

Refocusing Higher Education's Democratic Purpose by Supporting Students of Color





Western Interstate Commission for Higher Education

Refocusing Higher Education's Democratic Purpose by Supporting Students of Color

Forum Annual Meeting | April 28, 2023 | Tucson, AZ

Presenters: Dr. Liliana Diaz, WICHE & Dr. Judy Marquez Kiyama, University of Arizona



AGENDA

1. Introduction
1. Understanding civic engagement behaviors of Latinx students at HSIs
1. University of Arizona - Institutionalizing Commitment to Hispanic Advancement through Faculty Development



We respectfully acknowledge that Tucson and University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.



HIGHER ED'S CIVIC PURPOSE

A NATIONAL CALL TO ACTION

A CRUCIBLE MOMENT

College Learning & Democracy's Future



The National Task Force on Civic Learning and Democratic Engagement



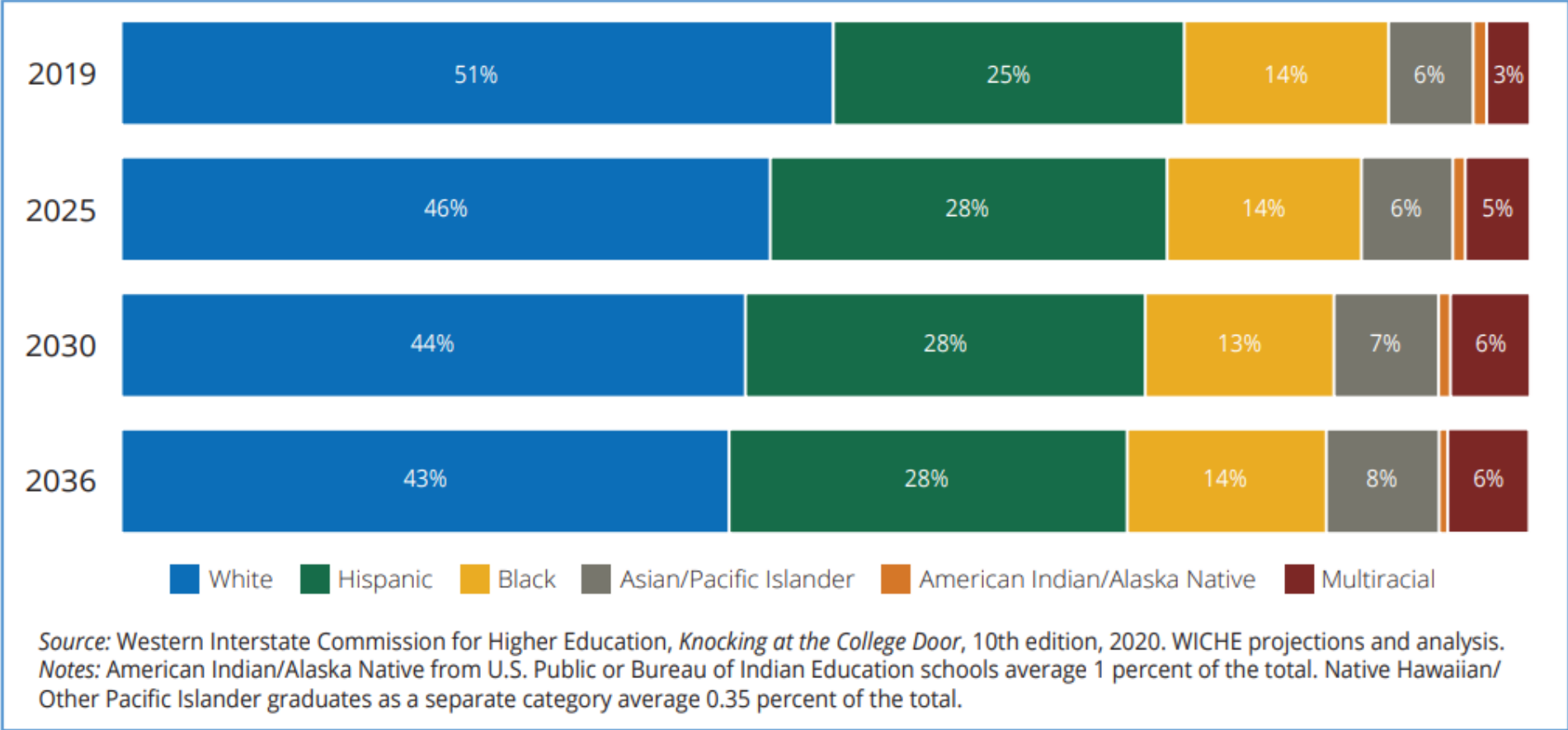
research findings suggest that students who participate in civic learning opportunities are more likely to

- *persist in college and complete their degrees;*
- *obtain skills prized by employers; and*
- *develop habits of social responsibility and civic participation.”*

-A Crucible Moment

IMPORTANT BECAUSE....

Figure 3. U.S. Public High School Graduates, by Race/Ethnicity, Class of 2019 (reported) and Classes of 2025, 2030, and 2036 (projected)





IHEs are enrolling more Latinx students than ever before, but the extent to which civic engagement practices on campuses, especially at HSIs, support the civic preparation of Latinx students in culturally appropriate and accessible ways is still unknown.”

THE RESEARCH STUDY

1. Latinx students define and describe civic practices
2. Role of Identity on civic development
3. HSI involvement & recommendations
 - Used methods that aligned to cultural values and lived experiences (*photovoice & postcritical ethnography*)
 - 4 focus group interviews with 10 participants
 - discussed images captured in response to prompt

Findings

Campus as a
knowledge and
resource ecosystem

Localized sphere
of influence

Latinx bodies as
political statements

Collectivism and
future setting



“I think for me what I thought about thinking about what defined civic engagement, I thought, ‘why are we doing it?’ I thought about the why and for me, it was just for future generations for, you know, for our children, or our nieces and nephews, or, you know, people like that who make who is going to make this world turn.

-Lupita

Findings Continued

Heritage and
history reclaiming

Institutional
solidarity

Visibility and
support



“...a common problem for first-generation students is that there’s really not guidance. Every student is on their own...this picture, it represents reaching out to students and... proposing a possible solution to uprising first-gen[eration] students who may be confused, or stuck, and organizations that reach out to students are a big help.”

-Lupita

RECOMMENDATIONS | Research

- Localize research on Latinx communities, as the group is not homogenous
- Use technologies such as cell phones, text messages, and virtual meeting tools when working with Latinx students and communities
- Support and engage Latinx students to participate and/or lead and advise in research within their own communities
- Use culturally relevant methodologies whenever possible

RECOMMENDATIONS | Theory

- Use theoretical frameworks that interrogate impact of identity on civic engagement behaviors and activities
- Include Latinx perspectives, theories, behaviors, and practices in civic engagement research
- Avoid relying on theoretical frameworks that frame Latinx individuals and communities as needing saving and those that position the institution as expert

RECOMMENDATIONS | Policy



- Administrators, staff, and faculty need to be aware of the political and social climate Latinx students experience
- Administrators, whenever possible, need to be ready to take a political position that supports Latinx students
- Enhance how information and resources are shared with students and their communities
- Involve students in identifying needs and developing policies to address those needs
- HSI grant dollars should be awarded to IHEs that support Latinx civic engagement

RECOMMENDATIONS | Practice

- Create and offer professional development opportunities for faculty members to learn how to develop culturally responsive and inclusive curricula
- Provide programming that welcomes Latinx students AND their families onto campus
- Engage Latinx student's familial and community networks in civic engagement activities
- Develop teacher training programs that educate future teachers on the civic engagement contributions of Latinx communities

INSTITUTIONALIZE COMMITMENT TO HISPANIC ADVANCEMENT (3.1B)

The overall goal of Strategic Initiative 3.1B: Institutionalize Commitment to Hispanic Advancement, is to build institutional capacity for excellence and HSI servingness in the areas of: faculty recruitment, hiring, retention and promotion; research; teaching, and service.



Institutionalize Commitment to Hispanic Advancement

- **Objective 1:** Facilitate the clustering of faculty teams who will work together on HSI research and teaching initiatives.
- **Objective 2:** Facilitate a strategic vision for HSI-related grant development efforts in partnership with key stakeholders.
- **Objective 3:** Lead efforts to advance research initiatives that strengthen understanding of HSIs and inform the development of transformative practice.
- **Objective 4:** Create the conditions needed to support successful recruitment, retention, and promotion of faculty from diverse backgrounds.

Institutionalize Commitment to Hispanic Advancement

Partners

Faculty Affairs

HSI Initiatives

Research, Innovation, & Impact

Native American Initiatives

Native American Advancement & Tribal
Engagement

Center for University Education Scholarship
University Center for Assessment, Teaching and
Technology

Human Resources / EDGE

Arizona HSIs

College of Education

College of Science

Departments & Colleges

- Faculty Recruitment / Hiring Efforts
 - Search Committee Guidelines
 - Faculty Search Committee Training
 - Strategic Priorities Faculty Initiative (SPFI)
- Grant Development Support
 - HSI Grant Tracking
 - Grant Development Institute
 - HSI Seed Grants
- Centering Servingness Webinar Series
- Steps in the Scholar Journey Program
- Culturally Responsive Curriculum Development Institute
- AZ HSI Consortium

Culturally Responsive Curriculum Development Institute

36

Faculty
Participated

6,500

Students
Served

40

Courses
Redesigned

The CRCDI is a week-long, summer immersion focused on coaching faculty and instructors towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities, including distance and online learning environments.

The CRCDI is partially supported through UArizona's Project CREAR. Project CREAR is 94.1% funded through the U.S. Department of Education Hispanic Serving Institutions STEM and Articulation Program, Title III, Part F, for the amount of \$4,989,496.00 across a five-year award period and 5.9% funded through the University of Arizona for the amount of \$313,302 across a five-year period.



Project CREAR: Year 1 Progress

**Target Number of Students
Reached: 500**

**Estimated Number of Students
Reached: 2000**

- ❑ Partnership with College of Science to match stipend

STEM Gateway Courses:

- ❑ CHEM 197B: General Chemistry Chemical Thinking Supplemental Instruction (Fall - 200)
- ❑ CHEM 197C: General Chemistry Lecture II: Chemical Thinking Supplemental (Spring - 200)
- ❑ CHEM 151: General Chemistry I (Fall – 200)
- ❑ CHEM 152: General Chemistry II (Spring – 200)
- ❑ ECOL 182L: Biology Lab (Fall – 400; Spring – 800)

Additional STEM Focused Courses, not identified as gateway courses:

- ❑ SLHS 574: Speech Disorders 2 (Spring – 25)
- ❑ NURS 478: Nursing Leadership & Management in Health Systems (Fall & Spring – 100)
- ❑ NURS 479: Transition to the Professional Nursing Role (Ongoing Preceptorship)

HSI Seed Grants

2022-2023 PROJECTS

- Pascua Yaqui Breast Cancer Patients, Survivors and Caregivers: Experiences of the Cancer Treatment Process
- Food Insecurity Among College Students: Understanding Hunger at the University of Arizona
- HSI-PAH Artist-in-Residence Program: Arts Praxis, Servingness & the Public Humanities
- Creative Resistance among Undergraduates at Two Hispanic Serving Institutions: Arts Integrated Youth Participatory Action Research
- Salud Sin Fronteras
- The Future of Food and Social Justice: A Multimedia Storytelling Project

\$200,000

Funded by Research, Innovation, & Impact (RII) & HEERF

53

Proposals
Received

13

Projects
Awarded

Fund established in Spring 2021 to support scholarly research and creative work among early career faculty which enriches the UA's designation as an HSI, and advances scholarship that directly impacts Latina/o/x, Black, Indigenous, and People of Color students and communities.

Centering Servingness Webinar Series

7

Part Series

over 700

Registrants from the UA and across the country

12

Faculty & Staff Featured

Sponsored by Faculty Affairs and HSI Initiatives, this year-long webinar series features the scholarship of UArizona faculty and staff, who engage in servingness efforts that honors cultures and lived experiences of Latina/o/x, Black, Indigenous, and underrepresented students, and communities.



The graphic features a dark blue background with a red curved border on the left and bottom. At the top right, the year "2022 - 2023" is displayed. The UA logo is centered at the top. Below it, the text "CENTERING SERVINGNESS WEBINAR SERIES" is written in white. A dotted line separates this from the title "Salud Sin Fronteras: A Model for Inclusive Student-Centered Research". Below the title, the date and time "April 13, 2023 1:00PM" are shown. Three portrait photos of panelists are arranged around a central text block. The central text describes the "Salud Sin Fronteras (SSF)" project, which is an interdisciplinary research project involving undergraduate and graduate students, faculty, and staff from various departments including Public Health, Anthropology, Sociology, and Mexican American Studies. It focuses on the associations between early life health experiences in Mexico and formal medical care, as well as traditional care practices among Mexican immigrant adults in southern Arizona. The project also trains Latinx students in quantitative and survey research skills and supports cultural ways of knowing. Panelists will discuss preliminary findings and how the interdisciplinary team works to place students at the center of the research process. At the bottom, an RSVP link is provided in a red box, and contact information for Faculty Affairs and Hispanic Serving Institution Initiatives is listed.

2022 - 2023

CENTERING SERVINGNESS
WEBINAR SERIES

Salud Sin Fronteras: A Model for Inclusive Student-Centered Research

April 13, 2023 1:00PM

Salud Sin Fronteras (SSF) is a new and unique interdisciplinary research project, which includes undergraduate and graduate student researchers as well as faculty and staff from Public Health, Anthropology, Sociology, and Mexican American Studies. SSF examines the associations between early life health experiences in Mexico and formal medical as well as traditional care seeking practices among Mexican immigrant adults residing in southern Arizona; and trains Latinx students in quantitative and survey research skills and supports cultural ways of knowing. Panelists will highlight preliminary findings from SSF and will discuss how our interdisciplinary team has worked to place students at the center of the research process.

Adriana Maldonado, PhD
Postdoctoral Research Associate
Health Promotion Sciences
Mel & Enid Zuckerman College of Public Health

Rebecca Crocker, PhD
Research Associate
Southwest Center
College of Social & Behavioral Sciences

David O. Garcia, PhD, FACS
Associate Professor,
Health Promotion Sciences
Mel & Enid Zuckerman College of Public Health

Daniel E. Martínez, PhD
Associate Professor
School of Sociology
College of Social & Behavioral Sciences

RSVP Link:
<https://bit.ly/centeringservingness>

FOR MORE INFORMATION CONTACT: JKIYAMA@ARIZONA.EDU

Faculty Affairs | **Hispanic Serving Institution Initiatives**

Steps in the Scholar Journey Program



A four-day, professional development program for current postdoctoral fellows. The program aims to nurture the pathway to the professorate in culturally meaningful and responsive ways.

9

Post-Doctoral
Fellows



6

Institutions
Represented

8

Elder
Mentors

3 Actions In 3 Months

- 
1. What is your overarching goal with respect to supporting the growing diversity of students at your institution?
 2. What steps are needed in the next 3 months to move this goal forward?
 3. What resources or data are necessary to accomplish this goal?
- 

CONTACT US!



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