Foregrounding Gender and Sexuality in Servingness Initiatives at HSIs

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Agenda

- Introductions
- Terminology and Framing Concepts
- Framing Gender and Sexuality in Latinx/a/o Communities
- Discussing How to Attend to Gender and Sexuality at HSIs
- Takeaways and Questions
Follow along!
Introductions
Presenters

Antonio Duran, PhD (@ant_duran)
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Cristóbal Rodríguez, PhD (@Profe_Rodriguez)
Associate Dean of Equity, Inclusion and Community Engagement and Associate Professor of Educational Leadership and Policy Studies
Arizona State University
Introduce Yourself

● Turn to someone close to you and discuss:
  ○ Who are you? What is your role/institutional affiliation?
  ○ What knowledge are you entering this space with?
  ○ What knowledge are you hoping to leave this space with?
Terminology and Framing Concepts
Gender and Sexuality Terminology

**Sex**
Assignment based on physical anatomy and genetics

**Gender**
Internal sense of being. May or may not be aligned with sex

**Sexuality**
Physical, romantic, emotional, or other form of attraction to others
Transgender

- Assigned female at birth and NOT a woman
- Assigned male at birth and NOT a man

Who do we oftentimes think about when we use categories such as woman or man?
How does white supremacy intersect with other forms of marginalization (e.g., heterosexism, trans oppression, patriarchy)?

How does the recognition of compounding systems of power then shape our structures for serving?

Framing Gender and Sexuality in Latinx/a/o Communities
Reflections

- What comes to mind when you think about gender and gendered roles in Latinx/a/o communities?
- What about for sexuality?
Extending and challenging myths
Discussing How to Attend to Gender and Sexuality at HSIs
What do you know about/imagine to be the experiences of LGBTQ+ students at HSIs?
Emerging Research on LGBTQ+ Communities at HSIs

By Ángel Gonzalez and Yolanda Cataño

Queering the Query: A Call to HSI Community Colleges to Include LGBTQIA+ Latinx Students

Queering Community College HSIs: An Environmental Scan of Current Programs and Services for Latinx Students

Ángel De Jesús González
San Diego State University

Yolanda Cataño
San Diego State University

Attending to Sexuality in Servingness: A Phenomenological Exploration of the Experiences of Latina Lesbians at a Hispanic-Serving Institution

Gisela P. Vega¹, Antonio Durán², Craig M. McGill³, and Tonette S. Rocco⁴

Experiences of Queer Latinx Men at Hispanic-Serving Institutions: Promoting Engagement and Academic Success

Andrew S. Herridge (The University of Southern Mississippi, USA)

Source Title: Handbook of Research on Opening Pathways for Marginalized Individuals in Higher Education
Copyright: © 2022 Pages: 12
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“All of my friends... are Hispanic or Latino and queer, it's like your family's okay with it but you just don't ever talk about it... That's what I'm getting is that, like it just feel like something you just don't talk about like it's there. At this school, you don't have to acknowledge it because... it's not relevant to your studies of it, so we don't talk about it.”

“So we [the school] are really a big part of Hispanic culture, and again I don't mean to generalize, but I feel like a lot of these attitudes tend to come from like a very patriarchal attitude. And a lot of these patriarchal attitudes tend to exclude LGBTQ narratives and if they do, they play a very safe narrative. So it will be like, “Yeah...gay, lesbian” and they'll kind of exclude trans people... So I feel like in these narratives they kind of like play it safe in a sense. So we'll kind of provide resources but it doesn't feel genuine.”

“There's a lot of Hispanic people and I'm Hispanic so that's also an identity that makes me feel welcome ... some identities are accepted and then some don't fit in.... I think that being misunderstood is important because it goes together with feeling invisible, because nobody talks about it [queer identities], no professors talk about it, like no curriculum is about the spectrum of what [sex, gender, and sexuality] can be.”
Servingness for the LGBTQ+ Community

- **Diversity Plans**
  - How do we articulate the wide diversity of our Latinx/a/o communities?
  - How do we articulate the need to consider queer and trans Latinx/a/o individuals in our striving toward servingness?

- **Compositional Diversity**
  - How do we recruit faculty staff, and administrators who take a complex approach to serving our Latinx/a/o communities?
  - How do we highlight the presence of queer and trans constituencies on our campus?

**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
Servingness for the LGBTQ+ Community

- **Culturally relevant curriculum & pedagogy**
  - What offerings do we have concerning queer and trans studies?
  - How do we approach queer and trans studies, as well as Latinx/Chicanx studies in intersectional frameworks?

- **Programs and services for minoritized students**
  - How do we account for queer and trans experiences in our Latinx/a/o programming? Conversely, how do we offer initiatives specific to queer and trans Latinx/a/o people?
  - What services do we need that account for the challenges and barriers that queer and trans Latinx/a/o people face? (e.g., emergency funds, food and housing insecurity resources)

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**NuestraJENTE**
NuestraJENTE is a Queer Latinx organization at San José State University. We are a supportive, social and activist group open to all lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally (LGBTQQIA) Latinxs in the San Jose area.
Lack of Understanding of Trans Students at HSIs

How do trans students navigate the gendered nature of our institutions? Consider who is part of our gendered programming...
Latinas at a Hispanic-Serving Institution: Resilient Resistance Affirming Race–Gender Expectancies for College Attainment

Daniel D. Liou¹, Jo Ann L. Martinez², and Erin Rotheram-Fuller¹

¹ Mary Lou Fulton Teachers College, Arizona State University
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Latinas college students’ experiences in STEM at Hispanic-Serving Institutions: framed within Latino critical race theory

Hilda Cecilia Contreras Aguirre¹, Elsa Gonzalez¹, and Rosa Maria Banda¹

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Emerging Research on Gendered Systems Affecting Latina/o Students

Identity Salience for Latino Male Collegians at Hispanic Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs

Gina A. Garcia¹, Oscar E. Patrón¹, Jenesis J. Ramirez¹, and Lisanne T. Hudson¹
Concerns Regarding Gendered Systems According to the Literature

● Latino men:
  ○ How are they engaging with resources at their institutions?
  ○ What are differences in their achievement gaps?

● Latina women:
  ○ How do specific disciplinary contexts still enforce patriarchal systems?
What are common initiatives, programs, and services that you have seen regarding gendered differences?

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Implications from the Literature

● Initiating gender conscious programs and services
  ○ Mentoring programs
  ○ Identity-based student organizations
● Attending to help-seeking behaviors as informed by cultural values
  ○ Developing culturally relevant counseling
  ○ Creating incentive structures to participate in culturally informed programing
Takeaways and Questions
What thoughts are you sitting/wrestling with as you work through these ideas?
Contact us!

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