Session Agenda

- Setting the Context: NAU College of Education HSI Task Force
- Literature review on Praxis and Critical Transformation
- Reflections from Student Listening Sessions
- Themes from our reflections
- Servingness Identity and HSI Consciousness
- Collective Visioning for Sustaining and Scaling
- *Reflecting on Servingness and Change* Activity

PRESENTERS

Cynthia D. Villarreal
Assistant Professor,
Educational
Leadership

Heather
Lindfors-Navarro
Assistant Professor of
Mathematics
Education

Gerald K. Wood
Associate Professor
Educational Foundations

Carmen X. Arciniega
Early Learning and
Development Center
Mentor Teacher

Alma Montemayor-Sándigo
Associate Teaching Professor
Bilingual Education/ESL

Claudia Rodas-
Associate Teaching
Professor/HSI Advisor
Educational Specialties

Laura M. Rodriguez
Doctoral Candidate
HSI Contributor

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NAU COE HSI Task Force

Purpose

- Task Force was formed to create a plan in building COE an HSI identity with representation from various programs across all campuses
- Collaborate to serve Hispanic/Latine students while better serving all students.
- Understand the meaning of being a Hispanic enrolling, Hispanic Serving, or a Hispanic Thriving institution
- Talk to students about their experiences via surveys, focus groups, or interviews.

Task Force Goals

1. **Identify key areas of improvement in student support services based on direct feedback from students**
2. Develop targeted initiatives and resources that address the unique needs and challenges of students, informed by their lived experiences
3. Use insights to enhance inclusivity and equity in academic programs and student services
4. Create a data driven framework for advancing NAU from HSI enrolling to HSI thriving institution

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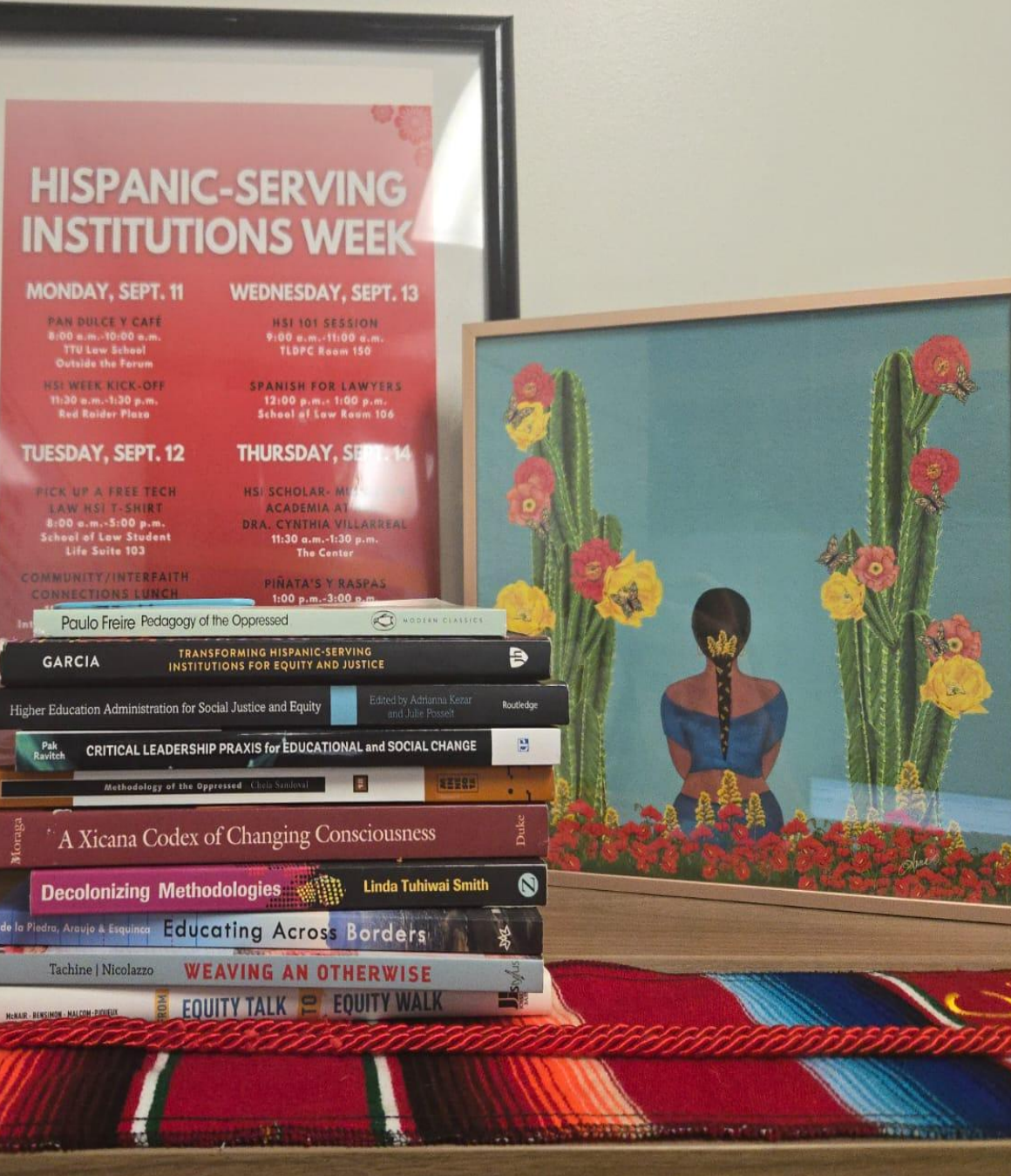
3 listening sessions:

   a.   Mountain Campus (in-person),

   b.   Yuma (in-person),

   c.   Statewide (online) (no students attended, so discussion became between Statewide faculty and staff)

Asked students questions about their experiences in COE and how to best support them as Latine students at NAU

Following the listening sessions, we convened to debrief about our findings

**Data from listening sessions is for internal purposes only

Session Objectives

- The *listening sessions* were a way for us as educators and leaders to make sense of our own servingness
- The *debriefs* and post-data collection *reflections* engaged us through a process of our own **Servingness Identity development**
  - Through this process, we each emerged with an evolved understanding of servingness, our roles in servingness, and our own personal servingness identities.
- **Today's session objective is to**
  - Share our reflections for developing Servingness Identities
  - Provide strategies for how to develop collective and individual servingness identities.
  - Collectively discuss vision for scaling and sustaining these efforts

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Why do we need to develop Servingness Identities?

Talking the *Servingness Talk* while Walking the *Servingness Walk*

"Unfortunately, some educators only have an equity talk, but not an equity walk…. Educators who preach equity, but equity values and practices aren't evident in their actions." (McNair et al., 2020, p. 3).

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Building an equity minded campus culture involves:

1. **Understanding Race critically**
2. Self-change in response to racialized consequences
3. Saying "No" to racially coded language
4. Resisting the use of URM by **Disaggregating Data**
5. Understanding that racial inequality is a consequence of slavery and conquest
6. **Remediating whiteness in practices**
7. Calling attention to the saliency of whiteness
8. **Self-remediation of routine practices**
9. Being critically race-conscious

(McNair et al., 2020)

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"*Transformed HSIs can become **spaces of liberation and justice,** starting with the mission, identity, and purpose…however, statements about who we are and what we value should not be philosophical in nature. Instead, they should be **objective and actionable.**" (Garcia, 2023, p. 59)*

TRANSFORMING
HISPANIC-SERVING
INSTITUTIONS
FOR EQUITY
AND JUSTICE

GINA ANN GARCIA

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Reflection & Action = Praxis

"One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge human beings' consciousness. Functionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. *This can be done only by means of the praxis: reflection and action upon the world in order to transform it.*"
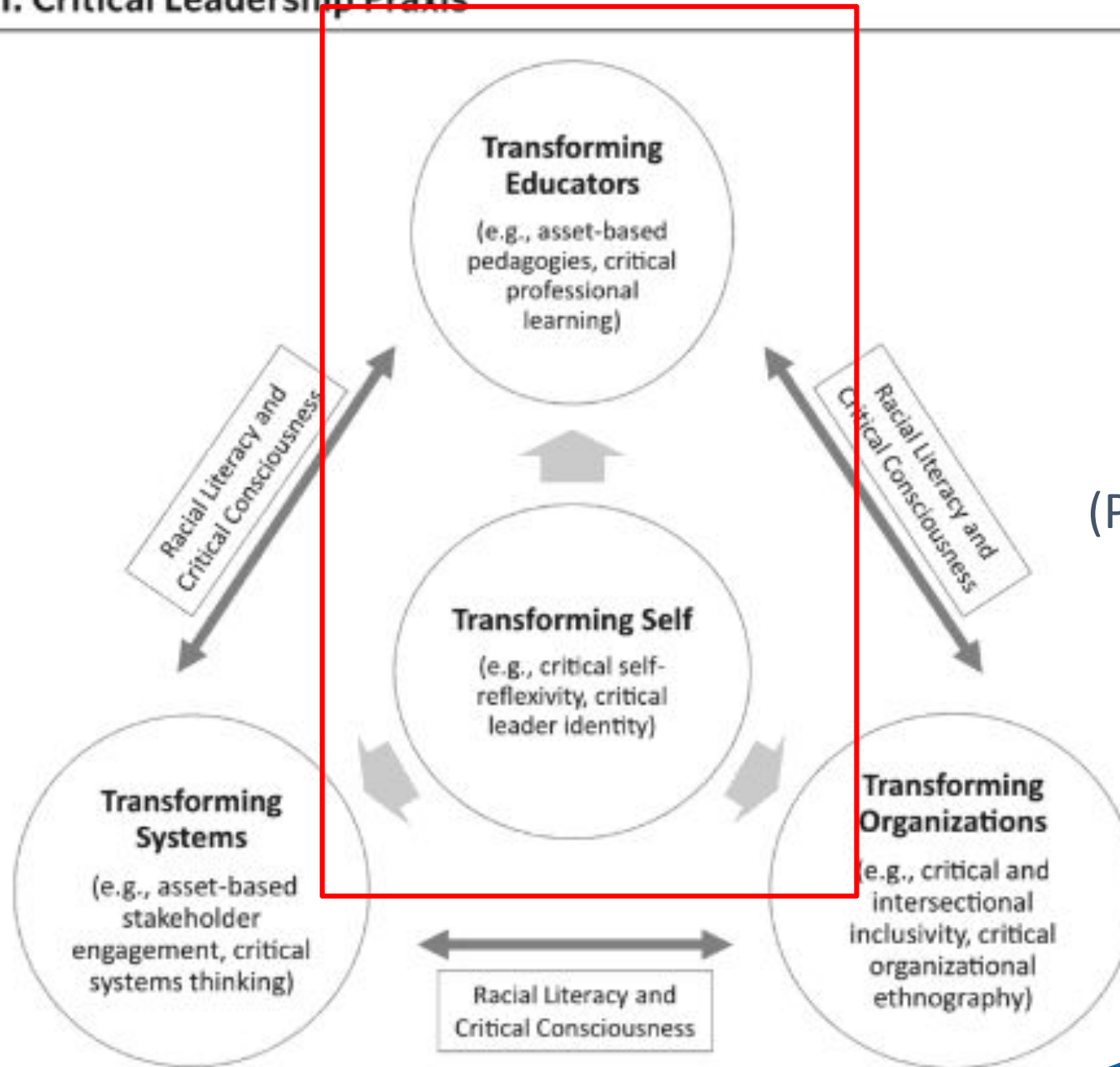(Freire, 1970, p. 25).

Figure 1.1. Critical Leadership Praxis
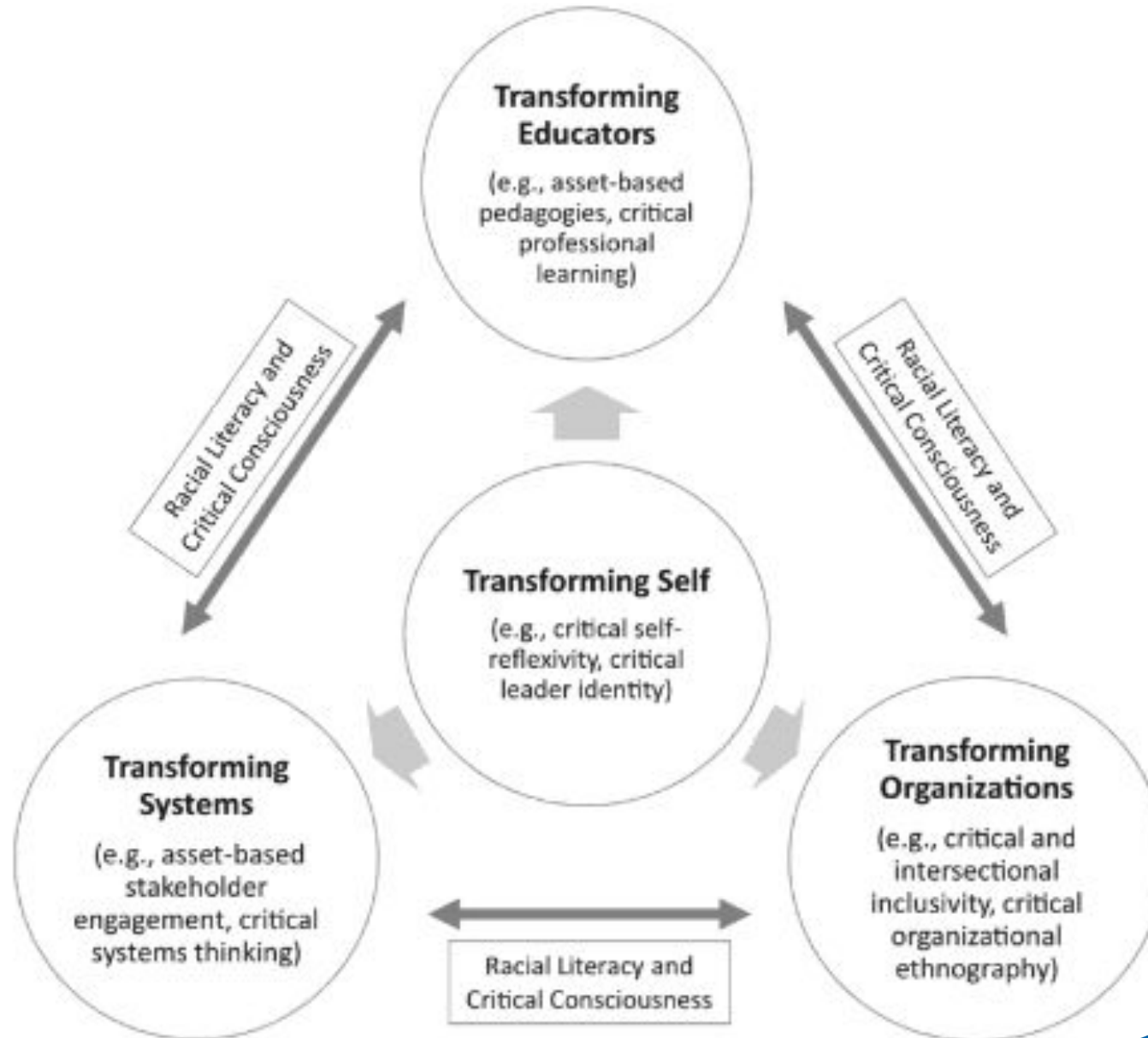
(Pak & Ravitch, 2021)

Figure 1.1. Critical Leadership Praxis

(Pak & Ravitch, 2021)

Recognizing the Importance of **reflection toward our Praxis**, we sum up some of the themes that emerged from our reflections

Our Reflections	Themes
Identity	Kinship & Spirit of Collaboration
Place	Envisioning Latinx Geographies
Systems (& Change)	

Our Reflections: On Identity
## Cultivando Comunidad within NAU (Student to Faculty)

Question(s) to ponder: <u>cultural, language, identity.</u>
Do we feel prepared to be culturally inclusive?
Can we see ourselves (authentically) in these jobs?

Practicum - Student Teaching - Expert

Stepping outside of "Western Beliefs"
    English only method IT NOT THE WAY

La cultura vive!

Multilingual Educators advocating their their students, familias, and themse
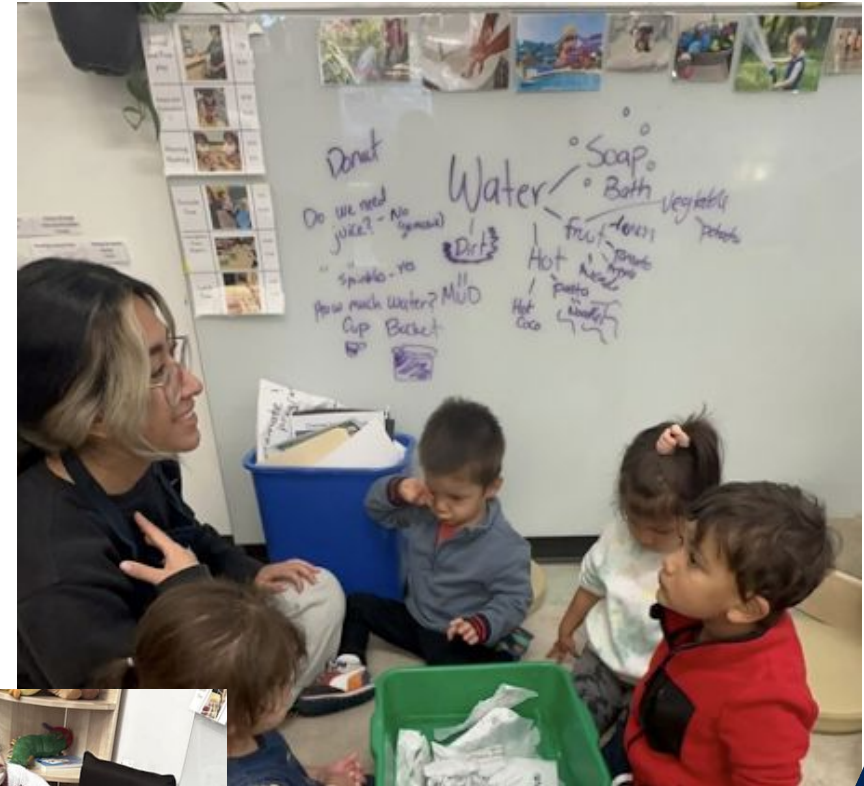
- Bring personal experiences (estodias)
- Code switching (English & Spanish)
- Acknowledge (I see that, notice that…)

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Kinship ~ Spirit of Collaboration

Tú eres mi otro yo

TRUTH

"You remind me of my tía."

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Our Reflections: On Place
Equity Across the State & on the Border

Envisioning Latine Geographies
Gerald Wood

Critical/ Latine Geographies

Relationship between race and space

Relationship between space and identity

- How do we create spaces that allow for the acknowledgment and decolonization of identities?

RECOMMENDATIONS/ ACTIONS

Classroom Spaces (where the majority of students are white)
*Latine students talked about being the only Latine student in many of their classes, keep their heads down and sit in the corner
Generate spaces and conversations to discuss identity (e.g. what does it mean to be Hispanic, Latine, Chicane, or Guatemalan?
Transforming the curriculum to align with U.S. Ethnic Diversity

College Spaces on the Mountain Campus
Creating physical representations in the College of Education
    Diversity mural
    *Multicultural space
COE Welcome Day & Educate2Act
Creating student organizations that reflect the needs and interests of Latine students and Students of Color

Community Spaces
Articulating connections to the broader community (e.g. translators, Spanish or English classes)
* Recognizing how Latine/ Communities of Color are being impacted (ex. Brought in by students - Justice for Epona Rose)
Book group: Transformative Critical Service-Learning by Heather Coffey and Lucy Arnold to make our courses more oriented towards communities
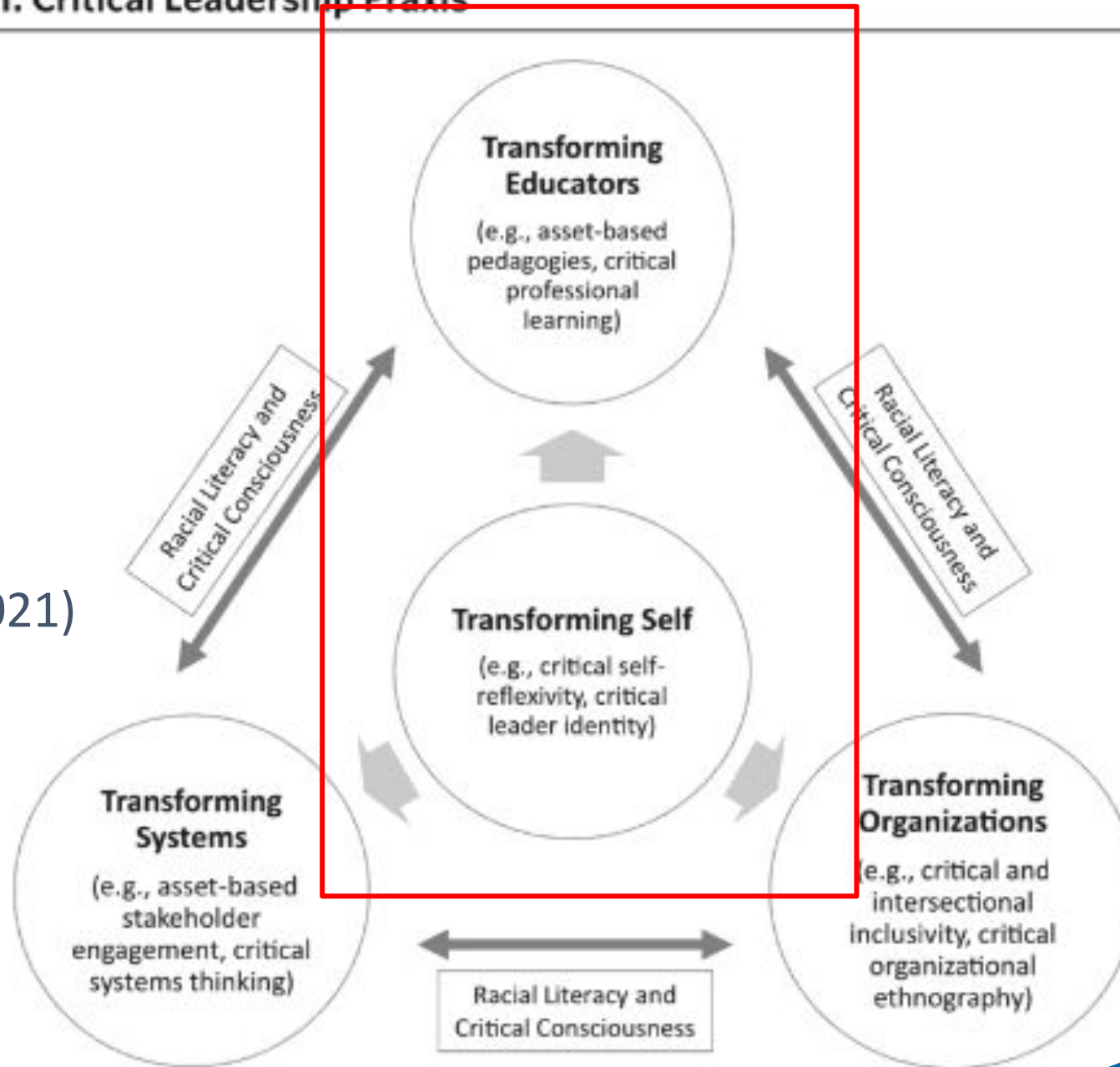
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Our Reflections: On Systems & Change

Tensions of our Servingness

- Addressing concerns from administration about not focusing exclusively on one group requires a balanced, strategic approach.
  - Frame as beneficial to all students
  - Highlight institutional goals
  - Leverage data and outcomes
  - Promote inclusive programming
  - Communicate the values of diversity and inclusion
  - Engage in constructive dialogue with all stakeholders

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Figure 1.1. Critical Leadership Praxis

Transforming Educators
(e.g., asset-based pedagogies, critical professional learning)

Transforming Self
(e.g., critical self-reflexivity, critical leader identity)

Transforming Systems
(e.g., asset-based stakeholder engagement, critical systems thinking)

Transforming Organizations
(e.g., critical and intersectional inclusivity, critical organizational ethnography)

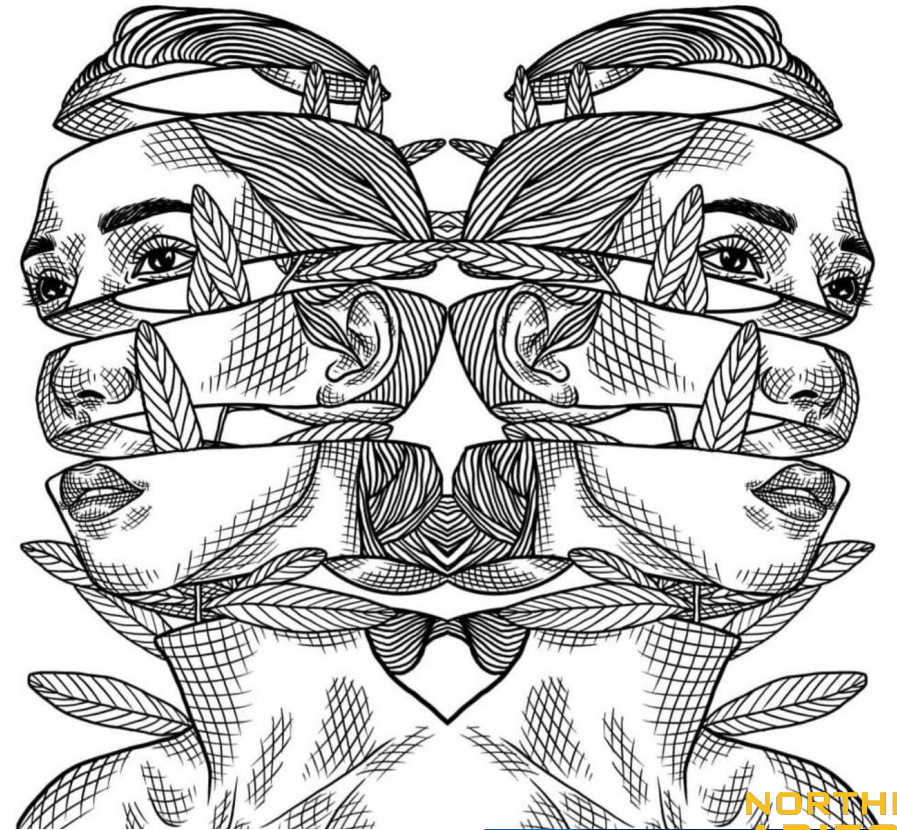Racial Literacy and Critical Consciousness

(Pak & Ravitch, 2021)

Making sense of our reflections

Path to conocimiento/knowledge (Anzaldua, 2015)

1. El Arrebato
2. Nepantla
3. Coatlicue
4. The Call/El Compromiso
5. Putting Coyolxauhqui Together
6. The Blow Up
7. Spiritual Activism

Framework of HSI Consciousness (Villarreal, 2020; 2022)

Components of HSI Consciousness	Definition	Reflective questions for practitioners
Body	The physical manifestations or actions as told through tangible commitments of members of the university community. These commitments are transmitted, shared, and replicated through action.	In what ways do my commitments, actions and behaviors manifest in ways that serve Latinx students? How do my actions and behaviors demonstrate an outward facing commitment to Latinx student success?
Mind	The mind is the place where we store our priorities. These are the thoughts that lead up to the external commitments.	In what ways are my priorities focused on Latinx student success? How do I communicate these priorities to my Latinx students and colleagues? How do I communicate my prioritization of Latinx student success to my colleagues? In what ways do I prioritize Latinx student success in decision making?
Spirit	The spirit is seen as our heart, our values, what we carry with us that inform our priorities and commitments. An HSI conscious spirit manifests in values that are focused on improving the Latinx student experience.	In what ways are my values focused on improving Latinx student success? In what ways are my values focused on serving Latinx students? How do these values manifest in my research, teaching, service?

Solidifying HSI Servingness Identity & Consciousness
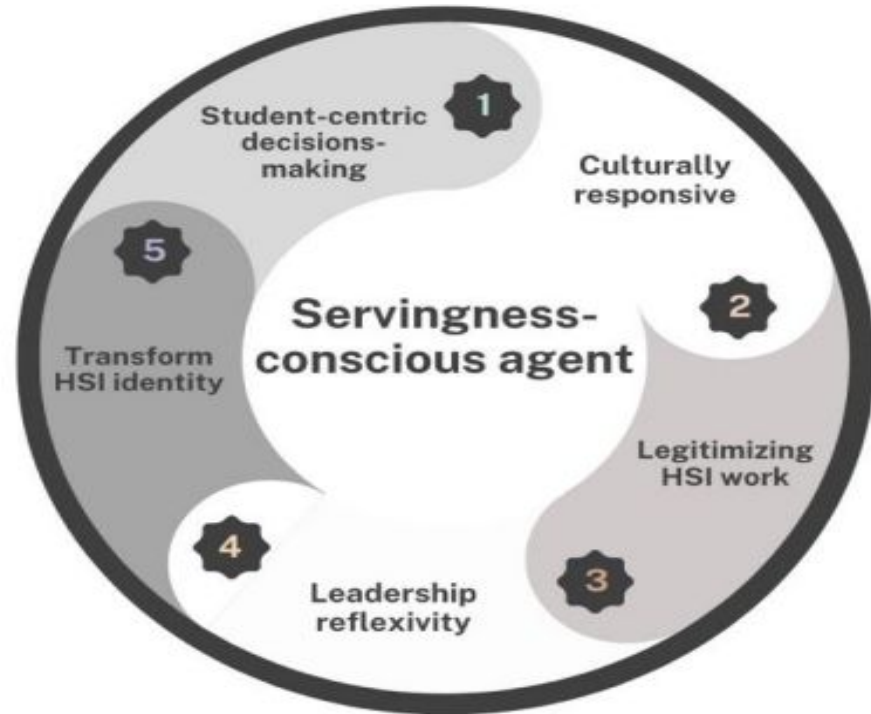
Figure 1. Servingness-Conscious Agent

Note: The framework emphasizes a continuous and reflexive process that centers students, advocates for culturally responsive leadership, legitimizes HSI work, and transforms the HSI identity.

(Barraza, 2024)

How do I Develop or Strengthen my Servingness Identity?

- Create collective arrebatos around what it means to serve
    - Allow (un)learning to take place for faculty and staff on campus by creating activities or workshops like like Focus Groups with students, interviews, disaggregating data/discussion, etc.
    - It's important that it isn't the same HSI Agents/leaders every time. Membership should rotate so that collectives of individuals within the organization develop Srvingness Identity and HSI Consciousness.
- Sit with the contradictions that emerge for you. Let go of the Servingness identity that you once had and think about ways to Talk the Servingness Talk.
- Engage in ongoing conversations on campus about Servingness identity and HSI Consciousness.
- Taking apart old narratives about servingness + rebuilding new narratives
- Remember that spiritual activism isn't the end of a stage model, but rather, its a bridge to a newer awakened consciousness and activist stance.

Collective vision for sustaining and scaling HSI consciousness across NAU broadly

- Recommendations or next steps for the task force
  - Engage in critical reflections with faculty, students, and staff about servingness.
  - Professional development series to develop HSI Consciousness and Servigness Identity on campus using Path to Conocimiento Stages
  - Create a data-driven framework for advancing the NAU from Hispanic enrolling to Hispanic thriving, guided by student voices and experiences (Task Force goals that can be replicated in other colleges and on campus broadly)

Discussion Activity

- Questions to reflect on:
    - What does servingness mean to you? What does servingness mean to your campus? If gaps exist, why do they exist?
    - In what ways are you actively engaged in conscious and genuine Servingness of your students?
    - What changes are being made at your institution to reflect an ongoing commitment to Latine students?
    - How would you gather student voices about what servingness means to them?
    - What would you do differently or how would you build upon what we have done?

References

Barraza, E. (2024). Role of servingness-conscious agents: Examining leadership practices within Hispanic-serving institution grants. *Journal of Higher Education Policy And Leadership Studies*, *5*(2), 70-88.

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