



Transformational change toward a *servingness orientation:*

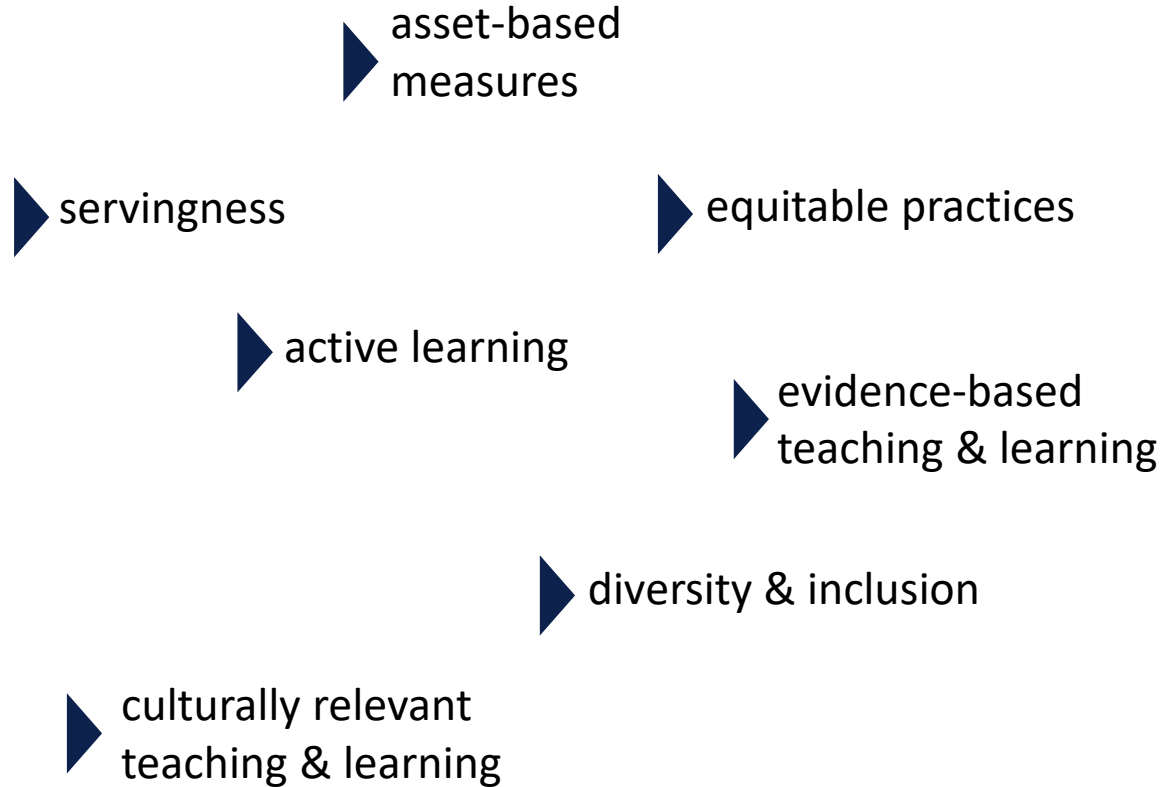
what does it call for and why do we need it?



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Director, External Relations, Mathematical Sciences
Associate Research Professor, Mathematics





*Do these always
signal
transformative
change?*

Likely not.

Transformative change
requires

- **knowledge** of culture, context, realities
- solidarity and **empathy**
- attention to **equity**, not just equality
- **intentionality**
- attainable **goals** today
- vested **leadership**
- strategy that builds on available **assets**

*Elements of
transformative
change*

an **asset-based** perspective



transformative change

a **value-guided**¹ perspective



leadership

¹Heifetz, *Leadership without easy answers*

Guiding questions for listening

- What is **normative** in our classrooms, our student support systems, our infrastructure, our teaching?
- What could “**non-normative**” look like in the context of envisioning transformative change?
- How do we ... vision | create | steward **transformative change**, at the individual, institutional, regional, and national levels?
- What actions will count as evidence of engagement in **transformative change**?

*Conceiving and
mapping
**transformative
change***

“... student bodies at MSIs look very different from those for which higher education was originally intended. As a result, **standard metrics of performance are inadequate or do not readily apply.**” (NASEM MSI Report, p.64)

Success of evidence-based practices is measured in normative ways. As a result, **even as performance gaps shrink, such practices “remain culturally isolated and not sufficiently inclusive.”** (UArizona HSI Report, p.10)

Truly serving students calls for “an organizational identity” that promotes outcomes in ways **that affirm and support students’ cultural and familial backgrounds.** (NASEM MSI Report, p.69)

MSIs that are TCUs² “fulfill a dual mission: educating students, and addressing Native American tribal priorities. [...] Such efforts **increase students’ applicable skill sets, boost their earning potential, and provide incentives**” to serve the local communities. (NASEM MSI Report, p.106)

²Tribal Colleges and Universities

**Challenging the
normative
Visioning
transformative
change**

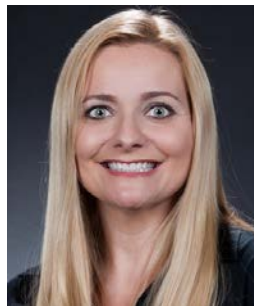
Nuanced Perspectives on Transformational Change



Nolan Cabrera
*A Focus
on Whiteness*



John Pollard
*A Focus on Equity in
Gen Ed & Honors
Programs*



Melissa Herbst-Kralovetz
*A Focus on
Gender Equity
in STEM*



Aileen Wong
*A Focus on Preparing
Culturally Responsive
Audiologists*

