

# 2023 AZ HSI SUMMIT SCHEDULE OVERVIEW



Monday  
September 11  
8:30AM - 4:30PM  
University of Arizona

<b>CHECK-IN &amp; CONTINENTAL BREAKFAST</b>	<b>8:30AM - 9:00AM</b>
<b>AZ HSI CONSORTIUM FOUNDERS</b> Dr. Marla Franco, Vice President, HSI Initiatives, University of Arizona Dr. Rey Rivera, President, Estrella Mountain Community College	<b>9:00AM - 9:05AM</b>
<b>WELCOME</b> Dr. Robert Robbins, President, University of Arizona	<b>9:05AM - 9:10AM</b>
<b>WHITE HOUSE INITIATIVE ON ADVANCING EDUCATIONAL EQUITY, EXCELLENCE, AND ECONOMIC OPPORTUNITY FOR HISPANICS</b>	<b>9:10AM - 9:25AM</b>
<b>HSI LEADERSHIP PLATICA</b> <ul style="list-style-type: none"><li>• <b>Facilitator:</b> Dr. Marla Franco, Vice President, HSI Initiatives, University of Arizona</li><li>• <b>Panelists:</b><ul style="list-style-type: none"><li>◦ Dr. Steven R. Gonzales, Chancellor, Maricopa County Community College District</li><li>◦ Stephanie Parra, Executive Director, All In Education</li><li>◦ Rich Nickel, President &amp; CEO, Education Forward Arizona</li></ul></li></ul>	<b>9:25 AM - 10:25AM</b>
<b>TRANSITION TO BREAKOUTS</b>	<b>10:25AM - 10:35AM</b>
<b>BREAKOUT SESSION I</b>	<b>10:35AM - 11:35AM</b>



# AZ HSI SUMMIT SCHEDULE OVERVIEW

Event	Time
<b>TRANSITION TO LUNCH</b>	<b>11:35AM - 11:45AM</b>
<b>LUNCH WITH STUDENT PANEL (LOCATION: GRAND BALLROOM)</b>	<b>11:45AM - 12:45PM</b>
<b>TRANSITION TO BREAKOUTS</b>	<b>12:45PM - 12:55PM</b>
<b>BREAKOUT SESSION II</b>	<b>12:55PM - 1:55PM</b>
<b>TRANSITION TO BREAKOUTS</b>	<b>1:55PM - 2:05PM</b>
<b>BREAKOUT SESSION III</b>	<b>2:05PM - 3:05PM</b>
<b>TRANSITION TO NETWORKING RECEPTION</b>	<b>3:05PM - 3:15PM</b>
<b>CLOSING REMARKS &amp; NETWORKING RECEPTION (LOCATION: GRAND BALLROOM)</b>	<b>3:15PM - 4:00PM</b>
<b>PIMA COMMUNITY COLLEGE TOUR</b>	<b>4:30PM-5:15PM</b>

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# AZ HSI ANNUAL SUMMIT

'23



## SESSION PROGRAM DESCRIPTION

SEP. 11

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**Call for Nominations: Evidence Based Practices  
Deadline: October 13, 2023**

Evidence-Based Practices demonstrate a record of success for improving student outcomes at AZ HSIs that have gone through a systematic review process to evaluate their level of intention and evidence. Submit your nomination to [bit.ly/ebp2024](https://bit.ly/ebp2024).

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## SESSION 1 (10:35AM-11:35AM)

### Being a Systemic Change Agent and Leader for Hispanic Serving High Schools

**LOCATION: Santa Cruz**

**PRESENTERS:**

- Dr. Teresa Toro, High School Counselor and Pueblo College Preparatory Academy Coordinator, Tucson Unified School District
- Mrs. Meg Tully, Pueblo HS Assistant Principal, Tucson Unified School District

**ABSTRACT:**

In most of the Southern Arizona high schools, the majority student population are Latino students. Since school counselors are critical in helping our Latino students navigate through the high school and post-secondary journey, it is imperative that school counselors work with Administration to serve as systemic change agents and co-leaders to meet their multi-faceted needs and goals. In 2008, the Arizona School Counselor Association adopted the American School Counselor Association National Model as our state's model. Pueblo High School's counselors and Administration use this model to successfully serve our students and Dr. Teresa Toro and Mrs. Meg Tully will share key examples of this, such as the Pueblo College Preparatory Academy, FAFSA completion, and our annual Mr. Pueblo Warrior Pageant fundraiser for a scholarship. This presentation is meant to inspire school counselors and administrators to come up with their own ideas and plans to make positive systemic changes that benefit our Latino students.

### Guidance Beyond Prop 308: Undocumented Students Deserve to Thrive

**LOCATION: Kachina Lounge**

**PRESENTERS:**

- Carolina Silva, Executive Director, ScholarshipsAZ
- Nancy Laguna, Community Advocate, ScholarshipsAZ
- Maria Verdugo, Community Advocate, ScholarshipsAZ

**ABSTRACT:**

Through storytelling and interactive activities, session facilitators will discuss how educators can create supportive educational spaces for Undocumented students regardless of their eligibility for Prop 308 (in-state-tuition). This session will offer tangible steps on how to guide Undocumented students through university enrollment, navigating their major, and creating a plan that sets them up for flexible employment opportunities. Since Prop 308 was implemented in Arizona in support of the undocumented community, and opportunities for aspiring students to continue their higher education have flourished. While access to state aid and in-state tuition has been incredibly impactful, proper guidance for Undocumented students beyond Prop 308 continues to be necessary. Additionally, there are barriers that come with certain majors that interfere with undocumented students completing their degree. These barriers include licensure exams, fingerprint clearance cards, the requirement of a social security number/ work permit. We will cover how best practices on supporting student navigate these obstacles. Lastly, Undocumented students don't remain students. They become professionals and it is up to educators to support them. Since Undocumented students will face particular obstacles entering the workforce, we will share common challenges, how to navigate them, and best practices in supporting students in their journey to becoming Undocumented professionals.



## SESSION 1 (10:35AM-11:35AM)

### AZ HSI Consortium - Evidence Based Practices

#### LOCATION: Catalina

#### PRESENTERS:

- Karla Cruze-Silva, PhD, Associate Director for Hispanic Serving Institution (HSI) Initiatives at the University of Arizona
- Travis Teetor, Manager of Technology for Access and Information Services
- W. Patrick Bryan, Associate Director, Mentoring and New Start
- Paulette Nevarez, Graduate Assistant, AZ HSI Consortium

#### ABSTRACT:

The AZ HSI Consortium sought to create a community-informed process to identify, review, catalogue, highlight, and share evidence-based practices within an HSI context known to effectively move the needle towards greater college access, persistence, retention, transfer, and degree attainment for Latinx students in Arizona. In documenting and promoting evidence-based practices we seek to: (1) create a process for determining “what works” for Arizona HSIs, (2) inform education and community leaders on practices that optimize Latinx college student success, (3) highlight and amplify practices producing positive student outcomes within culturally validating environments, and (4) illuminate continued gaps and opportunities for advocacy and investment.

### Culturally Responsive Teaching for Faculty in the Classroom and Abroad

#### LOCATION: Tucson

#### PRESENTERS:

- Judy Marquez Kiyama, Professor, Educational Policy Studies & Practice, College of Education, University of Arizona
- Dan Xayaphanh, Director, CIELO, University of Arizona
- Alice Lee, Graduate Research Associate, University of Arizona

#### ABSTRACT:

HSIs have a unique opportunity to integrate “servingness” into course-based and experiential learning curriculum and pedagogy. Garcia (2019) specifically notes that Hispanic and Latinx-enhancing organizations enact a “social justice curriculum and culturally relevant programs, services, and practices” (p. 116). Likewise, providing curricula grounded in justice and equity are an integral step at reframing practices at HSIs (Garcia, 2019).

This session will take participants through the launching the Culturally Responsive Curriculum Development Institute (CRCDI), a university-wide initiative supporting faculty in all disciplines in the redesign of a current course to a partnership with the Cultural & Inclusive Experiential Learning Opportunities (CIELO) Program, where faculty assist in facilitating a cultural immersion program abroad serving minoritized students. The session will include components necessary when building culturally responsive pedagogy and learning - within traditional classrooms, within experiential spaces like immersions abroad, and within campus-wide collaborations. Presenters will specifically share the following: 1. Overview of culturally responsive curriculum design 2. Launching of the Culturally Responsive Curriculum Development Institute 3. Partnership with the Cultural & Inclusive Experiential Learning Opportunities (CIELO) Program 4. Opportunities for state-wide HSI engagement

The following learning outcomes guide this session: (1) Understand how culturally responsive teaching and learning practices can be cultivated through university-wide collaboration; (2) Share resources and examples of the ways in which culturally responsive teaching has been integrated in different campus contexts.

Garcia, G. (2019). *Becoming Hispanic-serving institutions: Opportunities for colleges and university*. Johns Hopkins University Press.



## SESSION 1 (10:35AM-11:35AM)

### Supporting Queer Latinx Students

**LOCATION: Sabino**

**PRESENTERS:**

- Erin Hernández, Campus Living Coordinator, Northern Arizona University
- Sofia Rodríguez Walter, Campus Living Coordinator, Northern Arizona University

**ABSTRACT:**

As two queer Latina Higher Education professionals, we understand the importance of educating ourselves and others about the different identities that exist within our Latinidad. This presentation, for staff and faculty, will help bring awareness to the specific needs and challenges that queer Latine students face while in college. We hope that staff and faculty leave our discussion with a new perspective and motivation to create change in their home departments. The learning outcomes for this presentation are that participants will be able to:

1. Identify how Whiteness in Queer spaces creates isolation and marginality for Queer Latine folks.
2. Identify intersectionality in Latinidad by listening to student counternarratives
3. Name the importance of inclusive language to disrupt "Cisheteronormatividad"
4. Evaluate personal and institutional practices to identify and apply best practices for supporting Queer Latine students.

### Fostering a Sense of Belonging for Latinx Students: What Works?

**LOCATION: San Pedro**

**PRESENTERS:**

- Seline Szkupinski Quiroga, PhD, Director, ASU CAMP Scholars, Arizona State University
- Melisa Lopez, Assistant Director, ASU CAMP Scholars, Arizona State University

**ABSTRACT:**

Research indicates that a sense of belonging is positively associated with success among diverse student populations in college. In turn, factors that contribute to a sense of belonging are academic self-confidence, interactions with supportive individuals, and a culturally engaging campus environment. Using the example of a highly successful retention program that has been recognized nationally for accelerating Latinx student success, we will review how these factors have been intentionally incorporated into components of a culturally-responsive holistic program. The Arizona State University (ASU) College Assistance Migrant Program (CAMP) was funded in 2016 by the Department of Education with the charge to provide retention support services to students from a migrant and seasonal farmworker background. ASU CAMP's design and rationale is informed by Museus' theory of student success (2014) and Strayhorn's work on sense of belonging (2012). This approach has been successful as CAMP Scholars currently have one of the highest retention and graduation rates among Latinx students at ASU. Session facilitators will first provide attendees an overview of the factors that have been shown to contribute to the sense of belonging and subsequent academic success of first-generation students. We will then share examples of how we incorporate these factors into our work at ASU CAMP and adapt them to be culturally-relevant and culturally-responsive. Attendees will gain a better understanding of the factors that research shows contribute to student success, and have the opportunity to discuss tangible strategies of how identified factors can be incorporated into their own programming.



## SESSION 1 (10:35AM-11:35AM)

### Building from/for Diversity: A Repository for Inclusive Spanish Language

**LOCATION: Rincon**

**PRESENTERS:**

- Jhonatan Henao-Muñoz, Assistant Professor of Practice, University of Arizona
- Daniela Torres Cirina, UCATT Innovation Assistant and Instructor of Spanish, University of Arizona
- David Andrés Acevedo Cardona, M.Sc. Student in Data Science, University of Arizona

**ABSTRACT:**

Considering that Spanish is the second language with most native speakers worldwide (Ethnologue, 2023), and the second most spoken language within the United States (ACS, 2022), it is reasonable to ask what we are doing to maintain and promote this linguistic richness being the University of Arizona a Hispanic Serving Institution. Different from literature, language is a living entity that changes according to its speakers' needs as the use surpasses the norm. As a result, innovative non-binary forms (latinx/latine) emerge from native speakers to represent identities commonly reduced to a feminine-masculine binary (latina/latino). Although institutions such as the Royal Spanish Academy (RAE) discourage the innovative forms, and language textbooks and manuals are not up-to-date, language is not static and its users deserve representation. Therefore, this session presents an in-progress project titled "Building a Repository for Inclusive Spanish Language (SIL) to Develop Resources For Best Practices and Pedagogical Implementation", awarded with a faculty research grant of the Institute for LGBTQ+ Studies, which seeks to (1) identify patterns of use and form as well as speakers' attitudes towards inclusive Spanish language to (2) draft an Inclusive Spanish Language grammar, which seeks to foster recognition and validation of practitioners' and learners' diverse identity/ies, particularly within Spanish as additional language learners and heritage learners of Spanish classroom; (3) develop multiliteracies/multimodal-approached instructional materials, and broadly (4) design a best practices to implement inclusive Spanish language booklet to the HSI nationwide in the U.S. Presenters will engage participants in discussion on challenges and possibilities for ISL.

### DREAMzone: Supporting DACA and Undocumented Students in Arizona

**LOCATION: Santa Rita**

**PRESENTERS:**

- Laura Dicochea, Faculty Associate of Spanish/Management Intern (DREAMzone Initiative Lead), Arizona State University

**ABSTRACT:**

The DREAMzone Ally Certification Workshop will provide participants with the knowledge and skills to better support DACA, fully undocumented, and students with families of mixed immigration status in Arizona. The workshop will consist of (a) legislation and policies that directly affect the experiences of students in pursuing higher education in Arizona, (b) challenges, barriers, and stressors that DACA and fully undocumented students commonly face, (c) navigating the university, (d) strategies on addressing undocumented students' needs with existing programs, services, and outreach initiatives within higher education departments, and (e) national and state resources. The workshop will prepare the participants to engage in dialogue with DACA and fully undocumented students. Participants can gain essential tools to understand the students' unique backgrounds and experiences and learn the necessary steps to optimally support their students and provide the highest quality of learning in Arizona.





## SESSION 2 (12:55PM-1:55PM)

### Early College Onramps to Maricopa Pathways and Beyond

**LOCATION: Tucson**

**PRESENTERS:**

- Megan Garvy, Education Support Service Faculty & Dual Enrollment Supervisor, Mesa Community College

**ABSTRACT:**

As a progression from the Maricopa County Community College District transformation of Guided Pathways, the presenter led a multi-year project to extend pathway onramps to early college students. The outcomes provide a blueprint for high schools, community colleges, and others to refine early college strategy and maximize student access to earned credit through prior learning assessment (industry credentials and nationally recognized exams), dual enrollments, and concurrent enrollments. An interactive tool will be shared to show student use of credit earned by course completion as well as AP and IB exam scores to satisfy AZ general education requirements. Web resources were also developed to show occupational pathways for early college students including CTE and academic courses.

### Empowering Student Success: Insights from ASU's Capacity Building as an HSI

**LOCATION: Rincon**

**PRESENTERS:**

- Anna Tanguma, Senior Research Project Manager, Arizona State University
- Irasema Coronado, HSI Advisory Council Chair, School of Transborder Studies Director & Professor, Arizona State University
- Gilberto Lopez, School of Transborder Studies Assistant Professor, Arizona State University
- Mara Lopez, Associate Research Director, Center for Broadening Participation in STEM, Arizona State University

**ABSTRACT:**

This session delves into the strategies, experiences, and outcomes of Arizona State University's (ASU) journey in empowering Latinx student success as a designated Hispanic-Serving Institution (HSI). Session Summary: ASU's evidence-based approaches, curriculum design, support services, mentorship programs, and community engagement initiatives have resulted in improved retention, graduation rates, and overall student outcomes through programs, initiatives, centers and resource groups such as: - Migratory Student Summer Academy: this enrichment program supports the high-school-aged children of migrant seasonal farmworkers and focuses on leadership and instruction of STEM subjects. - Center for Broadening Participation in STEM: research organization specializing in developing and implementing inclusive and equitable educational strategies specifically for underrepresented students in science, technology, engineering, and math. Currently manages \$13M in NSF grants to support HSIs and their students. - Access ASU: initiatives and programs to increase access to higher education and prepare students for success through family engagement, strategic K-12 education and community partnerships. Part of these efforts include assistance with the FAFSA application and college applications. Key Takeaways: - Gain insights into practices for increasing Latinx student success, including mentorship models, culturally responsive pedagogy, and targeted support services. - Importance of collaboration and stakeholder engagement in building institutional capacity to address the unique needs of Latinx students. - Explore strategies for cultivating an inclusive campus culture that celebrates diversity, fosters belonging, and supports equitable opportunities for all students. Learning Outcomes: - Practical insights and actionable ideas for implementing culturally sensitive and inclusive practices that promote Latinx student success. - Recognize the importance of holistic student support systems and community partnerships in creating a supportive ecosystem for Latinx learners. - Adapt and apply successful initiatives that can serve as a blueprint for elevating Latinx student success at your institution and beyond.



## SESSION 2 (12:55PM-1:55PM)

### Holistically Serving Student Experiences: An Intervention Addressing Equity and Access

**LOCATION: Catalina**

**PRESENTERS:**

- Dr. Elizabeth Cantú, Communication Residential Faculty, Estrella Mountain College
- Erica Wager, Psychology Residential Faculty, Estrella Mountain College
- Dr. Linda Manning, Psychology Residential Faculty, Estrella Mountain College,

**ABSTRACT:**

An Estrella Mountain Community College (EMCC) Title V grant supported mixed-methods study conducted during fall 2020 - fall 2021 on students' sense of belonging and experiences demonstrated that EMCC first-generation and students of color experienced a more significant negative impact on academic measures than their peers during the COVID pandemic. More recent institutional data show that this trend has continued. The EMCC Title V research found that students were longing for personal connection and engagement. Students often tied their success to engagement and particularly enjoyed introduction and content videos to help students feel connected, supported, and a sense of belonging. Similarly, several students stated that they were unaware of extracurricular and/or co-curricular opportunities like student clubs/organizations or how to be involved at the college beyond attending class. Using this information, we developed an intervention to create and disseminate videos and culturally engaging visual assets to help students navigate the college experience and have more personal touch points along their academic journey with employees (faculty and staff) and other students. The goal was to create an environment that leads to greater sense of belonging, higher engagement, academic performance, and student success outcomes while complementing the wrap-around services that already exist at EMCC. To contribute to student learning and success in the post-COVID environment, this project holistically serves students' experiences through visual content and support systems that respond to the needs of our diverse students.



## SESSION 2 (12:55PM-1:55PM)

### Culturally Responsive Practice – Twin Strategy: Personal Journey & Student Belonging

**LOCATION: San Pedro**

**PRESENTERS:**

- Dr. Clarissa Davis-Ragland, Business Faculty, Estrella Mountain College
- Dr. Jennifer Brown, Psychology Faculty, Paradise Valley Community College

**ABSTRACT:**

This Culturally Responsive Pedagogy (CRP) session introduces faculty, staff, and administrators to the best practices of CRP. Researchers in education (Gay, 2010; Ladson-Billings, 1994) suggest that incorporating students' cultures into their college experience can boost all students' academic performance, especially those whose cultures have historically been underrepresented in the curriculum. CRP practices are effective beyond the classroom and can be applied to every college engagement with students to promote a culture of belonging, which is correlated with student retention. Our learning outcome for this session is to provide participants with a) evidence-based, b) high-impact student engagement practices, and c) tools that are effective in addressing the trends of student equity achievement and opportunity gaps. This will be achieved through a two-part strategy: 1. Encourage participants to look inward and consider their own personal and cultural lenses and how these might affect their teaching and application of more diverse pedagogy and curricula within their colleges. 2. Invite participants to develop the skill set required to embed CRP into their curricula and in their college's best practices. This will be a highly interactive presentation where several different engagement strategies will be used to encourage the application of Culturally Responsive Pedagogy (CRP). Facilitators will lead discussions, inviting participants to share their ideas in order to demonstrate the variety and cross-functional application of high-impact CRP practices.

### It is all about the BHAG!

**LOCATION: Santa Cruz**

**PRESENTERS:**

- Daniel Corr, President, Arizona Western College

**ABSTRACT:**

In 2018 Arizona Western College (AWC) established our Big Hairy Audacious Goal (BHAG) of doubling baccalaureate attainment in Yuma and La Paz Counties by 2035. The goal was particularly audacious since AWC does not offer baccalaureate degrees. However, working with Yuma Union High School District, local business and industry and all three Arizona universities, AWC is building a college-going culture in our communities. Defying state and national enrollment trends, AWC's enrollment is growing, we awarded record numbers of degrees and certificates last year and transfer rates to our university partners are up significantly. Come learn about the little bit of magic happening in Yuma Arizona....where it is all about the BHAG!



## SESSION 2 (12:55PM-1:55PM)

### Nurturing Agents of Change: Empowering HSI Student Advocates

**LOCATION: Sabino**

**PRESENTERS:**

- Vidal Mendoza, Assistant Director of Hispanic, Latine Student Services, Northern Arizona University
- Jessica Alcalá, Graduate Assistant for Hispanic, Latine Student Services, Northern Arizona University

**ABSTRACT:**

This conference proposal aims to provide an interactive session on assisting student advocates in transitioning from students to leaders in Hispanic Serving Institutions (HSIs). It will focus on the unique challenges Hispanic and Latine students face in higher education and the crucial role of student support advocates in fostering positive change. Attendees will learn practical strategies, resources, and insights to cultivate student advocacy skills, create opportunities for advocacy within their institutions, and support the transition of student advocates into leadership roles. The session will begin by understanding the significance of student advocacy in HSIs, focusing on the unique challenges Hispanic and Latine students face. It will then explore the essential skills and qualities required for effective student advocates and share strategies for developing them. The session will also highlight existing platforms and initiatives that empower student advocates, provide opportunities for participation in decision-making processes, and offer educational opportunities for self-advocacy and self-authorship. The session will explore best practices for establishing mentorship programs that facilitate the transition from student to leader and celebrate the accomplishments of student advocates in HSIs. A panel discussion featuring former and/or present student advocates will provide firsthand insights and inspiration. By the end of the session, attendees will be equipped with actionable strategies, resources, and a renewed commitment to nurturing student advocates within their institutions.

### Queer and Trans in STEM, Building a De-Colonized Curriculum

**LOCATION: Santa Rita**

**PRESENTERS:**

- Adrián Arroyo Pérez, Associate Director, Faculty Programs and Instructor, College of Science, University of Arizona

**ABSTRACT:**

Join us in this engaging session as we delve into the realm of inclusive and culturally responsive pedagogies within STEM education. The presenter will illuminate the significance of purposefully constructing a de-colonized, culturally responsive curriculum. Drawing from their intellectual and personal journey, they will spotlight the groundbreaking University of Arizona College of Science class titled "Queer and Trans People of Color in STEM: Leadership and Success Strategies." This session offers a unique opportunity to explore the creation of a course that places queer and trans people of color at the heart of STEM education, emphasizing culturally relevant practices and a liberatory curriculum. Takeaways: Participants will gain insights into the transformative power of incorporating culturally responsive pedagogies into STEM curricula. Attendees will access the journey behind designing a pioneering course that celebrates diversity, challenges traditional norms, and empowers marginalized voices. Moreover, participants will be inspired to reconsider their instructional practices, fostering an environment that nurtures the success of queer and trans people of color in STEM. Learning Outcomes: By the end of this session, attendees will be able to: • Grasp the process of designing a curriculum that centers queer and trans people of color in STEM fields. • Apply strategies for decolonizing education and fostering a liberatory learning environment. • Recognize the importance of culturally responsive and inclusive pedagogies in STEM education. Don't miss this enlightening session that promises to reshape your approach to STEM education, fostering an inclusive and empowering learning environment for all students, regardless of their background or identity.



## SESSION 3 (2:05PM-3:05PM)

### Advancing Equity and Educational Outcomes with the White House Hispanic Initiative and President's Advisory Commission on Hispanics

**LOCATION: Kachina Lounge**

**PRESENTERS:**

Melody Gonzales, Executive Director of the White House Hispanic Initiatives  
Emmanuel Caudillo, Management and Program Analyst, White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics

**ABSTRACT:**

The Biden-Harris Administration is championing racial equity efforts for underserved communities through historic executive actions and landmark legislation including the American Rescue Plan, Bipartisan Infrastructure Law, CHIPS and Science Act, Inflation Reduction Act, and Bipartisan Safer Communities Act. In this interactive session with leaders of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics (White House Hispanic Initiative) and President's Advisory Commission on Hispanics, you'll learn about key federal initiatives that can support you and those around you. Participants will also have the opportunity to share bright spot examples of work they're involved with and input to support the Commission's work developing recommendations for President Joe Biden on how we can collectively better advance equity for Latino students, families, workers and communities.

### Beyond Academics: The Impact of Social Factors on Student Outcomes

**LOCATION: Santa Cruz**

**PRESENTERS:**

- Anais Ballesteros, Senior Director of Communication and Strategy, ALL In Education
- Jeff Zetino, Research and Policy Director, ALL In Education

**ABSTRACT:**

When we think about student success our initial thoughts go to the academics - the grades, curriculum and the quality of educators in our schools and postsecondary institutions. The reality is that there are factors outside of the school boundaries that impact student outcomes and success. These factors, called the Social Determinants of Education, have long plagued students and communities. The Social Determinants of Education are nine social factors that include: Poverty, Healthcare, Mental Health, Housing, Food Insecurity, Immigration, School to Prison Pipeline, the Environment, and the Economy. Unfortunately, these factors impact Latino, BIPOC and low-income students and communities the most. For many students, these factors have followed them throughout their entire educational experience. As education leaders and advocates, it is time we shift our attention to approach education - from elementary to college levels - in a holistic way and begin addressing the Social Determinants of Education through our decision making and policies.



## SESSION 3 (2:05PM-3:05PM)

### GateWay's BRIDGE Academy: Redesigning Curriculum to Increase Inclusion & Success

**LOCATION: Catalina**

**PRESENTERS:**

- Zachary Romo, Title V Project Director & DEI Center Coordinator, Gateway Community College
- Dr. Joseph Swaba, Communication Residential Faculty, Gateway Community College

**ABSTRACT:**

The BRIDGE Academy at GateWay Community College is an experimental, cross-disciplinary effort to develop the skills and capacity of residential faculty to better engage, educate, and serve our diverse student body. During this session, presenters will briefly share the origins, process, and initial results of this Title V-funded effort to improve educational experiences as a developing Hispanic Serving Institution. Upon review of initial results and efforts faculty who participated in the academy have undertaken since completing the BRIDGE Academy, members of the faculty design and implementation team will be available for questions to help audience members work towards delivering retraining and curriculum redesign efforts that work best for their institutional needs and goals.

### The Seven R's of Partnership Building and Leveraging Title V Funds

**LOCATION: Tucson**

**PRESENTERS:**

- Dr. Cindy Trejo, Director, Title V DHSI Project Outreach FAMILIA Grant, University of Arizona
- María C. Federico Brummer, M.Ed., Director, Mexican American Student Services Department, Tucson Unified School District
- Dominique V. Calza, Director, Adalberto and Ana Guerrero Student Center, University of Arizona

**ABSTRACT:**

This session will present a culturally responsive approach to cultivating partnerships among those who share the mission to serve the Latinx community by increasing access to higher education. The multi-institutional partners utilize the seven Rs as guidance when working with each other, students, and families in the community: Respect, Reciprocity, Relationship, Responsibility, Regeneration, Resistance, and Resilience (Gonzales, 2012, Rodriguez, 2014). Presenters will facilitate a round circle plática modeling the seven Rs to glean the group's expertise in a guided conversation on how to work in a community in a culturally responsive manner. Participants will walk away with a toolkit based on theory and varying best-practice strategies when working with diverse partners. Learning outcomes include: understanding the seven Rs and why they are foundational to building sustainable partnerships, leveraging funding, and understanding how to resist mainstream business approaches and welcome a more culturally responsive approach to equity HSI work.



## SESSION 3 (2:05PM-3:05PM)

### Échale GANAS with a Latine Leadership Institute

**LOCATION: Sabino**

**PRESENTERS:**

- Mikaela Figueroa, Center for Diversity, Equity & Inclusion Coordinator, Gateway Community College

**ABSTRACT:**

GANAS: Latine Leadership Institute aims to create a network of Latinx- and/or Hispanic-identifying student leaders who contribute to building experiences that strengthen social and cultural inclusion at GateWay and beyond. Students have the opportunity to develop a high-impact relationship with an experienced professional in their field of interest, and gain significant insights into how to successfully take their first steps after completing their time at GateWay. Additionally, by increasing students' sense of belonging and perceptions of institutional inclusivity of their backgrounds through cohort-based experiences, GANAS seeks to increase retention and leadership representation of Latinx and Hispanic students at GateWay. In this session attendees will get an overview of the program with success evidence from our past two cohorts. A closer look at how we use the guiding frameworks of Social Change Model of Leadership and Community Cultural Wealth will give attendees insight into how to incorporate anti-deficit models into their programming and curriculum. Additionally, participants will go through a mapping exercise with the Community Cultural Wealth model taken from the GANAS curriculum. Attendees will walk away with new tools in incorporating anti-deficit models into their work, understand the impacts of culturally responsive programming in HSI's, and consider adjusting or creating a Latine mentorship program in their colleges.

### Fostering Belonging: Research-Based Strategies and Student Perspectives

**LOCATION: Rincon**

**PRESENTERS:**

- Luvia Rivera Valles, Estrella Mountain College
- Sarah Lockhart, Estrella Mountain College

**ABSTRACT:**

Discover effective research-based teaching practices that foster a strong sense of belonging in the classroom. By attending, educators will gain valuable insights into how to create a welcoming environment where students feel included, supported, and motivated to excel in their learning journey. This session delves into sense of belonging practices that have been shown to impact students' academic and emotional well-being significantly. Additionally, gain firsthand knowledge of Latino Males' perspectives from a developmental mathematics course, highlighting the significance of belonging in shaping their learning experiences. This interactive session provides numerous opportunities for active learning, ensuring participants leave with practical tools to enhance the sense of belonging in their classrooms. Attendees will gain insights into the sense of belonging practices that mathematics Latino students themselves identified as instrumental in creating a positive classroom atmosphere. The instructors will share innovative approaches to learning students' names and build connections with your learners. Engage in activities that promote camaraderie among students, enabling them to know each other better and encouraging a supportive learning community. By actively participating in these activities and learning from real-world examples, participants will leave the session equipped with the knowledge and confidence to implement these practices immediately, transforming their classrooms into inclusive, inspiring, and nurturing spaces for all students. Learning Outcomes: 1. Understand the importance of a sense of belonging in the classroom and its impact on students' academic and emotional well-being. 2. Explore research-based sense of belonging practices that have proven effective in a developmental mathematics course. 3. Gain insight into students' perspectives on the role of belonging in their learning experiences. 4. Acquire practical strategies for implementing sense of belonging practices in your own teaching environment.



## SESSION 3 (2:05PM-3:05PM)

### Building Our Knowledge and Tools to Serve First Cats

**LOCATION: Santa Rita**

**PRESENTERS:**

- Blanca Alcantara-Hershey, Coordinator of Education and Initiatives, University of Arizona
- Dr. Alexei Marquez, Assistant Director, Education and Initiatives, University of Arizona

**ABSTRACT:**

This session focuses on building an awareness of the definition of a first-generation college student, First Cat, at the University of Arizona, as well as expanding the understanding of issues impacting first-generation Latinx/Hispanic college students' educational journey. The presentation introduces the audience to research and practices that are essential to first-generation college student success, as well as providing the audience with support in applying knowledge and tools to their job setting. As a Hispanic serving Institution, it is important to keep in mind how faculty and staff can better serve first-generation Latinx students as they make up 51% of our student population at the University of Arizona. Best practices can help to continue to grow the Latinx/Hispanic enrollment numbers and help to facilitate community building among the Latinx students with university faculty/staff. We can build a welcoming environment for First generation Latinx/Hispanic students, where they can thrive and reach their academic potential, and graduate.

### Culturally Responsive Engagement, Articulation, and Research: Increasing Latinx STEM Student Success

**LOCATION: San Pedro**

**PRESENTERS:**

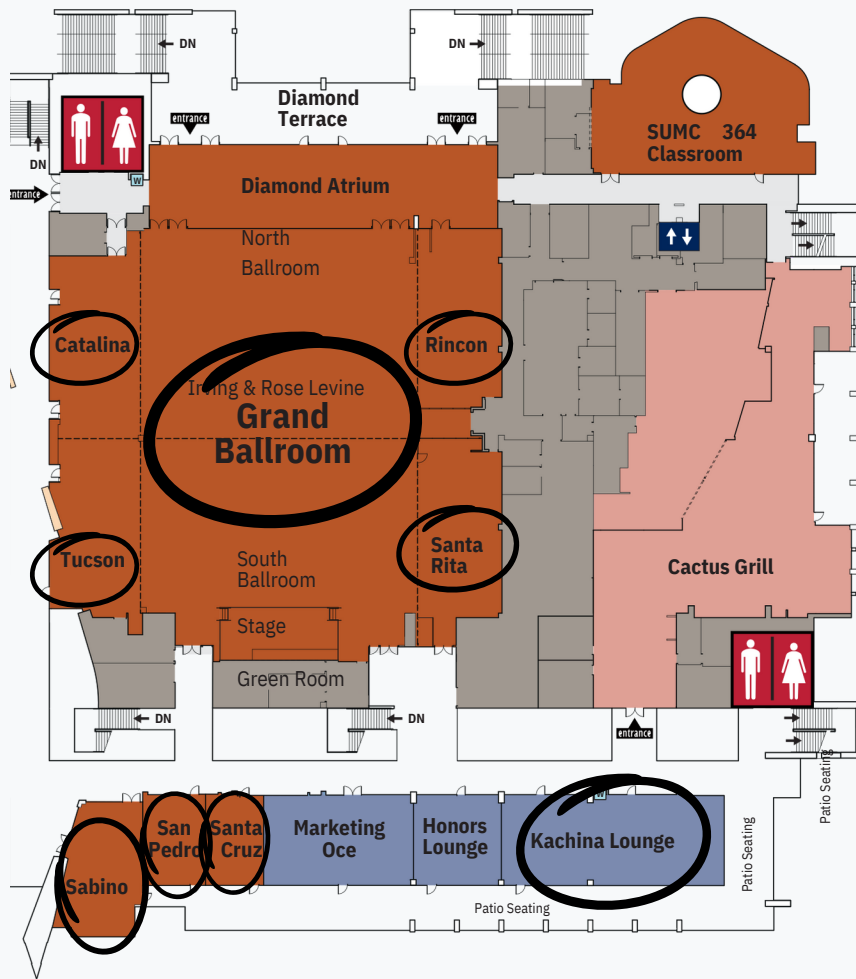
- Lola Rodríguez Vargas, Director, Societal Impact Groups, University of Arizona
- Kimberly Sierra Cajas, PI Project CREAR Title III Grant, University of Arizona
- Judy Marquez-Kiyama, Professor, Center for the Study of Higher Education and Co-PI Project CREAR Title III Grant
- Greg Heileman, Vice Provost, Undergraduate Education and Professor of Electrical and Computer Engineering

**ABSTRACT:**

The Culturally Responsive Engagement, Articulation, and Research (CREAR) project builds institutional capacity to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields. Project CREAR is funded by the U.S. Department of Education Title III HSI STEM and Articulation Program. This project includes four main activities that were selected through an examination of the current work of several offices and programs at the University of Arizona such as Catapult First Year Experiences and Arizona's Science, Engineering, and Math Scholars (ASEMS), nationally recognized by Excelencia in Education as the 2020 Example of Excelencia for the baccalaureate category. The approach for this project includes four strategies: (a) scaled up STEM student learning communities, (b) course-based undergraduate research experiences, (c) STEM articulation tools, and (d) training on culturally responsive teaching and mentoring. Through this session participants can expect to: (a) engage with different ways to scale up office level initiatives to institutional level initiatives, (b) examine the applicability of culturally relevant and sustaining approaches for their organization, (c) analyze ways in which campus partners can collaborate to advance the interests of Latinx STEM students.



# STUDENT UNION MEMORIAL CENTER LEVEL 3



## MAIN ROOM: GRAND BALLROOM

### WORKSHOP ROOMS:

- SAN PEDRO
- SABINO
- KACHINA LOUNGE
- TUCSON
- CATALINA
- RINCON
- SANTA RITA
- SANTA CRUZ

