



## Sunday, Nov. 3

2:00 - 3:15 p.m. Concurrent Workshops

### Keys to Success in Growing Philanthropic Support for Hispanic-Serving Institutions

#### Summit 9

Panelists will draw from research on ethnic alumni philanthropy, including studies on Latino giving motivations, and explore strategies for increased giving to HSIs from individuals, including alumni, foundations, and corporations. Understanding the motivations of Latino donors is crucial given Hispanics' status as the largest majority minority in the United States. Recognizing the cultural nuances and relational aspects of Latino philanthropy can enhance engagement with diverse donor bases and social impact overall. Panelists discuss how research findings can be integrated into actionable strategies for cultivating philanthropic relationships. A leading case study will highlight the fundraising success of the University of La Verne. Dr. Devorah Lieberman, President Emerita, will discuss how HSIs best position themselves for major fundraising campaigns to build capacity and optimize financial and reputational impact.

**Devorah Lieberman, Ph.D.**, President Emerita, University of La Verne

**Richard Tollefson**, Founder and President, The Phoenix Philanthropy Group, Inc.

### Boundary Pushing: The Journey toward Hispanic-Serving at a Rural HSI

#### Summit 2 & 3

Colorado Mountain College became an HSI in 2021. In the years leading up to reaching the status, efforts at the college had primarily focused on increasing enrollment of Hispanic/Latino/a students. Since attaining the status, the Office of Strategic Initiatives has encouraged the college toward servingness by pushing on all boundaries around "traditional" college life, including data collection and usage, English as Second Language, dual enrollment and program design.

**Zachary Haberler, Ph.D.**, Manager of Strategic Analytics, Colorado Mountain College

**Yesenia Silva Estrada, MSW**, Executive Director of Strategic Initiatives, Colorado Mountain College

### Empowering Adjunct Faculty: Cultivating Excellence and Equity

#### Summit 8

Through the Gateways Title V Grant, the Teaching and Learning Center developed an Adjunct Faculty Professional Development Series to foster excellence and community by providing intentional and engaging training to adjunct faculty. Through workshops featuring best practices, easy to implement pedagogical approaches, and connections to resources, adjunct faculty enhanced pedagogical skills with opportunities to network and became familiar with student support services and other resources. This presentation highlights the series' development on faculty workshops and its impact on the adjunct community within the HSI context.

**Uyen Le, M.S.**, Grant Project Director, Gateways, Title V, Miami Dade College, Wolfson Campus

### Fostering College Success through Testimonios and Family College Knowing Workshops

#### Crest 3

Explore testimonios' impact on high school families' college success with Project Outreach FAMILIA's College Academy for Parents (CAP), a University of Arizona Excelencia What Works program. Join our mock CAP workshop and discuss our evidence-based approach, designed for elementary parents and now extended to high school families through local school partnerships. Focusing on first-generation college-bound students, we foster meaningful discussions with families about the college process, requirements, financing and creating a supportive home culture.

**Cindy Trejo, MBA, Ph.D.**, Title V Director, Project Outreach FAMILIA, The University of Arizona

**Lupe Gómez Waitherwerch, MPH, EEM-CP**, School & Community Outreach Coordinator, The University of Arizona  
**Gisela Cardenas**, Coordinator, Outreach & Training, Project Outreach FAMILIA, The University of Arizona



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### Digital Dreamers: Fostering Support for Undergraduate Latinx Students Enrolled in Online Programs

#### **Crest 4**

As online learning and education programs prepare for more strategic and expansive roles in navigating the higher education landscape in 2024, institutional leaders (both internal and external to online education spaces) must examine how they are holistically providing supports to students enrolled in these online programs. This facilitated discussion will examine the considerations for supporting Latinx undergraduate students who enroll in fully-online academic programs.

**Brett Bruner, Ed.D.**, Assistant Vice President for Student Success, Wichita State University

**Amber Anderson, Ed.D.**, Associate Director of Enrollment & Retention, Wichita State University

**Sara Mata, Ph.D.**, Executive Director of Hispanic Initiatives & Assistant Teaching Professor of Intervention Services & Leadership in Education, Wichita State University

### Advancing Equity in Academia: Incorporating DEI into Promotion and Tenure

#### **Summit 4 & 5**

This presentation will provide effective resources for supporting the diversity of the professoriate, who work on the front lines of student engagement and create new knowledge on diversity, equity, inclusion and justice. To empower our faculty in this critical work, the presenter will argue that promotion and tenure standards must incorporate diversity, equity, and inclusion criteria in all areas of review (teaching, research, and service) and will share lessons learned from their home institution.

**Thomas Poon, Ph.D.**, Executive Vice President & Provost, Loyola Marymount University

**Kathleen Weaver, Ph.D.**, Vice Provost for Faculty, Research, and Strategy, Loyola Marymount University

### Intersectionality as Inquiry & Praxis for Advancing Equity Metrics & Student Success in Hispanic-Serving Institutions

#### **Summit 7**

What patterns of educational inequalities remain invisible when we report six-year undergraduate graduation rates by race alone, gender alone, ethnicity alone or parent level of education (first-generation college status) alone in graduation and particularly in STEM majors/fields? Our presentation leverages 10 years of institutional data from six HSIs in New Mexico and New York to provide a focused examination of intersectional inequities at HSIs that remain invisible in most equity-minded metrics, policy and practices.

**Nancy López, Ph.D.**, Professor, Sociology, The University of New Mexico

**Claudia Diaz Fuentes, Ph.D.**, Assistant Professor, The University of New Mexico

**Sarah Marrara, M.S.**, Research Associate, The City College of New York

**Ramona Hernandez, Ph.D.**, Director; Professor of Sociology, The City College of New York

### Building Partnerships with USAID through Coordination and Collaboration

#### **Summit 6**

This session will provide an overview of the USAID and how USAID partners with higher education institutions, with a special focus on Minority Serving Institutions, to advance sustainable development goals. Through a panel discussion featuring the USAID's senior policy advisor and HSI representatives, education professionals will gain an in-depth understanding of how the agency is prioritizing inclusive partnerships with HSIs, both in Washington, D.C., and our overseas missions, and how these partnerships advance global equity and inclusion, inclusive education and sustainable development goals. Learn how your HSI can grow its capabilities to serve as a USAID Implementing Partner and leverage your institution's innovation and expertise in a global context.

**Angela Cardenas**, Senior Policy Advisor, United States Agency for International Development

Florida International University

Arizona State University



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**UNO's Learn and Earn: Paving the Way to Tech Careers**

***Crest 5***

University of Nebraska Omaha's (UNO) Learn and Earn initiative from the College of Information Science & Technology immerses students in tech through early job shadows, semester-long projects, and year-long internships. Prioritizing early career exploration and financial stability enhances social mobility, particularly for economically disadvantaged students. This workshop evaluates the program's objectives, impact, future goals and challenges, emphasizing the crucial role of private-sector partnerships in providing opportunities and facilitating students' transition to the professional world.

**Martha Garcia-Murillo, Ph.D.**, Dean, University of Nebraska at Omaha