

I would like to thank President Loren Blanchard, Provost Akif Uzman and their amazing staffs for this central platform and institutional path forward for our desire and mission to build an inclusive community of critically minded collegiate instructors and practitioners. The Center for Critical Race Studies, the Center for Teaching and Learning Excellence and numerous divisions of the university have long sought to empower our beloved UHD faculty to transform the lives of our students by creating equitable and enriching classrooms and learning opportunities. For this reason, we have invited our illustrious guests to serve as catalysts in transforming our university. I want to encourage you to share with us your candid and actionable insights that will help evolve into the institution enshrined in our vision statement and sorely needed in our communities. But before we embark on our in-depth exploration of diversity, equity and inclusion, I would like to give each of our panelists the opportunity share with our audience a little about themselves and the work they do at the home institutions.

1. Dr. Erika Henderson, 2. Ms. Deborah Santiago and 3. Dr. James Minor

Ms. Deborah Santiago

1. How does the designation of Hispanic Serving Institution/Minority Serving institutions alter our mission or change the way that we educate our students?

Dr. Erika Henderson

2. Considering the ubiquitous national conversation we are currently having around diversity, equity and inclusion, please take a moment and explain to the audience why faculty diversity is worthy of our consideration and how does it help us as a university to achieve our mission?

Dr. James Minor

3. What are 2-3 important institutional concepts for significantly improving degree completion for all students?

Ms. Deborah Santiago

4. What are 2-3 strategies colleges can undertake to help faculty understand Latinx students and backgrounds so that we can engage in “truly serving, rather than simply enrolling” Latinx students?

Dr. James Minor

5. How do we structurally change our approach to student success? Given our limited resources and personnel, what is the most important aspect of structurally achieving sustainable results in this area?

Dr. Erika Henderson

6. Despite existing in the 4th largest and arguably most diverse city in the nation, UHD struggles to diversify our faculty. What strategies must we employ and commit to in order to create and sustain significant change in this regard?

Dr. James Minor

7. Many faculty are hesitant to be flexible in policies and practices, often leaning on “fairness” for that justification. What behaviors and strategies should faculty employ to create a truly equitable and inclusive classroom?

Ms. Deborah Santiago

8. How do we pursue diversity, equity and inclusion without overburdening the faculty or damaging their professional trajectory?