FLOOR PLAN/MAP

1st Floor

Stage

Theater

Tillary Street

ELEV

Restroom

Lobby Atrium

Foyer

Escalator

ELEV

A-106

A-104

Restroom Restroom

A-104.2

Main Entrance

A-105

A-103

Jay Street

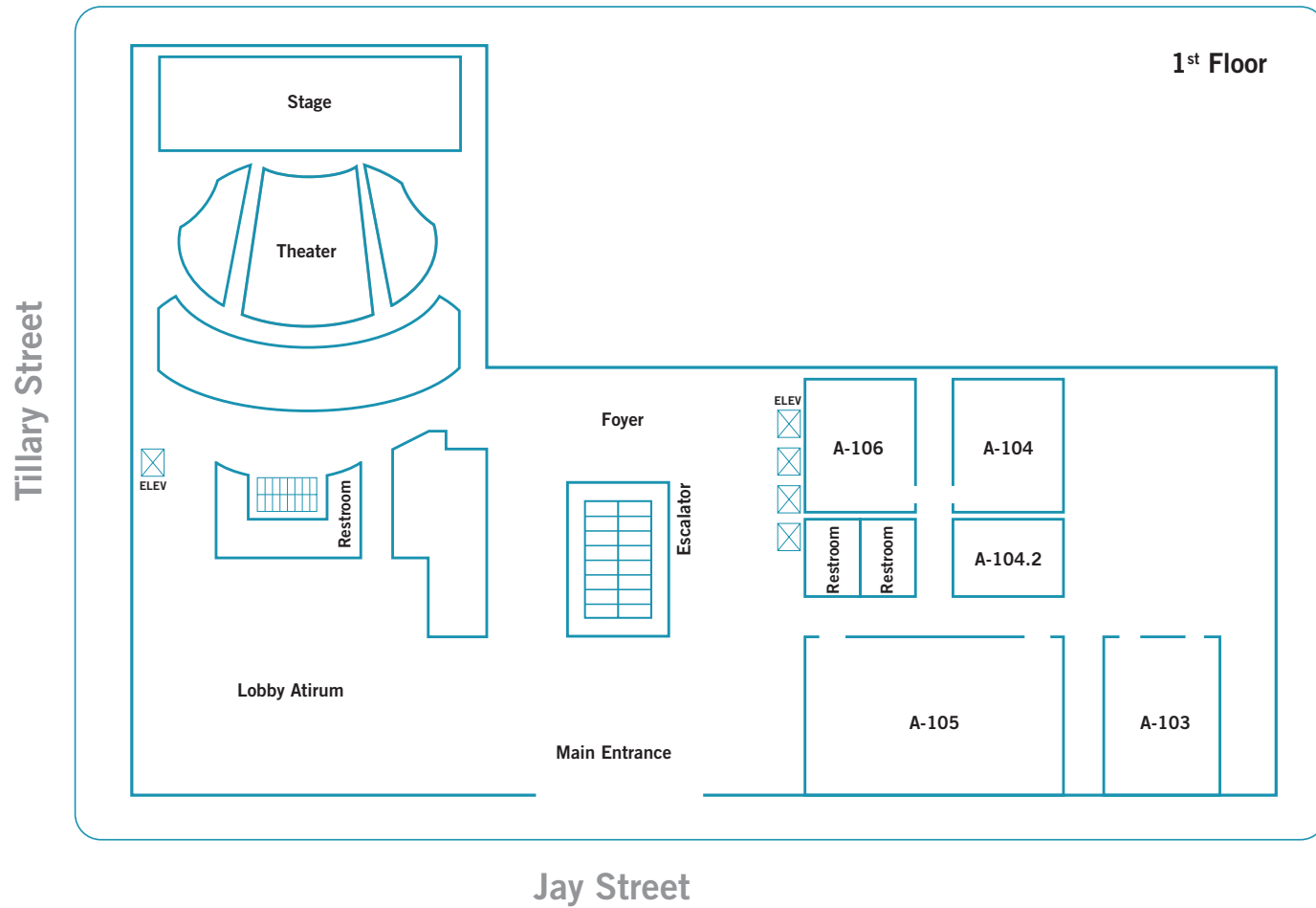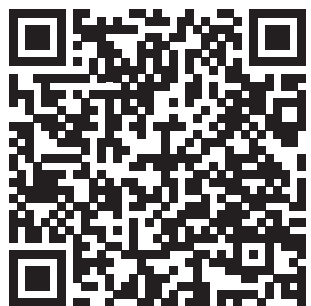## WIFI INFO

Wi Fi Access is Available through City Tech WiFi or CUNY Eduroam.

Instructions for accessing the City Tech WiFi

Instructions for accessing CUNY Eduroam website:

ACKNOWLEDGMENT

**National Science Foundation
Hispanic-Serving Institution
CUNY Conference Program**

Promoting Servingness Across CUNY HSIs

New York City College of Technology

Academic Complex • 285 Jay St, Brooklyn, New York 11201

MAY 4TH & 5TH, 2023

WELCOME MESSAGE

Welcome to the City University of New York Hispanic-Serving Institution (CUNY HSI) Conference, funded by the National Science Foundation and hosted by New York City College of Technology. A report released by Excelencia in Education in 2021 stated that CUNY has the most HSIs in New York and leads in granting degrees to Hispanic students. However, there is still a degree achievement gap between Hispanic students and their white counterparts. The vision for this conference is a call to action to intentionally serve Hispanic/Latinx students through data, practice, and leadership. The conference theme, "Promoting Servingness across CUNY HSIs" was selected to provide attendees the opportunity to learn, exchange ideas, and reflect on shared research and teaching practices which support Hispanic/LatinX students. We hope you enjoy all the conference has to offer!

Melanie Villatoro and Diana Samaroo

ORGANIZING COMMITTEE
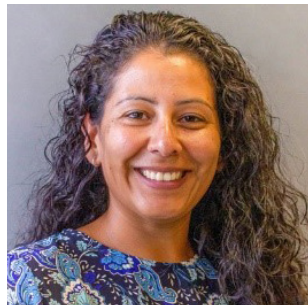
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Chair of the HSI Steering Committee
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MAY 4TH SCHEDULE

Time	Event	Location
8:30 AM – 9:15 AM	**Conference Registration & Breakfast**	**Lobby/Foyer**
9:15 AM – 9:30 AM	**Dr. Russell Hotzler,** President, New York City College of Technology	**Theater**
9:30 AM – 10:00AM	**Dr. Félix V. Matos Rodríguez,** Chancellor, City University of New York Welcome and Opening Remarks	**Theater**
10:00 AM– 11:00 AM	**Dr. Gina Ann Garcia,** Keynote Speaker Keynote Address: *"Transforming Hispanic-Serving Institutions"*	**Theater**
11:00 AM – 11:15 AM	**Break**	
11:15 AM – 11:45 AM	**CUNY HSI Oral Presentations** New York City College of Technology Center for Integrated Language Communities	**Theater**
11:45 AM - 12:15 PM	**Dr. Michael Davis,** Program Director *"NSF Funding Opportunities"*	**Theater**
12:15 PM – 1:15 PM	**Poster Session & Networking Lunch**	**Lobby**
1:15 PM– 2:30 PM	**Dr. Gina Ann Garcia,** Keynote Speaker Workshop on: *"Transforming Hispanic-Serving Institutions"*	**A105**
2:30 PM – 2:45 PM	**Coffee Break**	**A105**
2:45 PM – 3:45 PM	**Dr. Richard Flores,** Speaker *"University of Texas Presidential HSI Steering Committee"*	**A105**
3:45 PM – 4:30 PM	**Prof. Melanie Villatoro & Dr. Diana Samaroo,** Working Session Facilitators	**A105**

MAY 5TH SCHEDULE

| Time	Event	Location
8:30 AM – 9:15 AM	**Conference Registration & Breakfast**	**A105**
9:15 AM – 10:15 AM	**Dr. Lina Mendez and Dr. Audrey Paredes,** Speakers *"University of California System-Wide HSI Initiative"*	**A105**
10:15 AM – 11:15 AM	**CUNY HSI Oral Presentations** Hostos Community College John Jay College of Criminal Justice LaGuardia Community College	**A105**
11:15 AM – 11:30 AM	**Break**	**A105**
11:30 AM – 12:30 PM	**CUNY HSI Oral Presentations** Lehman College H-AGEP Program DARE	**A105**
12:30 PM – 1:30 PM	**Poster Session & Networking Lunch**	**Lobby**
1:30 PM – 2:45 PM	**Prof. Melanie Villatoro, Dr. Diana Samaroo, Dr. Audrey Paredes** Working Session: *"Share Out and Strategic Planning"*	**A105**
2:45 PM – 3:00 PM	**Coffee Break**	**A105**
3:00 PM – 4:00 PM	**Dr. Michael Davis,** Program Director *"NSF HSI Proposal Mock Panel"*	**A105**
4:00 PM – 4:30 PM	**Prof. Melanie Villatoro** Closing Remarks	**A105**

Dr. Gina Ann Garcia is an associate professor in the department of Educational Foundations, Organizations, and Policy at the University of Pittsburgh, where she teaches master's and doctoral students pursuing degrees in higher education and student affairs. Her research centers on issues of equity and justice in higher education with an emphasis on Hispanic-Serving Institutions (HSIs; postsecondary institutions that enroll at least 25% Latinx undergraduate students), Latinx college students, and race and racism in higher education.

She has co-authored multiple publications in top journals including American Educational Research Journal, The Review of Higher Education, and Journal of Diversity in Higher Education. She has given talks at over 100 colleges and universities and delivered keynote addresses to organizations such as the Alliance of Hispanic-Serving Institutions Educators (AHSIE), the Hispanic Association of Colleges and Universities (HACU), the National Science Foundation (NSF), and the Department of Education.

Dr. Garcia was the recipient of postdoctoral fellowships from both the Ford Foundation (2016) and the National Academy of Education/Spencer (2017). She has received awards from national organizations including the Early Career Scholar Award from AERA Latina/o/x Research Issues SIG

(2018), the ASHE CEP Mildred García Award for Exemplary Scholarship (Junior) (2018), and the Secondary & Postsecondary Research Award from AERA Latina/o/x Research Issues SIG (2021). At the University of Pittsburgh, she was awarded the Dean's Distinguished Research Award (2021) and the Chancellor's Distinguished Research Award (2022). She was also honored with the Iris Marion Young Award for Political Engagement (2021) and the Martin Luther King, Jr Creating a Just Community Award (2022) at the University of Pittsburgh for her work as a grassroots leader on campus elevating the Latinx community.

Notably, she is the author of Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities, published by Johns Hopkins University Press, for which she won the American Association of Hispanics in Higher Education Book of the Year Award in 2020. She also edited the book Hispanic-Serving Institutions in Practice: Defining "Servingness" at HSIs, published by Information Age Publishing, which provides stories of success from Title V and Title III directors and grant implementors. Her most recent book, Transforming Hispanic-Serving Institutions for Equity and Justice, published by Johns Hopkins University Press, is now available.

Dr. Garcia graduated from California State University, Northridge with a bachelor's degree in marketing and the University of Maryland, College Park with a master's degree in college student personnel. She was a STEM retention coordinator at California State University, Fullerton, funded by a Department of Education Title V grant for developing HSIs. She also held a position funded by a National Science Foundation grant, working with community college transfer students who wanted to major in science and math. She graduated from University of California, Los Angeles with a Ph.D. in higher education and organizational change, where she worked with Dr. Sylvia Hurtado at the Higher Education Research Institute. Dr. Garcia is the scholar mother of 2 boys, Jovan and Jaren, and has been a fitness instructor for 19 years.
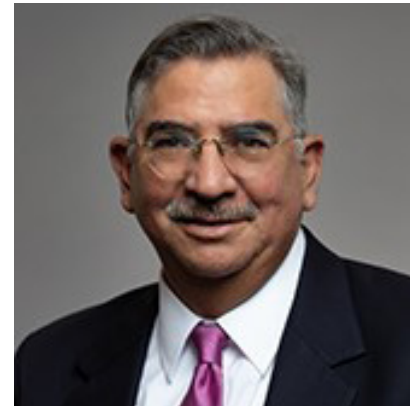
Dr. Richard R. Flores is Chair of the Presidential Hispanic-Serving Institution Steering Committee. Dr. Flores is the Deputy to the President for Academic Strategies and Professor of Anthropology and Mexican American and Latina/o Studies at the University of Texas at Austin. Dr. Flores works in the areas of critical theory, performance studies, semiotics, and historical and cultural anthropology. In 2020, UT Austin proudly earned the Hispanic-Serving Institution designation, and was also awarded the prestigious Seal of Excelencia. These recognitions represent a broad effort by the campus and UT community and help demonstrate the university's commitment to providing high-quality education that values the Hispanic experience along with other student experiences. UT Austin has increased Latino enrollment as well as (1) Expanded recruitment efforts across the state and developed mentor-like relationships with admitted Latino students to deliver academic and social support; (2) Brought together faculty and staff members, students and alumni to engage Latino students directly in their communities, and (3) Developed specific programs to attract and support students in disciplines across campus, including computer science, engineering and business. The Presidential Hispanic-Serving Institution Steering Committee is charged with implementing recommendations and strategies outlined by the Transition Committee, which led a rigorous effort to research and understand areas and opportunities to continue making progress.

Dr. Michael (Mike) Davis has served in community colleges for the past 20 years. Mike is currently serving as a rotating program officer in the Division of Undergraduate Education (DUE) in the National Science Foundation's Directorate for STEM Education and a co-Lead Program Officer on the Hispanic Serving Institutions (HSI) program. He started his career at the City Colleges of Chicago (CCC). For fifteen years he moved through roles as a faculty member, department chair, and administrator, including Associate Vice Chancellor for STEM, and interim Vice President for Academic Affairs. During his time as an administrator, he worked to strengthen the district's relationship with the Chicago Public Schools through greatly expanded early college programs, including the establishment of five early-college STEM schools. As a faculty member, Mike and his colleagues established a High-Altitude Ballooning program to create a unique undergraduate research program at CCC. In 2016 Mike left the City Colleges of Chicago to become the Academic Chair for Natural Science at St. Petersburg College (SPC) in Tarpon Springs, FL. Mike is an active science demonstrator and has been performing science shows for more than 100,000 people over the past 25 years. In 2006, he collaborated with science organizations across Chicago to kick off three years of free science programming starting with the construction of the World's Largest Periodic Table of the Elements.

Dr. Lina Mendez is the inaugural director of the Hispanic-Serving Institution Initiative within the Office of Diversity, Equity and Inclusion at UC Davis. She serves as the co-chair of the HSI task force committee. Her research and publications focus on higher education access, retention, persistence, English learners, faculty tenure, and community based participatory research. Dr. Mendez has 20 years of experience working at UC Davis and is passionate about serving and mentoring the next generation of rising scholars.

Dr. Audrey D. Paredes is a postdoctoral scholar in the Department of Education at the School of Education and Information Studies at the University of California, Los Angeles (UCLA). Her research agenda focuses on interrogating how Hispanic-Serving Institutions (HSIs) can and should be responsive to the diversity within the Latina/o/x population. Unapologetically drawing from her experiences as the daughter of immigrants from Guatemala, a first-generation student in the U.S. educational pipeline, and a former student affairs practitioner, Dr. Paredes' research is grounded in tenets of Critical Race Theory and Women of Color feminist epistemologies. Currently, she is the lead project manager for the University of California, Hispanic-Serving Institutions (UC-HSI) Initiative. In the past, Audrey has been a research associate for the UndocuScholars Project, the Institute for Immigration, Globalization, and Education at UCLA, and the Center for Critical Race Studies in Education at UCLA. She holds a Master of Arts in Education from UCLA and a Bachelor of Arts in Gender, Ethnicity, and Multicultural Studies with a concentration in Chicanx/Latinx Studies from Cal Poly Pomona.

UNIVERSITY OF CALIFORNIA SYSTEM-WIDE HSI INITIATIVE

The University of California's Hispanic-Serving Institutions (HSI) Initiative was launched in 2018 with support from the university's Office of the Provost and the former Office of Diversity and Engagement, now part of Graduate, Undergraduate and Equity Affairs (GUEA).

Like the university as a whole, the Initiative is committed to creating a learning community whose makeup reflects California's population. This commitment is part of UC's original charter as a land-grant university. Now, five of the nine undergraduate UC campuses are federally designated HSIs, one campus is pending designation, and the remaining campuses are expected to follow suit very soon.

The Initiative includes researchers, practitioners, community-based organizations, higher education advocates and student leaders. All are united in their aim to foster a culture of data-driven experimentation, interventions and innovation for UC students. Together, these elements provide them not only with excellence in their academic and experiential lives while at UC, but also preparation for their post-UC trajectories.

The UC HSI Initiative calls upon the university to join us as active participants in building the state of California, present and future. A core tenet of the Initiative is that premier research institutions can also provide equity and opportunity for all students. We intend to facilitate a dialogue between campuses about how to expand research, service, teaching and learning in the service of social equality, mobility and leadership.

To learn more: ucop.edu/hsi-initiative/index.html   **Contact us:** uchsi.initiative@ucop.edu

ORAL PRESENTATIONS

Community & Servingness at Hostos Community College
Hostos Community College

Clara Nieto-Wire, Karin Lundberg, Andrea Fabrizio, Anders Stachelek, Claude Fernandez, Daliz Perez-Cabezas, Inmaculada Lara-Bonilla, Silvia Reyes, Karina Guardiola

Hostos Community College has been a Latina/o/x-serving institution since its inception in 1968. Born out of strong community activism, it was one of eight institutions in the United States created to respond to the needs of Hispanic students. As a community-driven institution the goal is to leverage inherent bicultural and bilingual student competences, and this forms the core of the college's mission. This presentation aims to highlight the continued effort to promote social mobility, intellectual growth, and a sense of belonging through culturally and linguistically relevant curricula and both academic and non-academic support. Over the years, Hostos has formed a tapestry of cultural and linguistic engagement opportunities via student clubs, events, the Bilingual Theater Project, and multilingual journals such as Escriba/Write Student Journal and Hostos Review/ Revista Hostosiana, housed, alongside other enrichment programs, at the Latin American Writers Institute. Building a sense of self, a voice, and a home is the foundation for program planning, services, and academic support. Continued innovative efforts are exemplified by Linguistics and Latin American & Caribbean A.A. Options, academic ESL programs, as well as academic advisement and coaching. Despite existing challenges, the impact of these initiatives manifests itself in increased graduation and social mobility rates.

Growing & Diversifying the Next Generation of Urban Agricultural STEM Leaders
LaGuardia Community College

Preethi Radhakrishnan, Nicolle Fernandes, Holly Porter-Morgan

LaGuardia Community College is a federally designated Hispanic-Serving Institution serving 18,533 urban students 48% of whom were Hispanic. Nationwide however, Hispanics make up 16% of the US workforce but hold a mere 7% of jobs within STEM industries. In particular, research shows a lack of access within these communities to careers in the Food and Agriculture (F&A) industries. Over the past 2 years, our USDA funded grant titled, Project SEMBRAR has worked to develop, sustain, and grow the next generation of Urban STEM agricultural leaders. Our presentation will include the three-tiered pathway to F&A degrees. These include: 1) Attracting and supporting high school students from 21 College Now partners 2) Strengthen and articulating curriculum with 4-year partners and 3) Creating and sustaining experiential learning opportunities with community partners. Evidence of Impact: SEMBRAR over a span of 4 years, plans to increase enrollment and advisement by 30%, retention by 50% and graduation and transfer to a bachelor's degree by 20% for F&A students.

INSPIRA (Innovative SEEK, PRISM, Immigration Resources, Adelante)
John Jay College of Criminal Justice

Nancy Velazquez-Torres, Anthony Carpi, Nancy Yang, Katalin Szur, Christian Luperon, Mayra Perez, Denise Vivar

Through innovative targeted programming and academic support initiatives, John Jay has been able to increase Hispanic students' retention and graduation rates. Some of the programs that have successfully served Hispanic students are the Adelante Program, Prism, SEEK and our Immigrant Student Success Center. The Adelante Latinx Leadership Program is a two-year academic community organized around four pillars: 1. Academic coursework and planning to fuel exploration of Latinx issues and encourage on-time graduation 2. Community building to cultivate feelings of belonging and "familia" away from home 3. Peer Success Coaching to help first generation and new students navigate complex college processes 4. Postgraduate preparation to increase readiness and marketability in the workforce. The Program for Research Initiatives in Science and Math (PRISM) promotes equity in STEM by removing and/or reducing the barriers that impede student success. Since its founding, students served are increasingly choosing STEM related professional career paths and have gained admissions to post-graduate programs in STEM fields. PRISM has been critical in increasing the number of Hispanic students that thrive and succeed in obtaining their degree. The Percy Ellis Sutton SEEK Program serves predominantly students who identify as Hispanic and Latinx. Besides academic and counseling support, targeted interventions are provided to different groups through their innovative projects such as FLAGS, POWER, and FUTURE. Retention rates and graduation rates for SEEK's Hispanic students have increased since these projects have been implemented. The Immigrant Student Success Center has provided paid Fellowship opportunities to students regardless of Immigration Status since 2020. The Center supports students with financial aid, legal services, academic, career and post-graduate support. The Immigrant Student Success Center was able to support about 300 undocumented and immigrant students with Emergency Funding during the pandemic.

Serving Hispanic/Latinx Students at Lehman College

Lehman College

Esther Isabelle Wilder, Juan J. De La Cruz, Alyssa Lyons, Yamilet Martinez-Mena, Pedro Luna, Natalie Sanchez, Mauro Trejo

Lehman College is a Hispanic-Serving Institution (HSI) and has the largest Hispanic enrollment of any of the four-year colleges of the City University of New York (CUNY). Approximately 50% of the student enrollment at Lehman is Hispanic/Latinx, and the college is host to a variety of initiatives that serve Hispanic students. Lehman was one of the first CUNY schools to create a Latino studies department and the Department of Latin American and Latino Studies offers two majors (Latin American Studies and Latino/Puerto Rican Studies) and three minors (Latin American Studies, Latino/Puerto Rican Studies, and Mexican and Mexican American Studies). The CUNY Mexican Studies Institute, based at Lehman, recently celebrated its 10th year and is the first academic institute east of the Mississippi River focused on Mexican and Mexican American studies. Faculty at Lehman have also been active in a variety of initiatives designed to better serve the needs of the Hispanic/Latinx population, including several to support STEM education funded by the National Science Foundation (NSF). During this presentation, faculty and students will discuss the variety of initiatives and efforts underway at Lehman to support Hispanic/Latinx students and faculty. In addition, faculty and students involved in the Association for Latino Professionals for American (ALPFA) and the Mexican Student Society will share their experiences.

Establishing an HSI Identity at City Tech

New York City College of Technology

Melanie Villatoro, Benito Mendoza, Diana Samaroo, Kim Cardascia

City Tech first became eligible for designation as an HSI in fall 1997, with 25.3 % of the City Tech student population identifying as Hispanic. Today, with about 34% Hispanic enrollment and only about 8% Hispanic faculty, City Tech is attempting to progress towards true servingness. In response to population trends and the lack of Hispanic representation among administration and faculty it was critical for City Tech to reflect on its current policies and the culture of the institution to ensure an atmosphere of inclusion and respect, and meet the needs of Hispanic students. This session is designed to summarize the challenges of reflecting on our current practices with a critical perspective and planning towards a shift in institutional culture to develop an HSI identity that will better serve both Hispanic faculty and students at the institution. The session will highlight the initiatives that have been taken at City Tech in recent years.

Transitioning Hispanic Doctoral Students to Faculty Position through Teaching Training & Practicum Model

[1]Queensborough Community College, [2]LaGuardia Community College, [3]City College of New York

Dugwon Seo[1], Yasser Hassebo[2], Yajaira Mejia[3]

The H-AGEP program, in collaboration with CCNY, LGCC, and QCC, has developed a Teaching and Practicum Model (TPM) aimed at training Hispanic STEM PhD candidates for faculty positions at community colleges. The various intervention components of the TPM have been designed to address the challenges that Hispanic students face while pursuing doctoral degrees. During our presentation, we will discuss the TPM framework and its implementation in LGCC and QCC's classrooms. We will also share how the fellows have developed research mentoring skills that have helped community college students transfer to senior college. Additionally, we will discuss how we have supported Hispanic students in preparing for their careers through various professional development workshops. The model we have developed is applicable to Hispanic-Serving Institutions (HSIs) across the nation, as it considers the various factors that influence Hispanic students' perceptions of careers in academia, regardless of their background.

Center for Integrated Language Communities

The Graduate Center, CUNY

Alberta Gatti

The Center for Integrated Language Communities, CILC, housed at the Graduate Center, is one of 16 centers around the U.S. that have been designated as National Language Resource Centers and tasked with improving the nation's capacity for teaching and learning languages other than English. Currently, with funds from a Title VI grant from the U.S. Department of Education, CILC is conducting research, offering professional development opportunities, and developing materials on the literacy development of multilingual learners enrolled at Minority Serving Institutions and Community Colleges. In this brief presentation, CILC's Director, Alberta Gatti, will introduce the audience to CILC's current projects, with special focus on opportunities for students enrolled at Hispanic-Serving Institutions.

A Data Analysis Research Experience (DARE) to Serve CUNY

[1]John Jay College of Criminal Justice, [2]LaGuardia Community College, [3]Lehman College, [4]College of Staten Island, [5]Hostos Community College, [6]Bronx Community College, [7]Research Foundation

Rosemary Barberet[1], Monika Ekiert[2], Francesca Gambini[1], Christine McKenna[3], Halil "Ege" Ozen[4], Dušana Podlucka[2], Victor Torres-Velez[5], Crystal C. Rodriguez[6], Caterina Shost[7], Dana Trusso[2], Eduardo Vianna[2], Esther Isabelle Wilder[3]

The Data Analysis Research Experience (DARE) Project is an NSF-funded HSI initiative that brings together a multidisciplinary group of faculties from across CUNY to work collaboratively to foster positive attitudes towards data analysis and to improve the quantitative reasoning (QR) skills of CUNY students. QR, the contextualized use of numbers and data in ways that involve critical thinking, is widely recognized as an essential competency for college graduates. Our approach towards DARE views QR within a social justice lens and seeks to redress the inequalities that have arisen due to students' quantitative disadvantages and to empower them to achieve success in their personal and professional lives. This is accomplished by establishing a faculty development program (FDP) and implementing a data analysis research experience (DARE) designed to meet the needs of underrepresented students. QR skills include the ability to gather and interpret data, to draw conclusions based upon numerical evidence, and to communicate such information to others effectively. In this session, faculty in a wide range of disciplines who are participating in the DARE initiative will discuss their experiences teaching DARE courses and students will reflect on their experiences. We will also share assessment data from the project illustrating how the initiative has impacted students' skills and attitudes towards engagement in quantitative analysis.

POSTER PRESENTATIONS

Integrating Nuestra Cultura through Student & Faculty/Staff Experiences
Borough of Manhattan Community College*

Tiffany James and Esther Rosa

Through our collaborations with departments, BMCC's Conexiones Title V program has provided support in BMCC's faculty development efforts, creating institutional capacity for cultural awareness, trauma-informed and antiracist pedagogy workshops awareness workshops. Our goal is to achieve equitable student outcomes by improving faculty/staff awareness and expertise in areas of cultural relevance to Latinx-identifying students. The program also supports the goal of increasing student success and retention by creating spaces for Latinx students to build safe havens on campus. This semester, the program has launched several Conexiones Social Hour Clubs, each of which implement guided activities to support student civic engagement and service-learning activities. These offerings are led by bilingual staff and peer leaders. They integrate culture, comfort, and exploration in students' experiences as they complete academic career milestones, and as they build their academic and Co-Curricular Transcripts (CCTs). Conexiones strives to center nuestra culture (our culture) n by demonstrating that our students linguistic and cultural practices have a place on our campus. What is more, these practices deserve to be explored, shared and celebrated within and beyond the College's classrooms. Ultimately, we believe these approaches create a model of "servingness" that we hope to expand throughout our institution.

Hispanic Innovators, Community, & Social Impact
Borough of Manhattan Community College*

Shane Snipes

BMCC Small Business Entrepreneurship proposes a poster presentation titled "Hispanic Innovators, Community, & Social Impact" for college professors and school administrators interested in incorporating experiential education, community engagement and social impact into their academic and co-curricular programs. Our poster will provide insights into how to foster engaged and informed student innovators and prepare students for successful lifepaths in Hispanic-Serving Institutions (HSIs) through the Citizen Entrepreneur Explorers Program (CEEP). The program is designed to equip educators and program designers with the tools and mindset needed for students to succeed in today's economy with a particular focus on serving the needs of HSIs. Join us and discover how to create comprehensive learning experiences that prepare students to become successful innovators in HSIs.

Creating a Path to STEM Careers for Under-Represented Minorities
Borough of Manhattan Community College*

Janice A. Walters and Sangeeta K Bishop

The Borough of Manhattan College (BMCC) received a National Science Foundation (NSF) grant to provide an opportunity for our Hispanic students to prepare for careers in STEM fields such as neuropsychology, neuroscience, and other science-based disciplines. To date, these students have been underrepresented in STEM professions. This curriculum focuses on the science-based preparation required for student's successful transfer into a four-year college STEM degree and careers. The first group of 38 students entered the spring semester, 2023. Phase One of the grant focused on the development of a psychology STEM track curriculum and a faculty development summer institute to facilitate the inclusion of cognitive and non-cognitive factors into teaching pedagogy. This institute was held during the summer of 2022, over a period of three weeks. Invited speakers presented to faculty on one day and this was followed by a second day of small and large group discussion of ways to integrate these approaches into courses. Topics addressed were Belonging and Social Skills, Motivation and Persistence, Self-Efficacy/Belief Systems, Academic Behaviors and Learning Strategies, and Equity and Cultural Competency. Faculty reported satisfaction with the Summer Institute experience and the successful integration of cognitive and non-cognitive variables are currently being evaluated.

Promoting College Enrollment, Employability & Credit Accumulation among Latinx Continuing Education Students at Hostos
Hostos Community College*

Samuel Byrd

Using strategies of comprehensive intake and assessment, aligning non-credit and credit curricula, employer engagement, and targeted student supports, Hostos Continuing Education and Workforce Development has increased the number of its students who enroll in college degree programs, accumulate college credits through CUNY's credit for prior learning policy, and/ or gain employment. While not specifically geared toward Latinx students, these interventions have resulted in improved outcomes for Latinx students and greater connections to academic programs in the college which serve large numbers of Latinx students and employers looking to hire bilingual and culturally competent members of the south Bronx community. This poster will detail Hostos CEWD's recent efforts to better serve students and connect them with opportunities to further their education and career, with a particular case study of the Community Health Worker training program, while highlighting successes and challenges related to these efforts.

Reclaiming the Connection between Community & Senior Colleges within CUNY
Hostos Community College*

Francisco Fernandez, Amanda Bernal-Carlo, Inda Garcia

Through an effective dialogue between faculty members from CUNY Community Colleges and City Tech, more articulate and practical strategies were developed to enhance the marketing of the City Tech programs at the community colleges, facilitating pathways for student transferability with a purposeful, coherent, and carefully sequenced plan of study. Campus leaders advanced this strategy through curriculum development, facilitating articulation agreements, inter-college orientation meetings, and strategic planning. This connection between community college and City Tech allowed faculty and staff from both campuses to work together to connect learning essential outcomes with the content and practices of their educational programs, including common general core and program major requirements alignment and assessments. The impact of the orientation meetings offered by City Tech to community college students provided them with a compass pointing toward specific goals after the A.S Degree. This incredible journey fostered communication across campuses, shared findings about successful educational practices, focused on collaborative practices, and included advanced needed changes.

Supporting South Bronx's Student Parents & the Next Generation in STEM Education
Hostos Community College*

Norberto Hernandez Valdes-Portela, Sarah Hoiland, Biao Jiang, JungHang Lee, and Elys Vasquez-Iscan

The poster presentation will provide an overview of the Holistic Oasis for Parents' Education (HOPE) Program which adopts a unique two-generation approach (student parents and their children), to support Hispanic student parents and increase participation of both Hispanic student parents and their next generation in STEM at Hostos Community College, a two-year Hispanic-Serving Institution (HSI) in the South Bronx. The HOPE Program, which incorporates a three-dimensional holistic support model with targeted support in three areas: family, academic, and social and professional support, aims to provide equitable access to STEM career paths and path to 2-year degree completion to student parents, many who are justice-impacted, as well as a robust, experiential, STEM education for their children. By leveraging high quality evidence-based practices like Experiential Learning Opportunities (ELOs), and evidence-based programs like Accelerated Studies in Associate Programs (ASAP) and City University of New York (CUNY) Start, this transformative project intends to advance the understanding of whether the HOPE Model can improve the quality and accessibility of STEM education for community college student parents and their children, thus broadening the STEM pipeline for underrepresented minorities.

Quality of Life Measure Before & After Left Ventricular Assist Device Implantation in a Latin Population
Hostos Community College*

Sofia Oviedo and Elizabeth Soto

The Left Ventricular Assistant Device (LVAD) is a therapeutic option for patients with advanced heart failure, originally developed as a bridge to transplant (BTT), and recently used as a destination therapy (DT) for patients that are ineligible for transplant. The primary aim of the study was to assess the extent to which LVAD would improve patients' quality of life (QoL) as measured by the 12-item Kansas City Cardiomyopathy Questionnaire Overall Summary Score (KCCQ OSS 12) before and after LVAD implantation. Retrospectively, we studied 12 Hispanic patients with advanced heart failure, who underwent LVAD (HEARTMATE-3) implantation as a bridge to transplantation (BTT in 11 patients) or destination therapy (DT in 1 patient). Results show that KCCQ OSS scores for QoL were significantly higher overall after LVAD implantation. Patients' quality of life and health status were much improved showing LVAD is a viable option for patients with advanced heart failure.

Enhancing Engineering Education at an HSI through a Successful Combined Financial & Mentorship Program
Hostos Community College and [2]DePass Academic Consulting*

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To increase the caliber and diversity of the STEM workforce, an interdisciplinary group of Hostos Community College (HCC) faculty has created the NSF funded Hostos Engineering Academic Talent (HEAT) Scholarship Program in partnership with The City College of New York's Grove School of Engineering. HEAT provides financial support and access to combined faculty/peer-mentoring to increase the number of low-income academically talented students who graduate with engineering degrees. As of Fall 2022, ~90% of HEAT Scholars (out of 30) have either remained enrolled, graduated with an associate degree, transferred to 4-year institutions, and/or are working in engineering. Nineteen Scholars have earned their A.S. in Engineering. The first three HEAT cohorts were 67% Black/African American, 23% Hispanic, 7% White, and 3% Asian. The three HEAT STEM faculty mentors are Hispanic. The main HEAT outcomes are creation of a STEM community, enhanced identity and sense of belonging in STEM, developed academic preparedness and enriched the synergistic ecosystem between HCC and 4-year institutions by providing robust mentorship, financial support, research opportunities and leveraging resources with other programs. As a result, HEAT is positively impacting the academic and professional growth of underrepresented populations, including Hispanic, and will continue to expand and diversify the STEM workforce.

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Best Practices in the Latinx Classroom

Natasha Lorca Yannacañedo *Hostos Community College*

In the Latinx classroom, it is essential to create a sense of community, a safe place for students to express themselves, and for discussion-based learning to take place. Several simple techniques may be utilized to create this environment. These practices include an individualized questionnaire at the beginning of the semester, ice breakers, peer feedback, a class participation grade, group work with peers, and scaffolding major presentation assignments. This approach sends a message that the professor is interested in students as individuals and invested in knowing what will help teach them better. Creating a sense of community and fostering a discussion-based classroom alleviates performance anxiety, so the semester begins with a discussion that intelligence is not fixed and students are given exercises to bond with one another. In addition, providing ESL students with positive examples of ESL role models in the subject they are learning inspires them to take risks. A brief lesson on time management and copies of a weekly organizational calendar helps students structure their schedules and education. Applying the principles of Sense of Belonging, Growth Mindset, and Purpose and Relevance to lesson plans creates a classroom where our Latinx students can thrive. These exercises are easy to incorporate into lesson plans, and the results are incredibly rewarding for students and faculty.

Data-informed Approach to Transforming the 1st-year STEM Experience for Undergraduates at Hunter College

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Although many Hispanic students enter Hunter College with an interest in STEM fields, fewer of these students graduate with these majors, in part related to challenges in their first-year STEM courses. With support from NSF's Improving Undergraduate STEM Education: HSI Program (Award #2122762) the First-year Retention & Equity in STEM at Hunter (FRESH) project aims to enhance the first-year experience by deploying and studying the effectiveness of a range of interventions. We are currently in year two of this institutional transformation project and our initial work has been related to understanding participation and effectiveness of high impact practices designed to support STEM students in their first year. Intra-institutional teams collaborated to design supports such as Summer and Winter Bridge Programs, dedicated advising, STEM Saturdays, and FRESH Fridays for students enrolled in first-year STEM courses. Both quantitative and qualitative data has been collected and preliminary findings about our initial interventions are being used to further refine practices in order to improve student success.

Does Color Count in the Hispanic and Latinx World

Schevaletta M. Alford *John Jay College of Criminal Justice*

This poster presentation will consider the impact of the concept Afro-Latino or Black Hispanic on the identity of students in the Spanish speaking world. As a counselor in a 4-year commuter college which prides itself on getting students through the last hurdle of the education pipeline, the question of what attitudes have been changed toward race and color in the community will be considered. Do the students recognize that color privilege may have had a direct impact on their movement through school? Do some students hold color privilege against their peers? Do faculty who are not Latinx or Hispanic understand the difference in the students? Do they or should they care? This poster presentation will consider these factors from both the inside and outside of the student and faculty worlds using slices of focus group conversations.

Sociología en Español

Rosemary Barberet[1], Victoria Perez Ríos[1], Antonio Alvarez de Benavides[2] *[1]John Jay College of Criminal Justice, [2]Universidad Nacional de Educación a Distancia, Madrid, Spain*

This presentation will showcase our experiences teaching two courses fully in Spanish: Sociology 101 (Introduction to Sociology) and SSC325, Research Methods in Criminology and Sociology. The aim of offering these courses in Spanish is to strengthen heritage speakers' Spanish skills in the disciplines, reinforce Hispanic student identity, and open career and graduate school possibilities. We will discuss syllabus design, course delivery and student projects and reactions.

Dismantling Latinidad, creating a new Aztlan in HSI

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The aim of this presentation is a rather deep dive and unpacking of the various racialized structures that were created during the period of colonization to the modern day which help shape the way many latines see themselves in the United States. In doing this we hope to dismantle the current structure of latindad that has often shielded and encouraged Anti-black racism and even xenophobia to other migrants and refugees. Yet, we in addition look to help lay the foundation for a more inclusive and equitable pan-latine conception supported by the mythical Aztlan. While Aztlan was a myth, through CUNY and other Hispanic-Serving Institution (HSI), Aztlan can be brought to the real world. Through this we recenter indigenous and Black identities, as well as non-mestizo latines, while not alienating growing populations of Asian Latines, and South Asian Latines. In other words, we acknowledge the importance of ethnicity as a being long a part of the history of the United States and education, while also empowering the various complexions and intersections that make us deserve of the power we hold.

Advising to Transform: An Academic Department's Journey to Transformational Advising at a Hispanic-Serving Institution (HSI)

Tailisha Gonzalez, Amy S. White, and Elgloria Harrison *Leman College*

Hispanic-Serving Institutions (HSIs) serve a critical role in reducing the education gap that contributes to limited economic mobility for U.S. workers of Latin American origin (herein, "Latinx/a/o"). While college enrollment declined in 2020 across the country, the drop for Latinx/a/o students was nearly twice the national average. Lehman College is an HSI with a student population that is approximately 50% Latinx/a/o, 32.3% Black, 7.3% White, 7.5% Asian/ Pacific Islander, and <1% American Indian/Native Alaska. More than half (54%) of all students report an annual household income below $30,000. From 2020-2023, faculty in the Health Equity, Administration, and Technology (HEAT) department engaged in a strategic planning process to design and implement programs, practices, and policies that were racially, ethnically, and culturally relevant to student development and supported diverse students' graduation goals. During this process, faculty identified flaws in student advisement that could contribute to students' lack of persistence. Drawing from best practices in public health education and social work, HEAT redesigned the department's advisement model, streamlining transactional components and expanding opportunities for transformational advisement. This paper presents a multipronged approach to achieve the mission of Lehman College and HSIs in providing Latino-enhancing environments that foster learning, self-actualization, and self-efficacy.

Self Portraits: Explorations of Identity

Mary Ann Biehl, Sara Woolley, Anita Giraldo, Dan Wong, Jenna Spevack, Michael Cannetti *New York City College of Technology*

The Department of Communication Design (COMD), in collaboration with the Hispanic-Serving Institution (HSI) Committee and Faculty Commons, invited NYC high school artists to submit artwork to the juried art exhibition "Self Portraits: Explorations of Identity", December 1, 2022 - February 16, 2023. The exhibition, made possible by a BRESI grant, provided all City Tech students with exposure and opportunity for reflection. It also supported COMD class discussions and projects related to identity and the underrepresentation of people of color and gender neutrality in visual communications. Five recent COMD BFA alumni were invited to serve as jurors, who chose 30 finalists for exhibition from over 70 submissions. The jurors gained valuable experience in assessing artistic and technical value of the work while gaining sensitivity and empathy to the diverse identities expressed in the submissions. The gallery was open to the public, and the entire City Tech/CUNY community was invited to visit the exhibition. To provide further access, the artworks will be included in a permanent online gallery on City Tech's Open Lab platform. It is hoped viewers will see City Tech as a welcoming environment for all our students—past, present, and future—where cultural identity is celebrated.

Responsive Curriculum Development in HSI

David Sánchez-Jiménez and Inés Corujo-Martín *New York City College of Technology*

City Tech is a federally designated Hispanic-Serving Institution that serves a large population of Hispanic students (34%). Since the creation of the course SPA 1301 Spanish for Native/Heritage Speakers in 2014, a series of curricular improvements have been made in the College to provide Hispanic students with opportunities to embrace their heritage identity and enhance their employability. Recent efforts to address this need led up to the launch of the new Hispanic Studies minor, designed to afford students a focused path to develop their bilingualism, as well as a comprehensive knowledge of cultures and literatures of the Spanish-speaking countries across the world. This degree focuses on subjects that reflect students' backgrounds, racial and cultural experiences, social concerns, and curiosity, while broadening their career paths and helping them navigate a competitive job market. Future plans envision the continued growth of academic minors in connection with different technology and professional fields across the college, which will respond to and complement our students' needs, unique characteristics, affiliations, and identity, such as a Hispanic-Serving Health Professionals minor, Spanish for Science and Technology minor, and The Teaching Spanish minor, which will enable a possible transition to an academic major in Spanish. This development will enrich the linguistic landscape and promote bilingualism across the college, adding a humanistic perspective to many of the disciplines taught in the Schools of Technology & Design and Professional Studies by providing a culturally responsive curriculum.

The City Tech STEM Success Collaborative Project: A Model for Integrating Academic, Student Support, & Institutional Resources to Advance Equity in Education

New York City College of Technology

Benito Mendoza, Shelley Smith, Anne Leonhardt, Or Szyflingier

City Tech's STEM Success Collaborative is a five-year project funded under the US Department of Education's Developing Hispanic-Serving Institutions program. The project seeks to improve retention, graduation, and workforce readiness of Hispanic and low-income STEM-interested students by strengthening and coordinating academic and support programs for students in their first two years of study. Here, STEM is defined broadly to include the health sciences. Research suggests that educational equity for Hispanic and low-income students highly depends on a genuinely integrated and collaborative institutional context. The STEM Success Collaborative's model takes on successful models other universities have used to increase success for first-generation, low-income, and underrepresented students in STEM. Guided by this model, City Tech's STEM Success Collaborative has launched a set of collaborative, integrative initiatives organized under three broad strategy areas: 1) Academic Resources: To introduce curricular and pedagogical changes designed to build career awareness, deepen engagement, facilitate interdisciplinary collaboration, and integrate academic support; 2) Student Support Resources: To implement a holistic model for student success that leverages existing successful student support programs, develop new forms of collaboration around student advising, and maximize the use of data for monitoring students' progress and making decisions about interventions and strategies to support struggling students; and 3) Institutional Resources: To increase institutional effectiveness as a provider of high-quality STEM and Health programs.

Enriching Behavioral Science Research with Hispanic/Latinx Persons: Examples from Queens College Psychology Laboratories

Queens College and the CUNY Graduate Center

Alice Gavarrete Olvera, Diego Cordova, Shana Samuel, Christopher Rincon, Sandra Kennedy, Shathani Rampa, Desiree Byrd

Research in our psychological laboratory highlights the benefits of conducing culturally enriched research and reveal important identity-based intersections for Hispanic/Latinx and other minoritized persons. Psychological research with persons with minoritized identities is typically designed as group comparisons to non-Hispanic Whites, who form the basis of acceptable "standards" in behavioral science. Such studies contribute to harmful deficit model theories that discount the influence of social determinants of health. To counter this colonized narrative, we rely upon theory and empirical data which demonstrate that these comparative designs fail to identify critical within-group factors that explain observed variance and offer enriched explanatory profiles. With the goal of promoting improved research with Hispanic/Latinx persons, we highlight within-group research methods and variables of interest that we have investigated which reveal more comprehensive and culturally grounded explanations for observed behaviors: birthplace, levels of bilingualism, experiences with discrimination, military experience, and immigration details. We also argue that these culturally responsive research frames function to invite more Hispanic/Latinx students to gain research experience.

Building Capacity: Enhancing Undergraduate STEM Education by Improving Transfer Success

CUNY

Pamela Brown, Melanie Villatoro, Elizabeth Milanos, Diana Samaroo, Benito Mendoza, Mohammad Razani, Hon Jie Teo, Roger Mason, Yunxia Wei, Amanda Bernal-Carlo, Clara Nieto-Wire, Nieves Angulo, Daniel Torres Rangel, Jalil Moghaddasi, Jinzhong Niu, Joel Hernandez, Kibrewossen Tesfagiorgis, Tamer Avcilar, Yun Ye, Patrick Lloyd

City Tech partnered with BMCC, BCC, GCC, HCC, KCC, and LaGCC, to improve transfer success and baccalaureate degree completing through a suite of evidence-based practices. Support began with collaboration between faculty, to begin preparation and support before transfer occurs, through articulation agreements, shared professional development to align pedagogy and curriculum, and outreach to potential transfer students. A second strategy employed was Momentum to the Baccalaureate (MB), an adaptation of the CUNY ASAP model. MB provides support for junior and senior-level transfer students from community colleges or from within City Tech's associate degrees. Components of MB include personalized mentoring, advisement, and monthly stipends to students who maintain full-time enrollment and good academic standing. Students' majors are in high needs STEM areas and include computer engineering technology, computer systems technology, construction management and civil engineering technology, electrical engineering technology, and applied chemistry. Propensity matching was used to evaluate the effectiveness of these strategies and suggested that MB led to higher GPAs for external transfer and higher retention rates, GPAs, and credit accumulation for internal transfers. Another successful aspect of the program was the creation of strong bonds between faculty across the campuses. This project was funded by NSF HSI IUSE grant #1832457.

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