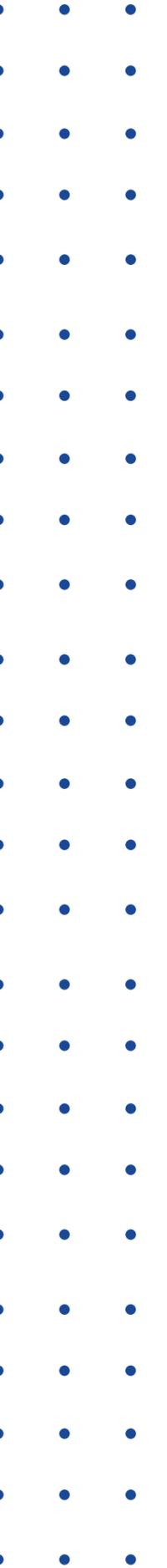# Transforming Educational Pathways in a Servingness-Conscious Approach

Dr. Ever Barraza

Office of Undergraduate Research
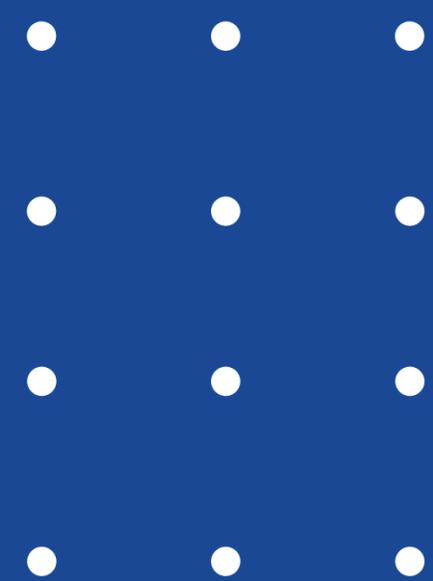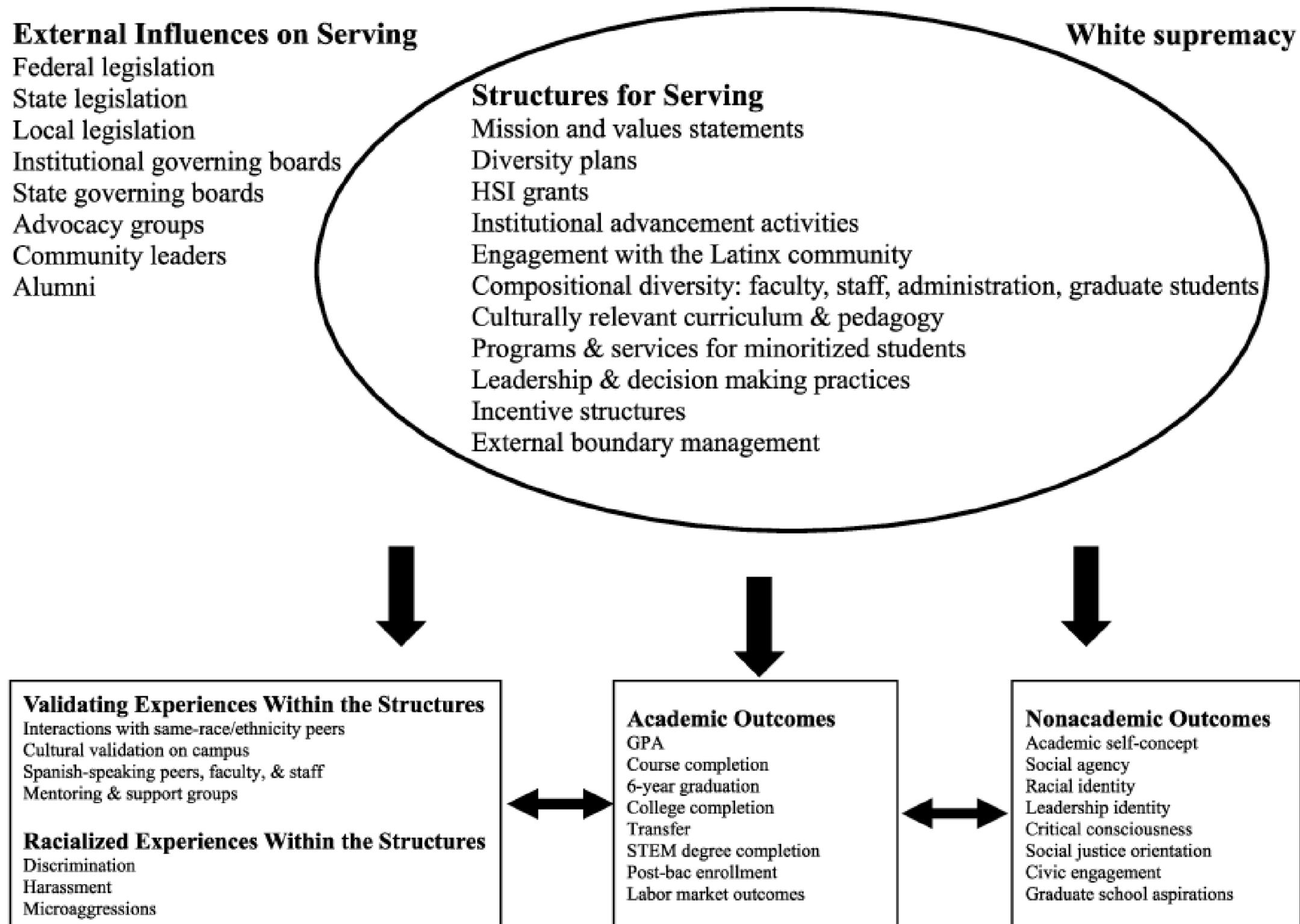
Multidimensional servingness framework (Garcia, Núñez, & Sansone, 2019) looks at HSIs and other minority-serving institutions to **move away from only enrolling** a large percentage of minoritized students **to serving them.**

Culturally-responsive leadership strategies allow us to take into consideration **pedagogy, practices, and policies that create an inclusive school environment** by considering intersectional dimensions of students (Santamaria & Santamaria, 2015).

External Influences on Serving
Federal legislation
State legislation
Local legislation
Institutional governing boards
State governing boards
Advocacy groups
Community leaders
Alumni

White supremacy

Structures for Serving
Mission and values statements
Diversity plans
HSI grants
Institutional advancement activities
Engagement with the Latinx community
Compositional diversity: faculty, staff, administration, graduate students
Culturally relevant curriculum & pedagogy
Programs & services for minoritized students
Leadership & decision making practices
Incentive structures
External boundary management

Validating Experiences Within the Structures
Interactions with same-race/ethnicity peers
Cultural validation on campus
Spanish-speaking peers, faculty, & staff
Mentoring & support groups

Racialized Experiences Within the Structures
Discrimination
Harassment
Microaggressions

Academic Outcomes
GPA
Course completion
6-year graduation
College completion
Transfer
STEM degree completion
Post-bac enrollment
Labor market outcomes

Nonacademic Outcomes
Academic self-concept
Social agency
Racial identity
Leadership identity
Critical consciousness
Social justice orientation
Civic engagement
Graduate school aspirations

Toward a Multidimensional Conceptual Framework for Understanding "Servingness" in Hispanic-Serving Institutions: A Synthesis of the Research
Gina A. Garcia, A. Nuñez, Vanessa A. Sansone

EMPHASIS OF CULTURALLY-RESPONSIVE LEADERSHIP PRACTICE

- High expectations for academic achievement
- Embed pedagogical and social inclusion of students' history, core values, community, and cultural knowledge
- Work toward developing a critical consciousness among both students and faculty
- Institutionalization of organizational structures to empower minoritized students, families, and communities

- Santamaria and Santamaria (2015)

Engaging students beyond the technical: Think political, social, community, economic, and building future leaders

APROACH TO ADVISING

SHORT-TERM AND LONG-TERM GOALS

LEVERAGING EXISTING RESOURCES

collaboration across departments, utilizing existing programs

REFLECT ON DATA

Attrition, observations, pass rates, who is participating and engaging?

ENHANCING EXPERIENCES

Building a sense of belonging, identity development, self-efficacy, articulation of experiences

Three pillars of servingness-engagement

Engagement is accessible: course-based, internships, REUs, early career support programs

Equitable opportunities for students to engage: design interventions, culturally responsive, support resources

EQUITABLE

Accessible
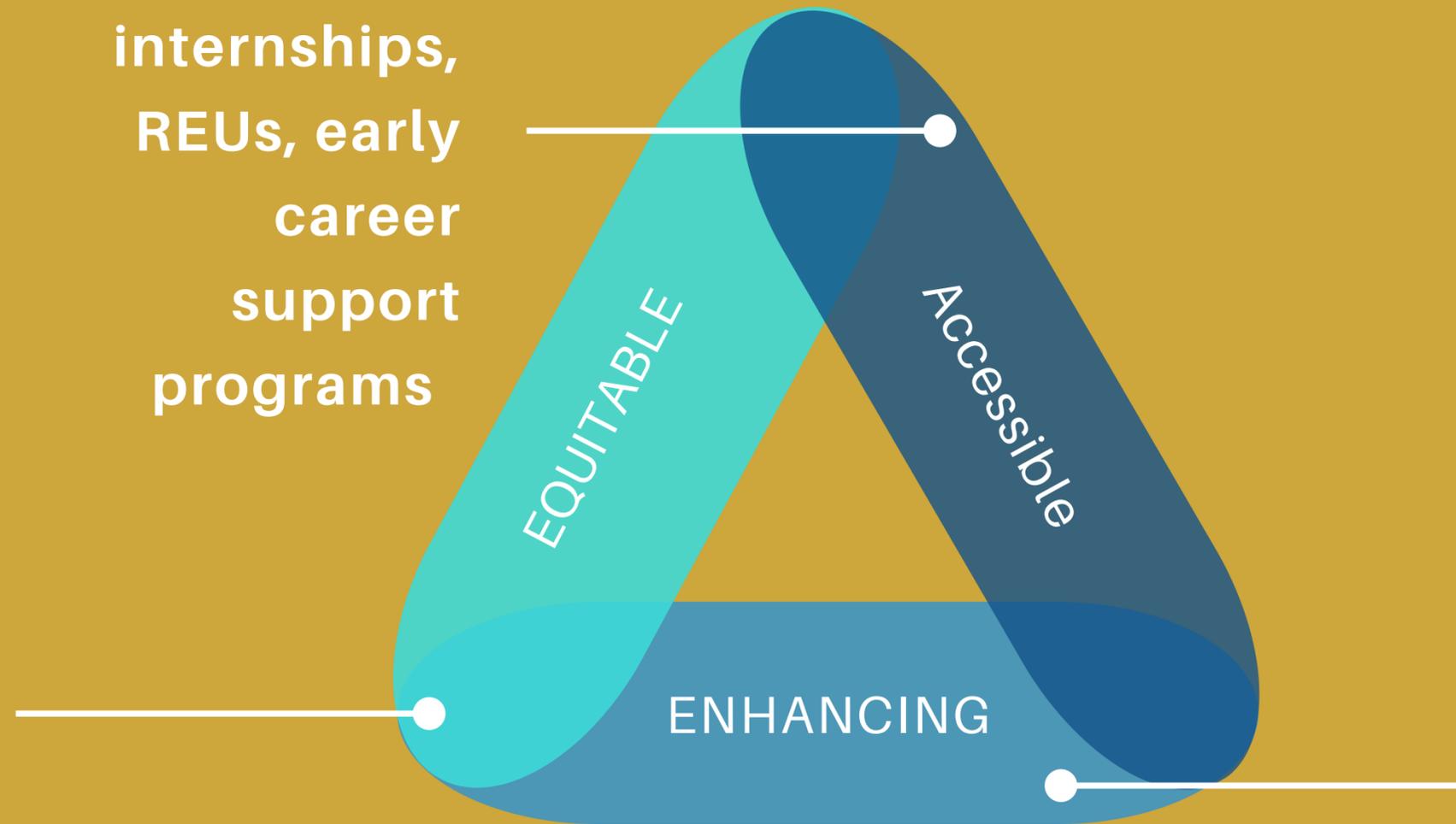
ENHANCING

Provide enhancing experiences: a sense of belonging, identity formation, articulation of skills learned

OUR ROLE AS INSTITUTIONAL AGENTS

- Institutional agents have been examined in the literature as members of the institution, i.e. faculty, administrator, and staff who effectuate the success of students.
- Institutional agents have experienced or develop more in-depth understanding of institutional oppressive practices
- IAs use their knowledge to support student success by transforming institutional settings and grow capacity to serve

- (Bensimon et al., 2019)

WHAT CAN WE DO

1. We can provide increased STEM success
   a. Recruitment, admission, and program development
   b. Professional networking
   c. Brokering support or leveraging support within and across systems
   d. Pass on cultural and social capital

Bensimon, E. M., Dowd, A. C., Stanton-Salazar, R., & Dávila, B. A. (2019). The role of institutional agents in providing institutional support to Latinx students in STEM. Review of Higher Education, 42(4), 1689–1721. https://doi.org/10.1353/rhe.2019.0080

POWER OF MENTORS AND CREATING LEADERS THROUGH RESEARCH, PROJECT, OR INTERNSHIP ENGAGEMENT

- Menti:

  https://www.menti.com/wcye68b

  hih

JESSICA

3rd Year Engineering

RYAN

4th Year Engineering

DAVID

1st Year Engineering

AMANDA

3rd Year Engineering

Activity

Engaging students from a servingness-conscious approach

III

Get to know Jessica's story

As a first-generation, 3rd year transfer student, Jessica started at CSU ___. After working for many years before coming back to school to better the lives of herself and her daughter as a single parent, Jessica wanted to join a research project because her aspiration was to be a professor. However, because she was trying to graduate as soon as possible, Jessica had reservations on reaching out to the faculty.

Starting her second semester, Jessica is one of your students. You observe Jessica to be an outstanding student and you learn about her story. You also know that for her best shot to get to graduate school, she should definitely do research or internship. You ask the class if anyone is interested in research to come speak to you during office hours hoping that Jessica will also take the opportunity to do so, but she does not. What do you do?

TH

Get to know Ryan's story

TH

As a 4th year engineering student, Ryan is on track to graduation. Since he primarily focused on his studies, Ryan did not participate in many extracurriculars, research, or internships. Now in his final year, Ryan wants to get involved but has been having trouble finding the support needed. Ryan's dream job is to work at JPL but currently holds a 2.87 GPA. He was told by some friends that JPL and other companies may hold the GPA against the application. What advice do you have for Ryan?

III

Get to know David's story

As a first-year student, David is currently taking GE's and is involved in a first-year experience course. A faculty member in the department was invited to give a presentation on how to best utilize your time as a student and get engaged with the campus community right away. As a low-income student and first-generation, David's family relies on him working on the weekends to contribute to bills at home. David is interested in starting an internship by the end of the second year if possible, but feels the pressure at home. How can we best support David to be ready, financially, or to be competitive when applying to internships?

TH

III

Get to know Amanda's story

TH

Amanda has always dreamed of being an engineer and worked hard to get to where she is at today. After a few years of being in the major, she has come to realize that she is treated differently in teams, she feels silenced, and observes how faculty, and students, interact differently with her. She feels that she does not belong but this major will lead her to her dream job. Amanda is contemplating if she should switch majors or drop out of school. She wants to be more engaged with the community but feels there is no place for her. How can we support Amanda? What options are there? Support groups?

Discussion

Strategies of support

1. Strategy for professional development
2. Research readiness
3. Extra and co-curricular engagement
4. Leveraging existing resources
5. Advocacy