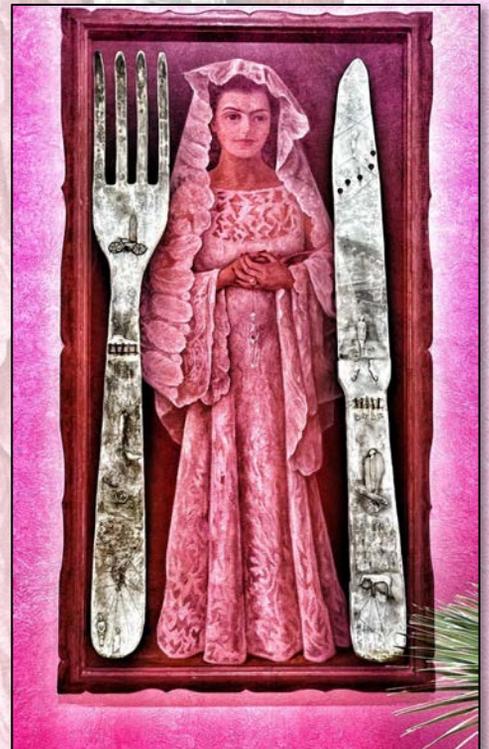


FDEV

zine

A PUBLICATION BY THE OFFICE OF FACULTY DEVELOPMENT

This month's Zine focuses on the concept of Servingness at Hispanic-Serving Institutions, which has been Chico State's designation since Fall 2014. This issue includes pieces by Teresita Curiel, Chico State's Latinx Equity and Success Director, JoAna Brooks and David Alexander, CEMUR's Project Director and Principal Investigator – respectively, and Hannah Burdette, an associate professor of Spanish and Latin American Studies in the Department of Languages and Cultures. These colleagues help creating a context about what the HSI designation means, and most importantly, share some initiatives available at Chico State, for both faculty and students. Their contributions are accompanied by some photos I took (and re-interpreted) at the following museums and exhibitions: [Mexic-Arte Museum](#) (Austin, TX), [SFMoma](#) ([Diego Rivera Exhibit](#)), [San Antonio Museum of Art](#), and the [Museum of Latin American Art – MOLAA](#) in Long Beach, specifically the [Fernando Botero's Exhibit](#) and a few other [current exhibits](#). From the MOLAA's website, you can also visit the digital exhibition [Oaxacalifornia: Through the Experience of the Duo Tlacolulokos](#). I hope this Zine will encourage you to learn more about Chico State as an HSI, and will also invite you to visit some of these museums if you are in those areas.



One area of Faculty Development that I have been meaning to explore – and couldn't find the time to fully do until now – is the specific meaning of faculty support and engagement at a Hispanic-Serving Institution. In other words, what does faculty development look like – or should look like – at HSIs? The general idea is to support faculty in creating more inclusive and culturally relevant classes, which is an effort that is usually proven to improve every student experience, by “simply” making our classes more accessible to diverse learners. And yet, while positive, this is a broad approach that does not necessarily speak specifically about faculty development at HSIs. So, I reached out to our Latinx Equity and Success Director, Teresita Curiel, for some help and direction in finding resources. I have greatly appreciated our initial conversations and the information Teresita has shared with me, in particular the scholarship of [Gina Ann Garcia](#) and [Marcela Cuellar](#), and the information shared on the [Escala Educational Services website](#). I have corresponded with Escala's CEO Melissa Salazar, who shared this article with me: “[Faculty as Change Agents: Why Faculty Development is Crucial for Hispanic-Serving Institutions](#)” (2015).

In her article, Salazar challenges a few assumptions, for example the fact that “the mere existence of HSIs is not enough to close the completion gap, [...]—HSIs do not have significantly higher completion or transfer rates for their Latino students than non-HSIs (Rodríguez & Calderón Galdeano 2015)” (1).

FACULTY DEVELOPMENT AT HSIS
(CHIARA FERRARI)



What I appreciate the most about her article is how she defines faculty as a resource and an asset at HSI institutions (2), but also as “change agents” and how “HSIs should create spaces for faculty to discuss, experiment, and also collect data on student learning and engagement” (2).

Teresita and I are working together to provide this space to faculty, staff, and students in Spring 2023, as an opportunity to discuss, exchange ideas, and design faculty development opportunities that speak specifically to our university as an HSI.

More specifically, we plan to offer a series of 5 workshops/information sessions focusing on the following topics:

1. HSI 101: introduction, data, context, philosophy
2. HSI research and theoretical framework
3. HSI Grants: resources and opportunities
4. Servingness and Assessment
5. Faculty Development at HSIs

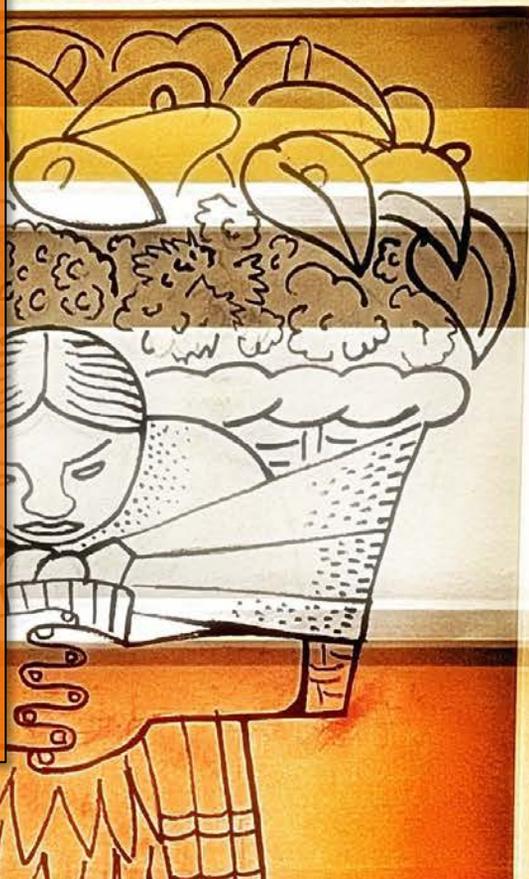
These sessions will be open to the campus community and we look forward to the conversations that will originate in this space. Faculty Development has also purchased unlimited licenses for the following books by Dr. Gina Garcia, so we encourage everyone to start reading them in preparation for this Spring initiative: [Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities](#) [Hispanic Serving Institutions \(HSIs\) in Practice: Defining Servingness at HSIs.](#)

In Fall 2014, our Hispanic/Latinx undergraduate student population surpassed 25%, earning us Hispanic-Serving Institution (HSI) status. Eight years later, much has been accomplished. Yet, there are still ample opportunities to learn more about and enact *servingness*. Teresita Curiel, Director of Latinx Equity and Success, offers these reflections, resources, and information:

How has Hispanic/Latinx undergraduate enrollment changed since 2014?

Today, over 36.8% of the undergraduate student body, or 4,802 students, self-identify as Hispanic/Latinx. This figure represents a 15.6% increase since 2014. Although, today's Hispanic/Latinx undergraduate student enrollment is 13.8% lower than in Fall 2018 when we enrolled 5,571 Hispanic/Latinx undergrads. Even with campus enrollment changes across the board, pre- and post-pandemic, the proportion of Hispanic/Latinx student enrollment continues to rise, making Chico a Hispanic/Latinx *enrolling* institution.

EIGHT YEARS AFTER EARNING OUR
HISPANIC-SERVING INSTITUTION
(HSI) STATUS... WHERE ARE WE NOW?
(TERESITA CURIEL)

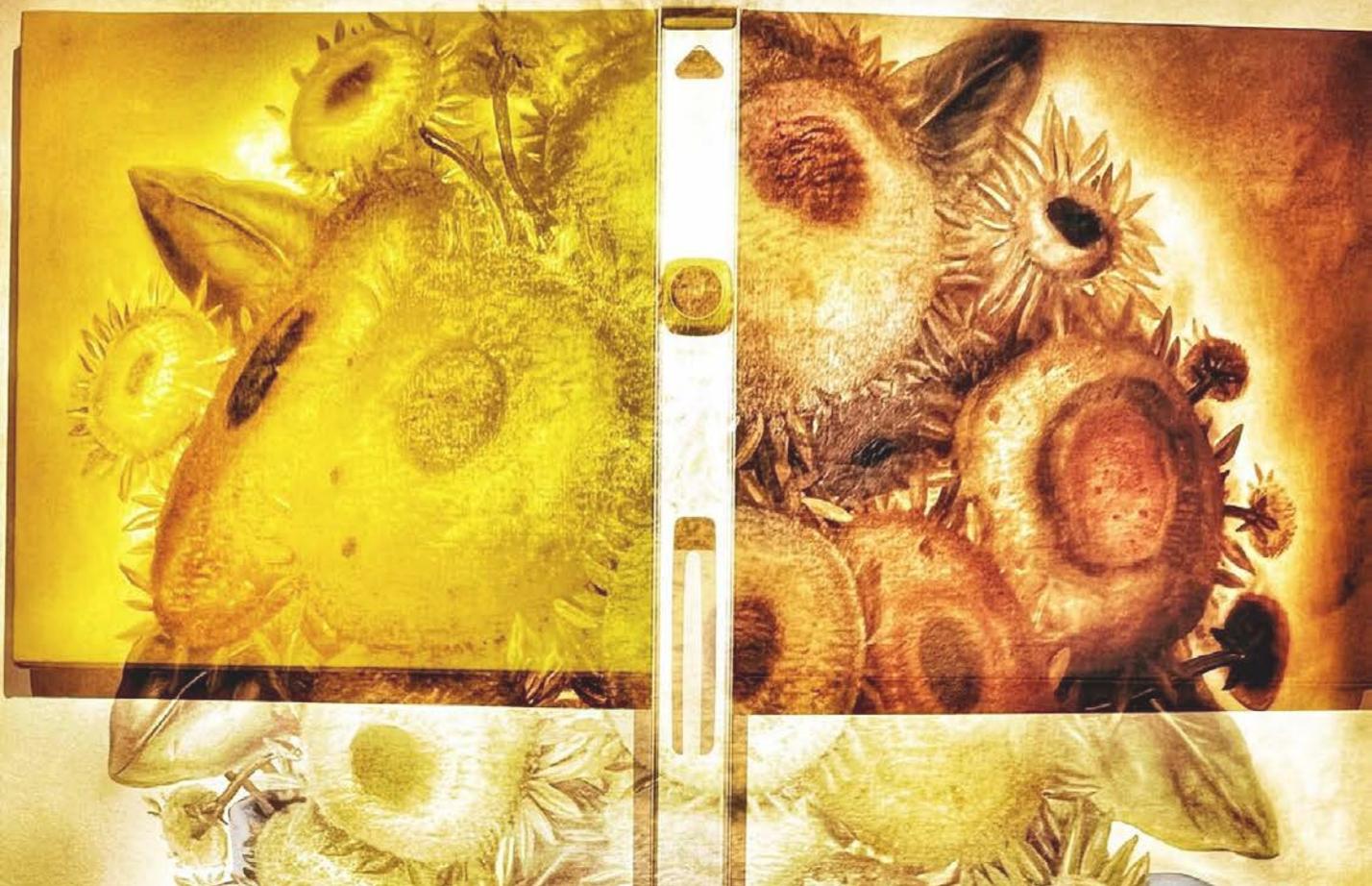


What does *servingness* mean?

Dr. Gina Ann Garcia, leading HSI scholar/activist and Associate Professor at the University of Pittsburgh, is considered a national expert on *servingness* at HSIs. In the well-known articles listed below, Dr. Garcia et al. describe the complexities of *servingness*, suggest indicators and structures for *servingness*, and theorize a multidimensional framework for research, policy, and practice.

Garcia, G. A. (2019). Defining “servingness” at Hispanic-serving institutions (HSIs): Practical implications for HSI leaders. American Council on Education.

Garcia, G. A., Núñez, A. M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synthesis of the research. *Review of Educational Research*, 89(5), 745-784.



How have we progressed with federal HSI grants?

While our HSI institutional success is centered on students, one of the advantages of being an HSI is that the institution is able to compete for select federal HSI grants programs. These opportunities are highly-competitive, yet some can lead to game-changing, capacity-building opportunities to advance academic *servingsness*. Chico State first achieved eligibility for federal HSI grant programs in Fall 2015, and secured its first HSI grant in 2016. To-date, we have subsequently secured over \$19M in federal funding and currently hold six active HSI grant projects that are progressing Hispanic/Latinx and low-income student success in three STEM Colleges, undergraduate research, data science, early preparation for post-baccalaureate study, faculty development and more.

What's on the HSI horizon for Chico State?

Looking back, we have much to be proud, yet much still remains to be accomplished. On the HSI horizon are...

- 1) Reenergizing a campus HSI educational campaign so that faculty and staff members better understand our commitment and responsibilities as an HSI;
- 2) Identifying and enacting strategies for the institutionalization of HSI grant project staff and services;
- 3) Learning how we can better operationalize and assess a *servingsness* framework; and
- 4) Building capacity for *servingsness* in spaces where that do not hold an HSI grant programs and our future success in securing HSI grant resources.



**CULTIVATING A CULTURE OF
ENTREPRENEURIAL MINDSET AND
UNDERGRADUATE RESEARCH
(JOANA BROOKS AND DAVID ALEXANDER)**

The Cultivating a Culture of Entrepreneurial Mindset and Undergraduate Research (CEMUR) Project is funded through a \$2.2 million grant by the National Science Foundation's Improving Undergraduate STEM Education Hispanic Serving Institution (HSI) program. The CEMUR project recruits, trains, and supports faculty members in the design and implementation of course-based undergraduate research experiences and entrepreneurial mindset (CURE-E) in STEM courses within the Colleges of Agriculture, Natural Sciences, and Engineering, Computer Science, and Construction Management. To date, 29 faculty members have joined the CURE-E Faculty Fellows Program, and another 17 will be joining in the summer of 2023.

The goals of the project are to enhance the quality of undergraduate STEM education, increase retention and graduation rates of undergraduate students pursuing STEM degrees, and conduct social science research to deepen understanding of STEM student success in the context of an HSI university. The project outcomes build on and enhance the institutional infrastructure for teaching and research by institutionalizing changes in STEM education, fostering research environments that engage undergraduates in their disciplines, and creating a new CURE-E model that combines research in the classroom and entrepreneurial mindset.

Undergraduate research is a recognized best practice for student achievement in STEM, particularly for historically underrepresented students. Nevertheless, these opportunities are often limited and usually performed outside of the classroom by a selected few. Embedding research experiences in undergraduate STEM courses provides broad access to a high-impact practice with known benefits on persistence and graduation rates for all students, particularly those from historically underrepresented groups.



The CEMUR Project educational research study is pursuing the following research questions: 1) How do we engineer a classroom environment in which we observe similar “gains” in socialization into the profession and integration into scientific communities as seen in undergraduate research education (URE) type programs? 2) Which mechanisms do faculty use to support students’ socialization into the profession and integration into scientific communities? These two research questions respond to needs identified in the literature by focusing on the implementation of high-impact practices in the classroom (research experiences), identification of students’ needs to better reform the classroom, and the decision-making of instructors while redesigning courses. This educational research focuses on the instructors’ experiences, uses students’ work as part of the assessment of the course modifications, and informs future modifications. It is one of the few educational research projects employing the Life Grid interview method. Unlike a traditional semi-structured interview, the Life Grid is centered around an artifact that the respondent and the interviewer work on together. The interview becomes a shared endeavor. The Life Grid establishes a personal timeline and aids in reducing recall bias for the respondent and lends itself to learning a rich narrative of one or more dimensions of the respondent’s life.

An entrepreneurial mindset is a set of beliefs, knowledge, and thought processes. It includes recognizing opportunities, taking initiative, and succeeding in diverse and challenging situations. CURE-E introduces students to entrepreneurial concepts by bringing EM experiences into the classroom, providing students with tools to experience, assess, and reflect upon their entrepreneurial mindset. An Entrepreneurial Mindset (EM) enhances a student's education by teaching them perseverance, tenacity, creativity, problem-solving, and collaboration so they can identify problems and find solutions. An entrepreneurial mindset is highly sought after by employers and improves student educational completion and achievement.

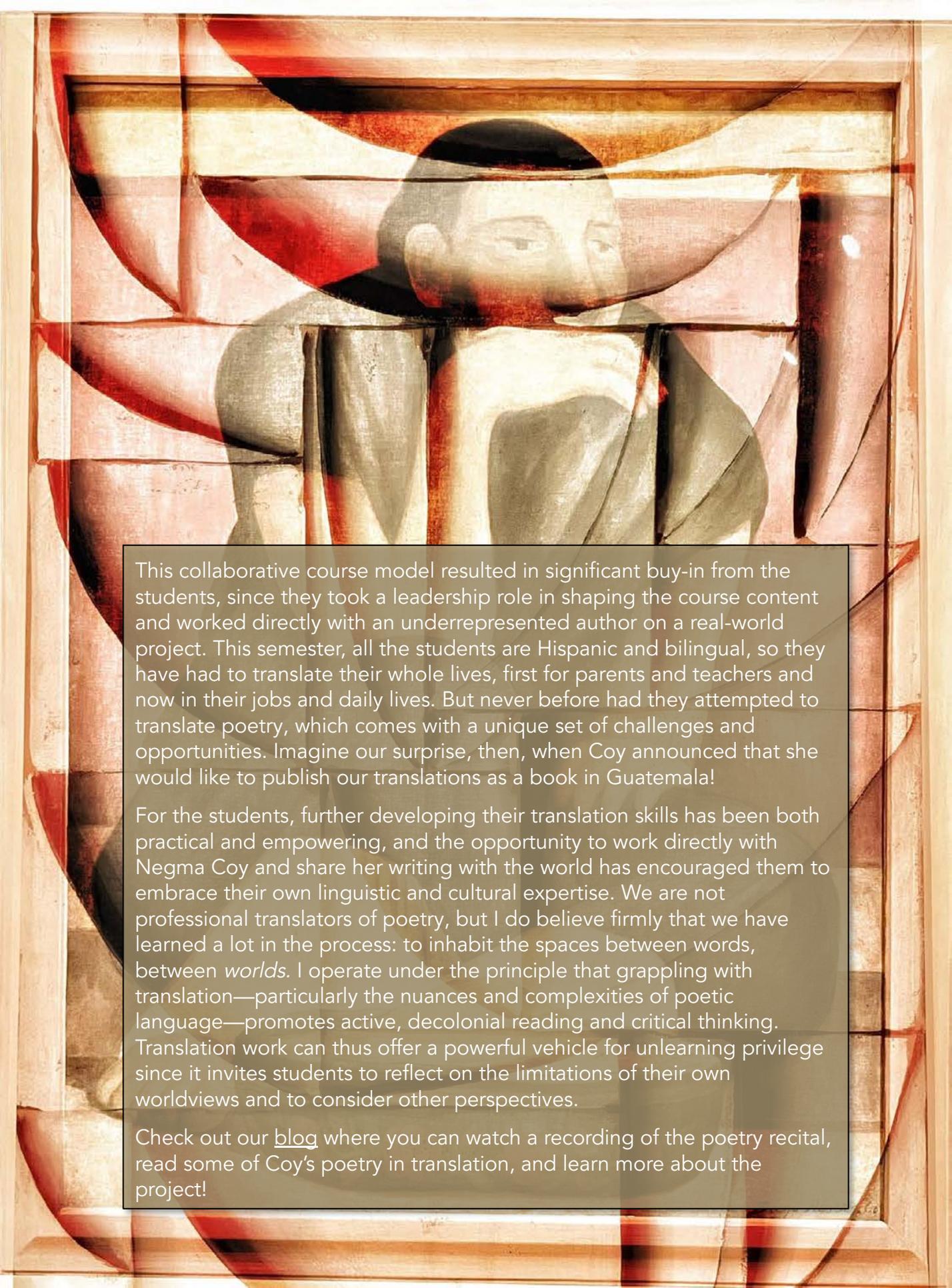
“Yesterday’s ‘soft’ skills are the hard skills of the future.” Supporting the next generation, The entrepreneurial mindset and the future of work, A research brief presented by EY and Network for Teaching Entrepreneurship, 2018.

PACH'UN TZIJ: MAYA LITERATURE IN TRANSLATION (HANNAH BURDETTE)

Indigenous literatures in Latin America are growing at an exponential rate, with more authors publishing in their Native languages every year. Self-translation is a key component from the outset, since authors often write bilingually in their Native language and in Spanish. However, only a limited number of these texts are available in English, which can contribute to the misconception that Indigenous literatures are merely a parochial expression lacking broader aesthetic appeal. As a result, there is a pressing need for more translation to bridge linguistic and cultural gaps and to increase access for Indigenous and non-Indigenous readers alike.

To this end, I designed and taught a new seminar this semester—SPAN 455: Indigenous Literature and Translation—in which my students and I studied poetry by Indigenous authors from Latin America. The culminating project consisted of translating texts by Kaqchikel Maya poet Negma Coy from Spanish to English. We then shared these translations on a [public-facing blog](#) and held a hybrid poetry recital where Coy and my class read a selection of her works in Kaqchikel, Spanish, and English. We also worked together to write a successful funding proposal for her honorarium, which required the class to articulate why Indigenous literatures matter and how this event would benefit their education.





This collaborative course model resulted in significant buy-in from the students, since they took a leadership role in shaping the course content and worked directly with an underrepresented author on a real-world project. This semester, all the students are Hispanic and bilingual, so they have had to translate their whole lives, first for parents and teachers and now in their jobs and daily lives. But never before had they attempted to translate poetry, which comes with a unique set of challenges and opportunities. Imagine our surprise, then, when Coy announced that she would like to publish our translations as a book in Guatemala!

For the students, further developing their translation skills has been both practical and empowering, and the opportunity to work directly with Negma Coy and share her writing with the world has encouraged them to embrace their own linguistic and cultural expertise. We are not professional translators of poetry, but I do believe firmly that we have learned a lot in the process: to inhabit the spaces between words, between *worlds*. I operate under the principle that grappling with translation—particularly the nuances and complexities of poetic language—promotes active, decolonial reading and critical thinking. Translation work can thus offer a powerful vehicle for unlearning privilege since it invites students to reflect on the limitations of their own worldviews and to consider other perspectives.

Check out our [blog](#) where you can watch a recording of the poetry recital, read some of Coy's poetry in translation, and learn more about the project!

FACULTY DEVELOPMENT RESOURCES

The Office of Faculty Development exists to help all faculty flourish as teachers, scholars, leaders, and colleagues in a stimulating and sustainable academic environment.

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Teaching Guides

Virtual Library

Grades & Equity Gaps Dashboard

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