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HSI 201: 'Servingness' in Practice

Jonathan Alcántar

University of Northern Colorado

Tobias Guzmán

University of Northern Colorado

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HSI 201

Servingness in Practice

Dr. Jonathan Alcántar

Associate Professor and Chicana/o and Latinx Studies Program Coordinator

Dr. Tobias Guzmán

Vice President for DEI

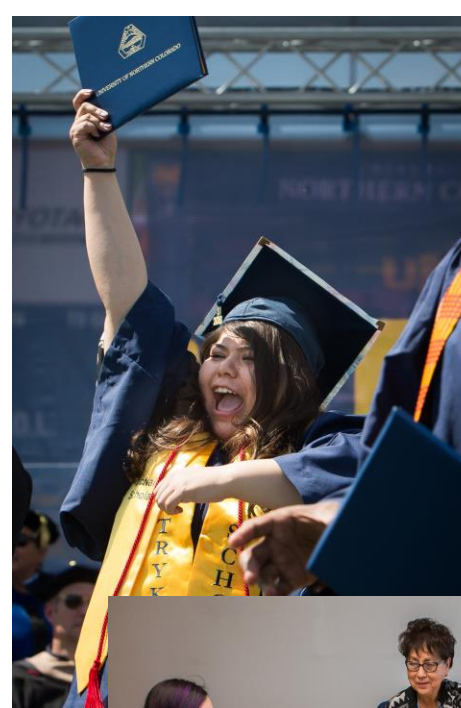


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HSI 201: AGENDA

UNDERSTANDING SERVINGNESS AND ITS BEST PRACTICES

- Workshop Outcomes
- Whose Knowledge Counts?
- Focus Question #1
- Cultural Community Wealth
- Cultural Responsiveness and Responsibility
- Servingness: A Definition and Framework
- Focus Question #2
- Assessing/Implementing/Enhancing a *Culture of Excelencia*
- Workshop Feedback and Questions



Workshop Outcomes

Servingness in Practice

1. Recognize the multiple strengths of Latinx students and the importance of cultural responsiveness
2. Present a definition of Servingness and best practices
3. Explore how UNC can integrate a framework of Servingness into our institutional practices and policies
4. Provide an opportunity for further dialogue, collaborations, innovations and action planning.



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Whose knowledge and culture count?

Theory, then, is a set of knowledges. Some of these knowledges have been kept from us—entry into some professions and academia denied us. Because we are not allowed to enter discourse, because we are often disqualified and excluded from it, because what passes for theory these days is forbidden territory for us, it is vital that we occupy theorizing space, that we not allow white men and women solely to occupy it. By bringing in our own approaches and methodologies, we transform that theorizing space.

(Anzaldúa, 1990, p. xxv, emphasis in the original)

Focus Question #1

Whose knowledge and culture count?

Why is cultural responsiveness crucial for Hispanic-Serving Institutions?

In what ways do culturally responsive practices and policies serve Latinx students?

Cultural Capital and the Deficit Views of Latinx Students

- Accumulation of cultural knowledge, skills and abilities possessed and inherited by privileged groups in society.
- Cultural capital, social capital and economic capital can be acquired from one's family and/or through formal schooling.



Community Cultural Wealth

- Communities of Color are places with multiple strengths
- US social institutions need to be restructured around knowledges, skills, abilities and networks possessed and used by People of Color
- Community and cultural practices are pivotal for the success of Students of Color
- Cultural Responsiveness Practices (Intentional usage and recognition of community cultural wealth among students of color)

From Cultural Capital to Community Cultural Wealth



How do we understand Servingness?

Developing a Culture of Excelencia Means Not Just Enrolling Latinx Students but Serving Them.

“Servingness is a concept that Garcia, Nuñez, and Sansone (2019) argue is a multidimensional and conceptual way to understand what it means to move from simply *enrolling* Latinx students to actually *serving* them.”

- Although it is difficult to define “servingness,” it is fundamental to intentionally impact the recruitment, retention, graduation, and social mobility of Latinx students.
- Through a **Multidimensional Conceptual Framework of Servingness at HSIs** (García, Núñez, and Sansone 2019), UNC can begin to assess, implement, and transform its **indicators of serving** and **structures for serving** Latinx students.

Servingness in Practice

“Moving from *servingness as a theory to actual practice* requires learning with and from HSIs that are currently implementing these practices” (García 2019).

Implementing Latinx-focused institutional practices and activities shows that Latinx students and their communities are important and valuable.

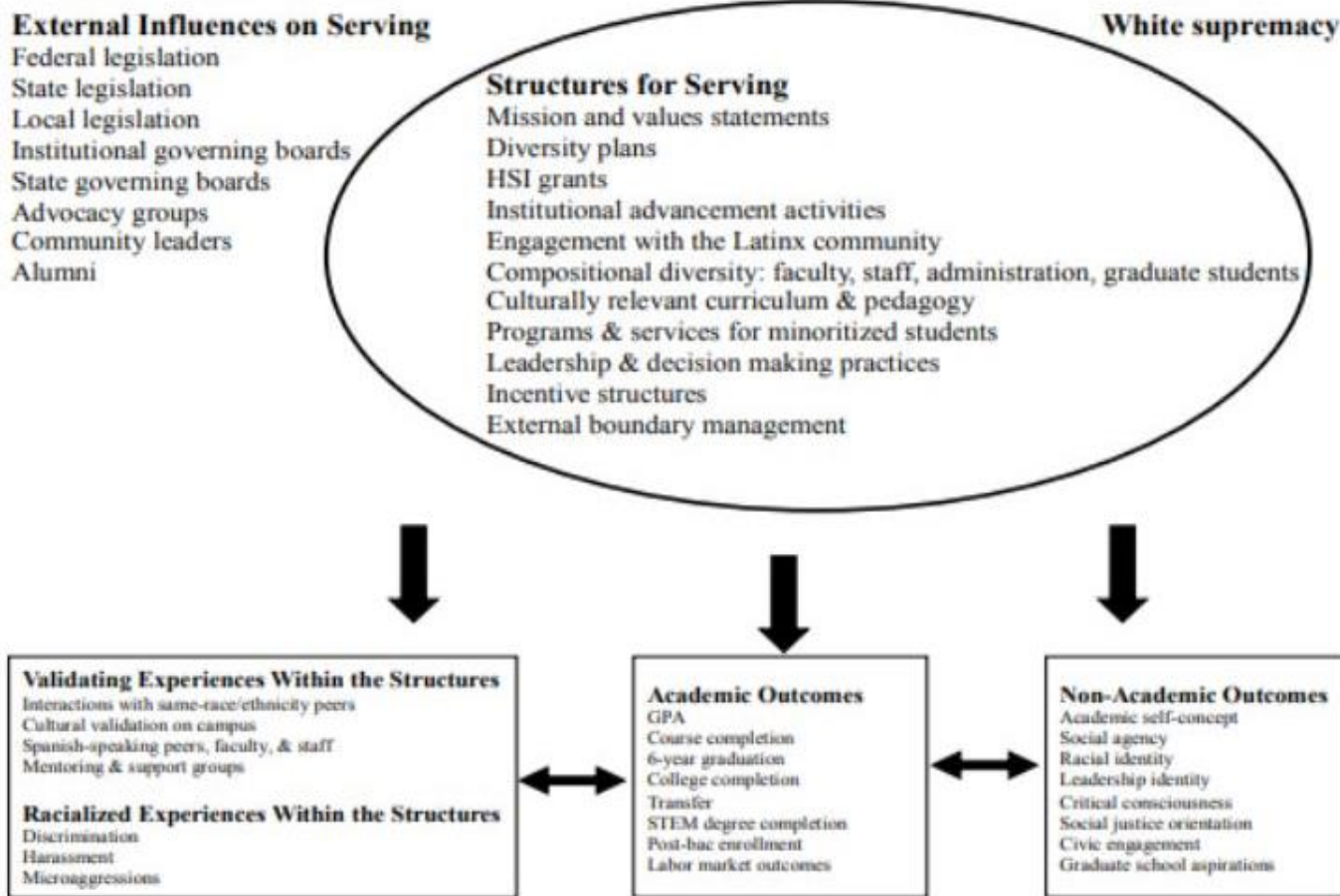


Figure 4. Multidimensional Conceptual Framework of Servingness at HSIs

Hispanic-Serving Institutions employed and developed cultural and academic assets (García, 2017).

Successful Outcomes for Latinx Students	High	Latinx Producing	Latinx Serving
	Low	Latinx Enrolling	Latinx Enhancing
		Low	High

Organizational Culture
Reflects Latinx Culture

Which of the following indicators/structures do you think are more important to measure the level of Servingness in Hispanic-Serving Institutions?

- A) Persistence and graduation rates
- B) Development of academic self-concept, leadership identity, racial identity
- C) Visibility of cultural signifiers on campus (art/murals)
- D) Compositional diversity of faculty, staff, administrators, and graduate students

Indicators of Serving

Academic outcomes:

- Persistence
- Graduation rates
- Transfer
- Course completion
- STEM degree completion
- Labor market outcomes

Non-academic outcomes:

- Development of academic self-concept
- Leadership identity
- Racial identity
- Critical consciousness
- Graduate school aspirations
- Civic engagement

Indicators of Serving

Student and Nonstudent Experiences:

- Feeling a sense of belonging
- Participation and interactions with Latinx peers
- Spanish-speaking peers
- Faculty and staff in mentoring and support programs
- Visibility of cultural signifiers on campus (Latinx art/murals) that promote a welcoming environment

Structure for Serving (Organizational and Transformative)

- Compositional diversity of faculty, staff, administrators, and graduate students.
- Mission and purpose statements.
- Decision-making processes.
- Equity-minded leadership practices.
- Policies.
- Curricular and Co-curricular structures.

Keynote Speech

Hispanic Serving Institutions in Practice

Dr. Gina Garcia is a leading scholar on Hispanic Serving Institutions (HSI) who is dedicated to advocating with and for HSIs in order to transform colleges and universities that serve the most diverse student populations. On Wednesday, March 23, 2022, Dr. Garcia inspired our UNC community to think critically about how we can achieve equitable graduation rates while also providing a culturally enriching education experience.

www.unco.edu/hsi



Working Groups: Developing a Culture of Excelencia

- In what capacity does your unit/job serve students at UNC?
- In the past five years, what strategies have you or your unit implemented to serve your students better? Has your unit or you been successful?
- What resources/networks have you utilized or requested to implement these strategies?
- How can you modify previous strategies to serve Latinx students on campus intentionally?
- What resources/networks can be helpful to implement these strategies?
- Name four people in your unit that can assist you in implementing strategies to serve Latinx students intentionally.

Questions?





THANK YOU!



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