

Elevating Experiences of Black Students at Hispanic Serving Institutions: Intersectional Identities and Agentic Responses to Structural Constraints

NADOHE Presentation Handout

26 March 2026, 4PM ET

In this session, researchers share our agentic responses to the systematic erasure of the experiences of Black students at Hispanic Serving Institutions. The session will include two parts: first, we provide an overview of our experiences with photovoice data collection and analysis and the rationale for this methodology. Then we will lead a workshop on ways participants can create photovoice projects at their institutions.

Presenters from the University of New Mexico

Assata Zerai, Ph.D., Vice President, Professor of Sociology is the Vice President and Professor of Sociology

Brandi Wells-Stone, Ph.D., Director of African American Student Services and Special Advisor to the President on African American Affairs

Tryphenia B. Peele-Eady, Ph.D., Professor of Educational Studies in the Department of Africana Studies

Mariann Skahan, M.A., Research Associate, Division for Change and Empowerment, Doctoral Candidate in the Department of Anthropology

Nahir I. Otaño Gracia, Ph.D., Special Adviser to the Vice President, Associate Professor of English

Overview of the Workshop

I. Short Presentations:

- Introduction-inspiration from Moletsane and brief overview of Wits and UNM projects and results (BSBP survey and photovoice), Dr. Assata Zerai
- Observations and main insights from report-backs when students shared photovoice results, Dr. Brandi Wells-Stone
- Process of analyzing data and triangulating it with survey data, Ms. Mariann Skahan
- Insights from a multi-year, multi-institutional study of undergraduate students in a STEM-focused summer research program, describing how reflexive, interdisciplinary approaches enhance data quality and implications for your photovoice projects, Dr. Tryphenia Peele-Eady

II. Interactive Workshop:

- Overview and instructions
- **Small group work***
 - Plan for a pilot photovoice project at one of your institutions (population, i.e., groups whose stories and experiences need to be amplified; issues of concern; and photovoice prompts)
 - Time-permitting: discuss questions below
- Discussion Questions (see below)

III. **Report back and discussion:** Answer 1-2 Prompt Qs or share insights from your small group discussion

IV. **Session Wrap-Up**, Dr. Nahir I. Otaño-Gracia

*See small group instructions and prompts on the next 2 pages.

C. Time-Permitting: Discussion Questions Below (feel free to skip questions):

1. How can you use quantitative surveys and institutional data at your institution to uncover groups whose stories are not being told?
2. What groups could benefit from photovoice at your institution?
3. Is it possible to collaborate with offices conducting surveys to include a photovoice component, such as offering groups to elect to participate in the photovoice project? Why/why not?
4. What are important factors to consider when writing IRB protocols and fostering relationships to ensure fair review?
5. What are some considerations regarding our policies and practices, especially in relation to the July 29th Memo from the Department of Justice?

D. **Report back and discussion (15 minutes):** Answer 1-2 Prompt Qs or share insights from your small group discussion

Helpful Resources

Implementing photovoice in your community:

<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main>

Photovoice Facilitator's Guide:

<chrome-extension://efaidnbmninnbpcajpcgkclefindmkaj/https://rutgers.international/wp-content/uploads/2021/09/Photovoice-Facilitators-guide.pdf>

Photovoice Toolkits:

<https://extension.okstate.edu/fact-sheets/using-photovoice-as-a-community-engagement-tool.html>

<https://dphhs.mt.gov/assets/publichealth/Tobacco/PhotovoiceToolkit.pdf>

Ethical Guidelines and the Institutional Review Board (IRB):

<https://pmc.ncbi.nlm.nih.gov/articles/PMC10885741/>

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An Invitation

For those conducting research in educational equity and servingness in higher education, we invite you to consider submitting a chapter to our new edited volume,

Making Servingness a Reality: Confronting Past Harms and Dreaming New Futures.

Co-editors: Assata Zerai, Brandi Wells-Stone, Mariann Skahan, and Teresa Y. Neely

This edited volume advances interdisciplinary scholarship by operationalizing servingness across higher education and the arts. Building on Wells-Stone, et al. (2026), it expands servingness as a framework for understanding equity and student success, examining how minority-serving institutions enact equity through policy, practice, resource allocation, and cultural labor.

The volume explores three questions: how overlooked histories reshape equity; how structural and epistemic violence shape access and belonging; and how marginalized communities mobilize intellectual, cultural, and political resources to challenge exclusion and transform institutional priorities.

Contributors draw on critical, decolonial feminist, queer, disability justice and other organizational approaches and diverse methods, from case studies and community-based research to ethnography and creative forms, to consider how institutions shaped by settler colonialism can move toward equitable, community-centered, liberatory futures.

Organized around these questions, the volume concludes by outlining pathways for institutional transformation and advancing servingness as both analytic framework and transformative project.

For more information, please, email Assata Zerai, Ph.D. (zerai@unm.edu) and/or complete this short survey and we will be in touch.

Making Servingness a Reality: https://unm.qualtrics.com/jfe/form/SV_8tSQaVzg7ZIKms6



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