNITY**
- What's one example of how this work is being done at Northern New Mexico College? 😊 **YOUR CHOICE!**

Thank You for your participation!



For up-to-date OED announcements
"LIKE" us on Facebook:
www.facebook.com/OEDNNMC

Current Budget (AY18/19)

Summarized:

- \$34,337 - Professional Salary FT
- \$10,906 - Benefits (combined)
- \$995 - Supplies and Expenses
- \$1,500 - Honorariums
- \$3,144 - Computer Services
- \$512 - Communication Services
- \$303 Copier Services
- Total \$51,697

Budget Utilization

OED stretches small operations budget by:

- Actively collaborate with other campus orgs like Student Life and Student Senate to co-sponsor events
- Active fundraisers in the community
- Major areas of spending: events, workshops and speakers, hosting hundreds of students per semester
- AY 17/18 – Hosted 24 events, with over 1500+ in attendance

Praxis-Oriented Fundraising

- Garlic Harvest Festival - \$4,000; collected from over a dozen funding sources
- Historias de Nuevomexico - \$17,000; collected from half a dozen donors/sources
- Women's Council \$8000 grant from NMWomen.org, \$1000 from Northern Foundation (re-upped for \$8000)
- Grassroots Institute for Fundraising Training, \$640 for a Micro-Food Pantry