Transforming Educational Pathways in a Servingness-Conscious Approach

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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).
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
APPROACH 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

**EQUITABLE**

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

**ACCESSIBLE**

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

**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

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

- Menti: https://www.menti.com/wcy68b
  hih
Engaging students from a servingness-conscious approach

Activity
https://jamboard.google.com/d/1xnFwfwO1V3bnPex3C20_z-fVkxfdAfvh8LrLpe4/edit?usp=sharing
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?
Get to know Ryan's story

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?
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?
Get to know Amanda's story

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