Abstract

With support from the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program), this conference project entitled, *"HSI Intersectionality Community of Practice for Student Success (HSI-ICPSS),"* will bring together 25 HSIs for a year-long community of practice through a virtual conference series. Institutions of higher education generally define underserved student populations using one-dimensional metrics, such as first-generation college status, PELL recipient, race and gender. Yet, research shows that reporting higher education outcomes by one dimension of inequality, whether race alone, gender alone or class alone, is insufficient for documenting and eliminating inequities. *One thing is clear*: Intersectionality or attention to the co-constitution of race, gender, class, and other axes of inequality *as both analytically distinct and simultaneous* systems of oppression/resistance in a given sociohistorical context is a powerful tool for making inequities visible and helping institutions of higher education create effective actions for advancing undergraduate student success. Yet, the power of intersectionality for system-level equity transformations has not been brought to scale for catalyzing enduring and system-wide equity transformations in equity metrics and distribution of resources in higher education. We will convene participating HSIs for four half-day conferences. Key stakeholders, including faculty, staff and other leaders with expertise in equity and inclusion and undergraduate success initiatives focused on undergraduate STEM student success will be invited. A key goal of the virtual conference series is to share state of the art scholarship and policy on the use of intersectionality in higher education and the transformative potential of intersectionality as inquiry and praxis for equity metrics and developing effective strategies for advancing student success. This will lead to new inquiry and effective equity-focused actions that illuminate intersectional inequities (e.g., outcome metrics such as odds of graduation in STEM for first generation-college Latinx men, women and others, grew up in a households where no parent/guardian earned a four-year year degree compared to their continuing generation counterparts, etc.). To cultivate communities of practice, each participating HSI will create:

1. Data Policy Brief (1-2 pages) outlining institutional consensus values, current data collection and analytical strategies and alternatives that center intersectionality inquiry for equity impact.
2. Action Plan (1-2 pages) describing their theory of change, stakeholder engagement, anticipated roadblocks, as well as practical solutions in their intersectional community of practice.
3. Communication Strategy (1-2 pages) outlining updates to websites and other social media (e.g., twitter, blogs, university-wide institutional equity reports on admissions, retention, graduation, including undergraduate STEM degrees etc.)

Each of these products will be posted on the website for The Institute for the Study of "Race" & Social Justice (race.unm.edu) and archived in the UNM digital repository, tagged under the following subjects: "Hispanic Serving Institutions (HSIs)," "Intersectionality," "Equity," "Higher Education," "Student Success," "Metrics." The UNM Digital Repository is free and accessible to anyone with internet access. Our long-term goal is to build capacity for intersectionality as inquiry and praxis as a new gold standard in higher education equity metrics for distribution of resources.