National Science Foundation
Directorate for Education & Human Resources

Listening Session Background and Guiding Questions

The National Science Board (NSB) recently issued its Vision 2030 Report which addresses the need for diversity in the nation's STEM talent pool. The NSF Director, Dr. Sethuraman Panchanathan, vision is to find the "Mission Millions" and prepare them for the STEM workforce.

The goals of the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program) are to enhance the quality of undergraduate science, technology, engineering, and mathematics (STEM) education and to increase the recruitment, retention, and graduation rates of students pursuing associates or baccalaureate degrees in STEM. Achieving these, given the diverse nature and context of the HSIs, requires additional strategies that support building capacity at HSIs through innovative approaches: to incentivize institutional and community transformation; and to promote fundamental research (i) on engaged student learning, (ii) about what it takes to diversify and increase participation in STEM effectively, and (iii) that improves our understanding of how to build institutional capacity at HSIs. The intended outcomes of the HSI Program include broadening the participation of students that are historically underrepresented in STEM and expanding students' pathways to continued STEM education and integration into the STEM workforce.

HSI program is centered around the frameworks of "Servingness" and "Intersectionality," and it has a long and established history in STEM Education and Broadening Participation. We can leverage what has been learned to chart novel and innovative strategies that will ensure continued, and increased, inclusion and success of diverse students in STEM fields.

We now invite you to add your voice to the conversation given your experience with HSIs as student, faculty, administrator, leader, policy maker, researcher, or any other stakeholder affected and affecting the HSI community.

There will be breakout sessions where participants will discuss the following questions to discuss the progress made in our collective efforts and how we move forward to achieve more diversity and equity in STEM undergraduate education:

Guiding Questions

1. Are there any identifiable gaps in academic support services that should be considered, to effectively broaden participation in STEM, reduce STEM

education equity gaps, and build capacity for excellent STEM education and training at HSIs?

2. Are there any gaps in the literature that should be considered to support and effectively increase our understanding of challenges and opportunities for STEM education and workforce development of groups traditionally underrepresented in STEM at HSIs and beyond?
3. How can we connect research, practice and policy to address the "Servingness" and "intersectionality" to move from a Hispanic enrolling institution to a Hispanic **Serving** Institution?
4. What are the lessons learned in enacting "evidence-based practices or practical knowledge practices" for supporting underrepresented students in STEM and addressing disparities in STEM education, including workforce development for underrepresented populations?