Enacting Hispanic “servingness”: Insights from UTEP

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MSIs: Intentionality in leadership

1. Dynamic, multilevel, mission-driven leadership
2. Institutional responsiveness to meet students where they are
3. Supportive campus environments
4. Tailored academic and social supports
5. Mentorship and sponsorship
6. Undergraduate research experiences
7. “Mutually beneficial” public and private-sector partnerships

(NASEM, 2019, p. 4)
Multidimensional “servingness”

- External influences (e.g., legislation, governing boards, NSF) and boundary spanning to mediate these

- Structures for serving

- Students’ academic and non-academic experiences and outcomes (e.g., racialization, cultural validation, graduation, civic leadership)

  (García, Núñez, & Sansone, 2019)
Structures for serving

- Centering HSIs and Hispanic students in strategic plans and mission statements
- Assembling networks of support through external boundary spanning and institutionalizing effective practices
- Engagement with Hispanic communities, K-12, community colleges
- Culturally relevant curricula and pedagogy
- Organizational leadership and decision-making, incentive structures, hiring toward faculty and staff diversity
UTEP and computing

- **Institution**: units enact vision *and* specialized strategies, “Bienvenidos” to office hours across campus

- **Department**: Peer-led team learning, Affinity Research Groups, Dia de Muertos

- **Discipline**: Socialization through professional clubs, conference attendance (Grace Hopper, GMiS), computing scholarships (gender *and* race/ethnicity), internships (e.g., Google)
UTEP as Hispanic “servingness”

- Creating opportunity structures accessible to all students
- Serving at institutional, department, and disciplinary levels
- Applying data toward equitable experiences and outcomes
- Creating an organizational culture of networked academic, social, cultural, financial, and career support to enact “intentionality” (NASEM, 2019)
Thank you!

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