

## Summary of the “Student Listening Session to Inform NSF’s New HSI Program” Held at the SACNAS Conference – October 21, 2017

*Any opinions, findings, and conclusions or recommendations expressed in this material are those of the students who participated in the session and do not necessarily reflect the views of the National Science Foundation.*

**Session Description:** The new Hispanic Serving Institution (HSI) Program at the National Science Foundation (NSF) will focus on undergraduate STEM education at HSIs. This listening session seeks student input to inform the HSI Program, but all are invited to participate.

(<https://nsf.gov/ehp/HSIProgramPlan.jsp>).

NSF has taken other actions to seek community input to inform the new HSI program, including releasing a Dear Colleague Letter (DCL) awarding conference grants to seek stakeholder input, establishing the Building Capacity at Hispanic Serving Institutions Subcommittee of the Education and Human Resources (EHR) Advisory Committee, and conducting three virtual listening sessions for HSI faculty/staff members.

**Summary:** At the Society for Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference held in Salt Lake City, Utah, on October 21, 2017, four NSF program officers hosted an hour-long listening session. Approximately twenty-five participants shared their input to inform the new Hispanic Serving Institution (HSI) Program at NSF.

**Prompt:** The students who participated in the session were invited to offer their views on the “critical challenges and opportunities regarding undergraduate STEM education at two-year and four-year HSIs of higher education, and potential actionable solutions that fall within NSF’s mission, policies, and practices.”

- Students expressed a need for doing research early and often.
- Students expressed a need for Hispanic role models not just for undergraduates, but also for Hispanic communities not well connected to academia.
- Programs involving student cohorts and professional development were much appreciated by the students.
- Students recommended that faculty advisers be trained in culturally-based advising to improve faculty understanding and communication with Hispanic students.
- Many students indicated that a mentor encouraged their research path.
- Community college students expressed the need for assistance with the transition to four-year institutions such as improving study skills, being involved in clubs, and knowing how to access resources and what classes to take.
- Students need help on how to balance school with family obligations.