

BOOK TITLE: Garcia, G. A. (in press). *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*. Charlotte, NC: Information Age Publishing.

Using Interactive Theater to Strengthen Holistic Advising at a Hispanic Serving Institution

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As the number of Hispanic Serving Institutions (HSIs) in the United States rapidly increases (*Excelencia in Education*, 2018), so does the need for professional development (PD) to strengthen the *cultural humility* of academic advisers at HSIs. Cultural humility refers to lifelong commitment to self-evaluation, critique, and curiosity in working with historically underserved communities (Tervalon & Murray-Garcia, 1998). Advisers are well positioned to affirm student experiences within the context of higher education (Powell, Demetriou, Fisher, 2013), especially as Núñez and Bowers (2011) report that, compared to white students, those who enroll at four-year HSIs are more likely to have lower mathematics performance and have attended high schools where access to resources like counselors, teachers, or workshops to guide them in college preparation were scarce. Advisers at HSIs, therefore, must reflect on their ability to address the shortcomings of a flawed educational system marked by inequality in order to serve students. Building access to knowledge and resources through advising relationships that help Latinx and minoritized students persist in higher education is a central role that HSIs are best positioned to do.

Drawing on the Multicontextual Model of Diverse Learning Environments (MMDLE) (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012), this chapter examines how the University of California, Santa Cruz (UCSC), a federally designated HSI since 2015 (see Chapter 3 for details), transformed the content and delivery of professional development for academic advisers through interactive theater. Interactive theater is a presentation form where the audience actively participates along with the actors. As a PD tool, interactive theater has been used in the health professions (Pastor, Ashton, Cunningham, Kolomer, Lutz, Smith, & Saypol, 2016).

The purpose of this chapter is to offer a tangible example of how HSIs can better serve their Latinx and minoritized students, with the goal of operationalizing servingness as a transformation of organizational structures (in this case, advising) (Garcia, Núñez, and Sansone, in press). We focus on how using interactive theater strengthened the skills and abilities of a holistic advising model that developed advisers' cultural humility. As a result, we discuss how such skills and abilities mitigated microaggressions and instead emphasized microaffirmations of Latinx and minoritized students. Garcia, Ramirez, Patrón and Cristobal (2018) argue that for HSIs to reach their full potential, "there is a need to move from an ambiguous, federally constructed identity into a measurable construct that can be operationalized in research and practice" (p. 19). By describing how UCSC, a federally designated HSI, transformed the content and delivery of professional development for advisers through interactive theater during the Multicultural Advising Conference (MAC), we offer a potential model for how HSIs can make servingness a tangible construct. Specifically, we show how advisers who participate in PD that is centered on Latinx and minoritized students experiences, can learn how to use cultural humility to strengthen students' sense of belonging through the use of microaffirmations in holistic advising practices.

Conceptual Framework

This chapter is guided by the MMDLE (Hurtado et al., 2012). The MMDLE guides researchers and practitioners through institutional transformation by situating practices and learning outcomes within the context of campus climate. Importantly, the MMDLE exemplifies how personal, interpersonal, and organizational intersections of curricular and co-curricular campus activities shape Latinx and other minoritized students' experiences and outcomes. Curricular activities are credit-bearing academic experiences central to students' learning, while

co-curricular activities refer to non-academic and non-credit-bearing experiences. Our focus is specifically on advising, which is a co-curricular activity that can have a profound impact on the curricular experiences of students. Moreover, Garcia et al. (in press) argue that curricular and co-curricular transformation are essential elements of servingness at HSIs.

The MMDLE emphasizes core outcomes that are influenced by curricular and co-curricular structures. The core outcome we were most interested in was sense of belonging. Bollen and Hoyle (1990) defined sense of belonging as a measure of an individual's perceived social cohesion in various types of environments. Belongingness has been shown to be a critical factor affecting students' academic outcomes (Hurtado & Carter, 1997). Like Hurtado and Carter (1997), we consider understanding students' sense of belonging as "key to understanding how particular forms of social and academic experiences affect [minoritized students]" (pp. 324-325). However, students' experiences on campus may vary, resulting in different perceptions of sense of belonging that subsequently relate to disparities in student retention and degree attainment (Hausman et al., 2007). For example, Powell et al. (2013) suggest that students who perceive hostility during advising have a diminished sense of belonging. For this reason, students' relationships with advisers are critical for establishing, building, and sustaining a sense of belongingness.

The MMDLE also posits that the campus climate for diversity affects outcomes and experiences. An important aspect of the campus climate is students' experiences with racism, discrimination, and harassment (Hurtado et al., 2012). Microaggressions, a form of racism, are the subtle insults—verbal, nonverbal, and/or visual—that are often automatic and unconscious and are most often directed towards minoritized students (Solorzano, Ceja, & Yosso, 2000). Microaggressions within the advising context may complicate relationships with students and

advisers. Microaggressions have adverse effects on people's ability to function in an environment (Ross, 2011), and may also preclude institutional transformation towards equitable practices and learning outcomes (Solórzano et al., 2000). Alternatively, Rowe (2008) has described microaffirmations as small acts that foster inclusion, listening, comfort, and support for people who may feel unwelcome in a setting. Powell et al. (2013) suggest that microaffirmations in advising practices can foster students' sense of belonging. As such, HSIs should be concerned with the experiences that students receive while on campus, and specifically in interacting with staff, as an indicator of servingness (Garcia et al., in press).

Ultimately, relationships between students and advisers—whether positive or instead characterized by tensions and misunderstandings—can have profound implications for Latinx and minoritized students' access to institutional resources, their sense of belonging, and ultimately their academic success. Relationships with advisers are also important because they may provide crucial support for students navigating university bureaucracies and power dynamics. Advisers also give students access to social capital as institutional agents who offer access to the navigational skills students need to excel academically (Garcia & Ramirez, 2018; Stanton-Salazar, 2001). Yet advisers can also strengthen their approach to advising by using holistic methods. Holistic advising, which addresses students' academic and non-academic issues, requires advisers to effectively communicate with students to address their concerns such as their: academic preparedness, fears, inadequacies, challenges, personal stresses of college life, family issues, loneliness, time constraints encompassing classroom and homework time, work, family and child care, social obligations and relationships, and need for self-discovery.

Although we focused on advising overall, as a way to enhance servingness, we specifically emphasized cultural humility as the core skill that we wanted advisers at UCSC to

acquire and use. Originating in medical education, cultural humility involves lifelong learning and critical self-reflection, the recognition and challenging of power imbalances, and institutional accountability. The tenets of the MMDLE support the use of cultural humility to address issues of microaggressions and microaffirmations in advising. The MMDLE also supports the implementation of a holistic approach to advising Latinx and minoritized students at HSIs as a way to enhance their sense of belonging and ultimately their academic success.

Overall, our guiding theoretical framework can be understood with the following depiction:

Cultural humility (advisors) → microaffirmations (advisors) → sense of belonging (students) →
academic outcomes (students) → servingness (institutional)

UCSC Becoming an HSI

UCSC is one of 10 University of California (UC) campuses, with its mission rooted in its origins as a land-grant institution and focused on research, teaching, and public service that benefits the state of California and beyond (see Chapter 3 for details). UCSC's esteemed faculty have included Angela Y. Davis, political activist; Gloria E. Anzaldúa, scholar of Chicana cultural theory; and David Haussler and Jim Kent, lead contributors to the Human Genome Project. Its faculty, staff, and students make UCSC a place of innovative research as well as teaching and learning. From its founding in 1965, UCSC was designed as a residential college system that offers a small college experience with access to world-class research opportunities. Undergraduate students select one of 10 colleges to which they are affiliated for their undergraduate careers. Each college is led by a resident faculty provost, who works closely with academic deans, department heads, faculty, staff, and student service professionals, including advisers.

UCSC reflects the changing demographics at the state and national levels. In particular, as the Latinx population grew, the number of Latinx undergraduate students enrolling at UCSC also increased. In 2012, UCSC reached the threshold of having greater than 25% of its undergraduate students identify as Latinx and became eligible for the HSI designation and to apply for competitive grants under the U.S. Department of Education's Developing HSIs Programs, both Title III and Title V. Since 2015, UCSC has received three federal HSI grants, including a Cooperative Title V grant and a Title III grant for STEM articulation (see Chapter 3 for details). This fortified UCSC's capacity to address the racial equity gaps in advising that were identified in our self-study as we began our process of becoming an HSI. As reflected in the self-study, we found that meetings between students and advisers involved both tensions and resolutions (Cooper, Bandera, & Macias, 2014).

The UCSC HSI Initiatives, a collective effort of activities to address patterns of inequity, share the values of the Division of Student Success to offer safe and open spaces for student voices, create opportunities for transformative student learning, and embrace diversity and an inclusive intercultural dynamic campus community. The Division of Student Success explicitly acknowledges institutional responsibility to serve students. Therefore, we intertwined the UCSC HSI Initiatives with the institutional commitment to student success in order to develop practices to help students thrive, and as an effort to become an HSI that truly serves students. The first author served as the lead evaluation expert supporting with data collection and evaluation protocols for program improvement, campus reform, and Department of Education reporting. The second author served as the Associate Vice Chancellor for Student Achievement, Equity and Innovation whose mission and vision guided the direction of programs. The third author served as the primary lead in the implementation of the MAC.

Advising at UCSC

Advisers at UCSC include those in advising roles across the residential colleges and in student success areas (e.g., Educational Opportunity Programs, Disability Resource Center, STAR services for transfer students), as well as in career services, international education, Financial Aid, and the Office of the Registrar. An advising-specific committee within the HSI Initiatives decided advisers should engage in “questioning, deconstructing, and reconstructing of practice[s] to address racialized equity issues when they observe their own educational practices (and those of their peers) functioning as part of the architecture of institutional and structural racism” (Dowd & Bensimon 2015, p. 17). The HSI Advising Committee, as it came to be known, questioned norms rooted in institutionalized racism and assumptions about the needs of minoritized students and traced these norms to practices that were rarely interrogated through a race-conscious framework. A race-conscious framework acknowledges that the educational system can marginalize students through ideological values of meritocracy and equal opportunity that, in turn, mute the effect of race on student achievement (Dowd & Bensimon, 2015). As a response, the HSI Advising Committee identified professional development opportunities that could disrupt normative practices and mitigate experiences of microaggressions that Latinx and minoritized students experienced during advising.

Maximizing Achievement through Preparedness and Advising (MAPA)

The need to address microaggressions with advising practices emerged from the inquiry of a student action-research study (Cooper, Bandera, & Macias, 2014) that utilized focus groups and personal narratives that called for improving advising experiences of Latinx and minoritized students at UCSC. Additionally, a report from the UCSC Institutional Research, Assessment, and Policy Studies (IRAPS) Center found that 47% of Latinx respondents indicated having contacted

the Financial Aid office in the 2011/12 academic year. However, these students reported a low degree of satisfaction with their services compared to other student support units. These findings were consistent with reports from the University of California Undergraduate Experience Survey (UCUES), and campus town hall meetings. Taken together, these data points showed that student experiences varied considerably across campus services. Hence, from this early work (i.e. before UCSC was awarded the U.S. Department of Education's Title V grant) engaging both new and more experienced advisers across campus became an opportunity to address the deleterious effects of microaggressions in advising.

The Maximizing Achievement through Preparedness and Advising (MAPA) grant, funded by the U.S. Department of Education's Title V in 2015 (see chapter 3 for details) was designed to reduce disparities in student achievement within key domains, which included advising. The overarching goal was to implement research-based, data-driven, interwoven interventions that provided systemic supports for students to successfully navigate the university experience. Cooper and colleagues' (2014) report, the IRAPS report, the UCUES survey, and campus town hall meetings were central to identifying advising, among other elements (see chapters 6 & 17 for details), as a key point of intervention. As an HSI, reports of microaggressions were troubling, given that at least one quarter of students identified as Latinx at UCSC. The HSI initiatives decided to address microaggressions during advising, which led to the development of the HSI Advising Committee, as part of MAPA initiatives.

Multicultural Advising Conference (MAC)

The HSI Advising Committee felt that addressing microaggressions while simultaneously promoting microaffirmations would enhance sense of belonging among UCSC Latinx and minoritized students, which would ultimately result in improved academic outcomes. The

MAPA grant gave us the opportunity to do this work, and so we developed the MAC, which set into motion a recursive process that interrogated the deleterious effects of microaggressions in advising at UCSC. The HSI Advising Committee formed a partnership with interactive theater experts at the University of California, Berkeley: The Berkeley Interactive Theater (BIT). The BIT: Acting for Social Change is a research-based group that created scenarios based on a composite of real-life student narratives identified in Cooper and colleague's (2014) report, the IRAPS report, the UCUES survey, and campus town hall meetings. Through consultation, the BIT provided information to the HSI Advising Committee to engage in greater dialogue, problem solving, and action planning on issues pertinent to advising.

As an HSI effort, the MAC aimed to support UCSC staff in serving the increasingly diverse student body through campus-wide holistic advising professional development. The slogan for the MAC explicitly conveyed its equity mission: "A Step Closer Towards Equitable Advising." The MAC was also designed to provide advisers an opportunity to examine student experiences and reflect on strategies that validated students as valued members of the college learning community (Rendon, 1994). Advisers across campus were invited to participate in an interactive advising conference via email invitation, but attendance was optional. Prior to the MAC, a baseline was established on the number of campus advisers at UCSC. Two sessions of the MAC were held at the UCSC campus in March and November of 2018. The March session included 54 of UCSC campus advisers, and the November session included 59 of campus advisers. The second session of the MAC was intended to accommodate the advisers who had not attended the first session. Each session of the MAC included a three-hour interactive theater experience where advisers observed a play, engaged with characters, and participated in group discussions about strategies for improving advising practices at UCSC.

First, the conference moderator outlined the conference goals, which included strengthening their advising abilities by learning to: a) lead by example to create a productive and collegial learning environment for all, b) take ownership for words and behaviors in creating a welcoming and strong learning climate, c) understand the difference between impact vs. intention, d) understand the difference between personal reactions vs. professional responses, e) understand implicit vs. explicit bias, f) commit to ongoing, lifelong learning as academic professionals, and g) develop new habits, behaviors, and patterns of microaffirmations as a tool for practice. Then the conference moderator introduced the play where Sergio, a proposed computer science major, followed the advice of Alejandra, his roommate and fellow student, to seek assistance in the Department of Comparative Literature, where he finds Karen, an undergraduate adviser. However, Sergio's assigned major adviser was Keith, in the Department of Computer Science. The play showed the struggles Sergio faced as he sought assistance from Karen, an overworked adviser struggling to balance her personal and professional commitments, and Keith, who showed little investment in his job. The play then demonstrated the effects of microaggressions Sergio experienced as he struggled to find guidance. The play also showed the ripple effect of Sergio's interactions with Karen and Keith on his personal life and emotional wellbeing. The play was periodically paused to engage the audience in listening dyads with the characters and exchanges to help advisers gain deeper understanding of each actor's predicaments. Small group discussions were then facilitated to allow advisers to consider the relevance of the microaggressions presented in the play to their own advising in terms of their practices, procedures, policies, values, philosophy, time, and resources.

A printed copy of the program was provided with the following working definitions: a) *implicit bias*: "social stereotypes about certain groups of people that individuals form outside

their own conscious awareness” (Office of Diversity and Outreach, UC San Francisco); b) *microinequities*: ways that individuals are singled out, overlooked, ignored, or otherwise discounted based on an interchangeable characteristic such as race or gender and that generally take the form of a gesture, different kind of language, treatment, or even tone of voice (Sandler, & Hall, 1986); c) *microaggressions*: brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership (Sue, Capodilupo & Holder, 2008); d) *environmental microaggressions* (macro-level): racial assaults, insults and invalidations that are manifested on systemic and environmental levels; and e) *microaffirmations*: small acts/actions that foster inclusion, listening, comfort, and support for people who may feel isolated or invisible and can include welcoming facial expressions, making concerted efforts to use students’ correct names, pronunciations, and pronouns, affirming students’ feelings and experiences, and rewarding positive behaviors (Rowe, 2008).

Advisers were asked to engage in discussions about: (1) implicit bias and microinequities that had occurred during advising; (2) strategies useful for interrupting microaggressions; (3) ways to promote microaffirmations to demonstrate more supportive and inclusive advising; (4) barriers or constraints in advising that make it difficult to support students, practices, policies and mindsets that need to change in order to create a more inclusive and welcoming experience; and (5) strategies to become more aware of one's own implicit bias.

In sum, the objective of the MAC was to help advisers understand how they could create a more socially just educational context. This was achieved by noting the importance of enabling a cultural humility approach that assured students that they belong in college, developed listening skills, empathized with the challenges that students experience, working with students as a team, encouraging students’ growth, encouraging the students to speak freely in their appointments,

and help students to be their own advocates. The MAC concluded with a reception, where advisers were encouraged to network and were invited to participate in an ongoing community of practice. The community of practice met regularly to continue developing their cultural humility towards skills in advising. The meetings were moderated by the African/Black/and/or Caribbean retention specialist. These meetings presented an opportunity to continue developing ways that advisers could imbue cultural humility into their practices. This community of learners was comprised of advisers supporting each other and growing together in a supportive environment. We felt that by offering a collective space to grow, advisers could work as a team in changing practices and culture rather than in isolation.

Evaluating MAC

We evaluated the MAC by administering a printed paper/pencil survey at the conference, both before and after the conference. The pre- and post- surveys were designed to help advisers reflect on their own practices, refine their work, and develop adaptive expertise to promote institutional changes that would lead to greater sense of belonging amongst students and more favorable student outcomes such as persistence and graduation. Specifically, the MAC survey covered five areas: a) demographic data, b) advisers' cultural humility; c) advisers' understanding of microaggressions; d) strategies to foster equitable and inclusive advising; and e) questions related to the programmatic features of the conference.

Demographic Data. Advisers were asked to provide information about the racial/ethnic group that best identified them on the pre-survey. The racial/ethnic categories included Latinx, American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. We included a category to account for participants of mixed

race: two or more. In addition, we asked participants to select their preferred gender pronouns from: his/him; hers/her; they/them; or other.

Advisers' Cultural Humility. On the pre- and post-event surveys, advisers rated eight items from the Cultural Humility Measure developed by Chang and Sung (2018), on a five-point scale, ranging from “strongly disagree” to “strongly agree” (see Table 1). The Cultural Humility scale was developed to operationalize the practices that aligned with the cultural humility framework. The survey questions were based on beliefs as we planned to assess longer term practices among advisers.

Advisers' Understanding of Microaggressions and Implementing

Microaffirmations. On the pre- and post-event surveys, advisers rated their familiarity with microaggressions on a five-point scale, ranging from “strongly disagree” to “strongly agree.” The two questions (pre- and post-) were developed by our team to assess changes in their familiarity with microaggressions. A pre-survey sample question was: “I am familiar with microaggressions and their possible impact on students in the advising environment,” and the post-event follow-up question was: “This seminar helped me gain a greater understanding of microaggressions and its possible impact on students in the advising environment.” In addition, advisers understanding of microaffirmations was measured by an open-ended response to the question “What specific things would you say or do (microaffirmations) to demonstrate a more supportive/inclusive environment, particularly for students like Sergio and Alejandra? This open-ended response was addressed in a small group format.

Advisers' Values, Practices, and Strategies to Foster Equitable and Inclusive

Advising. During the last segment of the MAC, advisers were asked to brainstorm responses to five open-ended questions in small group discussions. The advisers were instructed, “From some

of the microinequities or microaggressions presented in the scenario, think about your own advising situation or structure (e.g., practices, procedures, policies, values, philosophy, time, and resources, and respond to the following questions).” These questions were not on the paper/pencil survey but were instead documented in a written response to a group-based activity (see Table 2).

Programmatic Questions. On the post-survey only, advisers rated eight statements assessing their evaluation of the effectiveness of the conference on a five-point scale, ranging from “strongly disagree” to “strongly agree” (see Table 3).

Outcomes of the MAC

This section outlines the takeaways from the evaluation of the MAC. First, we describe the participants, discuss how advisers ranked on the cultural humility scale, assess advisers’ understanding of microaggressions and implementation of microaffirmations, discuss their responses on the programmatic features of the MAC, and highlight strategies they suggested would foster equitable and inclusive advising,

Participants

One hundred and thirteen advisers participated in both the March 2018 and November 2018 sessions. Thirty-six percent identified as White, 30.1% as Latinx, 14% identified as two or more ethnic-racial groups, 9.7% as Black/African American, 6.5% Pacific Islander, 3.2% American Indian. In addition, 74.5% identified with the hers/her gender pronoun, 23.4% with his/him, and 2.1% with they/them or other. Advisers from three major divisions of the campus attended the combined March and November conferences. Twenty percent were college affiliated advisers; 35% were department affiliated; 33% were student success advisers; and 12% were from other campus divisions including the Office of Admissions and Study Abroad.

Advisers' Cultural Humility

A paired samples *t*-test was used to assess changes between advisers' pre- and post-conference responses on the cultural humility measure (Chang & Sung, 2018). The results of the March 2018 and November 2018 conferences were combined into one larger data file and *t*-tests were conducted to test for differences in pre- and post-conference responses. Statistically significant changes were found on five of the eight items, indicating changes in beliefs to increase effectiveness of the MAC PD in increasing the cultural humility of advisors (see table 1). Specifically, we were able to discern that advisers believe in assuring students that they belong in college, that they work together with students as a team, encourage students' growth, encourage students to speak freely in appointments, and help the students to be their own advocates.

Advisers' Understanding of Microaggressions and Implementing Microaffirmations

There were no significant changes in responses from the pre- and post-conference surveys on participants' knowledge of microaggressions, $t(104) = -.215, p > .05$, indicating that advisers' familiarity with microaggressions did not change. Advisers may have realized that they might not know as much as they thought they did about messages that might be interpreted as microaggressions. Given that microaggressions are subtle, it may have also been that we did not highlight or debrief these sufficiently. The subtle nature of microaggressions makes it challenging to identify their occurrence.

However, we did find that advisers reported on the importance of affirming student's strengths and validating their experiences. For example, one adviser in the small group work activity stated, "Further develop your emotional intelligence. Develop the ability to mirror for a student how they feel/the way they react with body cues when they are excited about a particular

subject area to major in.” Another adviser added, “Be affirming even with small accomplishments to help build self-confidence.” Another adviser commented on the importance of scaffolding pathways for students and stated, “Break down the path to smaller steps to make it not overwhelming. Remind students that they have the skills and knowledge and rebuild the passion of why they are here.” Advisers also expressed the importance of engaging in the proper pronunciation of students’ names, not defaulting to asking students their ID number until the students have been validated as individuals.

Programmatic Questions

Advisers strongly agreed that the MAC and the interactive theater method were effective for helping them gain new insights relevant to their role as advisers and gave advisers an opportunity to reflect on how to foster a more respectful and inclusive advising environment. Although advisers recommended the conference to others, they reported lower interest in joining a community of practice to continue to reflect on how to foster an inclusive advising environment. As part of their qualitative responses, advisers reported the following benefits of interactive theater compared to previous online training or presentations: humanizing aspect, engaging through dialogue with characters, transformational and emotional experience that will carry longer, and witnessing the complicated nature of real advising situations.

Strategies to Foster Equitable and Inclusive Advising

Advisers identified strategies and actions in their small group discussions held during the MAC. Advisers expressed a need to develop abilities in holistic advising through microaffirmations that acknowledge students’ overlapping marginalized identities. One adviser wrote, “I’m eager to gain better insight to support our students’ diverse needs with humility and heart.” Advisers also expressed the need to evaluate their own approaches to advising, and

continually train on how to be more effective in their roles. One adviser stated, “While I have my own personal background and previous trainings to draw from, I believe it is extremely important to continually evaluate the advising methods being used.” The importance of participating in workshops that amplify critical professional development of advisers’ work was also discussed. As one adviser reported, “Workshops like this seem like critical professional development for all of us - they are a means for us to examine the flaws (and opportunities) in our current work and communication practices, and learn to be in a better place to support institutional change.” Lastly, another adviser suggested that he/she/they, “Would like to indulge in the experience and interested in being a part of interactive theater on multicultural competence.” Additional interactive theater themes are outlined in Table 4.

Implications for Servingness

Expecting students to navigate higher education with little support assumes that students come from similar personal and educational experiences prior to enrolling in college. This view perpetuates the belief that has traditionally undergirded competitive public higher education systems, and is grounded in meritocratic principles that value students from more privileged racial, economic, and social backgrounds. This view can also work to absolve advisers from their responsibility to create an inclusive environment that fosters a sense of belonging that is free from racism, discrimination, and harassment. As more institutions reach HSI status, they must transform campus policies, processes, and practices in order to ensure a climate of servingness and belongingness for Latinx and other minoritized students.

The MAC serves as an example of how HSIs can transform their organizational practices in order to ensure positive experiences and outcomes for students (Garcia et al., in press). Here, we offer three suggestions to other institutions that are seeking best practices for similar

transformation on their campus: 1) the implementation of a conference like the MAC requires planning and attention to the needs of students, such needs must be addressed through a non deficit framework, like cultural humility, that exemplifies the humanistic approach towards attaining educational equity; 2) the evaluation of an intervention like the MAC requires close alignment to the activities and the effective nature of an intervention should be triangulated through multiple quantitative and qualitative approaches; and, 3) the transformation of institutions requires ongoing attempts to sustain an equity approach towards advising practices. No single intervention will result in immediate changes and instead practitioners must rely on their collective efforts to promote change.

As a sustained initiative, the MAC offers advisers an opportunity to continue their development and preparation to better serve Latinx and minoritized students at HSIs. By increasingly validating students and further developing as effective institutional agents, we can better align the HSI campus identity of opportunity and service with the socially-constructed daily experiences of our students (Garcia, 2016). With intentional efforts to transform advising practices, students will feel a greater sense of belonging that will ultimately lead to greater academic outcomes.

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Table 1

Paired Samples t-tests of Advisers' Change in Beliefs on the Cultural Humility Measure (Chang & Sung, 2018)

| | Pre | | Post | | <i>t</i> -test |
|--|------|------|------|-----|----------------|
| | M | SD | M | SD | |
| As an adviser, I am concerned about students' overall development. | 4.77 | .544 | 4.86 | .45 | 1.53 |
| I assure students that they belong in college. | 4.60 | .646 | 4.83 | .45 | 3.85*** |
| I listen to what students have to say. | 4.90 | .296 | 4.88 | .35 | .63 |
| I empathize with the challenges the student experiences. | 4.81 | .416 | 4.87 | .36 | 1.51 |
| I work together with the student as a team. | 4.68 | .526 | 4.79 | .52 | 2.15* |
| I encourage students' growth as a person. | 4.70 | .538 | 4.84 | .42 | 3.27** |
| I encourage the student to speak freely in their appointment. | 4.68 | .612 | 4.87 | .40 | 2.93** |
| I help the student to be their own advocate. | 4.62 | .562 | 4.78 | .48 | 3.15** |

*** $p < .001$, ** $p < .01$, * $p < .05$

Table 2

Advisers' Values, Practices, and Strategies to Foster Equitable and Inclusive Advising

-
1. What are some examples of implicit bias and microinequities that have occurred in the advising environment? What concrete strategies might you use to interrupt these microaggressions when you see or hear them, i.e., what would you specifically say or do?
 2. What specific things would you say or do (microaffirmations) to demonstrate a more supportive/inclusive environment, particularly for students like Sergio and Alejandra?
 3. What barriers or constraints presented in the advising environment (e.g., environmental microaggressions) might make it difficult to support students like Sergio and Alejandra? What practices/policies/mindsets need to be changed to move toward a more inclusive and welcoming advising environment for all students?
 4. What strategies do you use to become more aware of your own implicit bias?
 5. What are some effective strategies you use to take care of yourself, e.g., stress workload, etc.? What would you need from your supervisor/manager to do your best work in advising?
-

Table 3

Programmatic Questions

-
1. This conference helped me gain new insights relevant to my role as an adviser.
 2. This conference helped me gain a greater understanding of implicit bias and its possible impact on students in the advising environment.
 3. This conference gave me the opportunity to reflect on how to foster a more respectful and inclusive advising environment.
 4. This conference helped me empathize with some of the characters' concerns and perspectives.
 5. I found the interactive theater method to be an effective tool to increase cultural awareness and understanding.
 6. The materials in the workshop packet were helpful.
 7. I would recommend that my departmental colleagues attend a workshop of this type.
 8. I would be interested in joining the Community of Practice group to continue to reflect on how to foster a more respectful and inclusive advising environment.
-

Table 4

Advisers' Suggested Strategies for Equitable and Inclusive Advising

| |
|---|
| Be more aware of own impressions, assumptions, biases and actions |
| Awareness of implicit bias and microinequities in unspoken communication |
| Awareness of the assumptions made about students |
| Encourage second chances and utilize teachable moments |
| Being mindful of the language that is used |
| Create a welcoming and inclusive environment |
| Have a standard greeting--welcoming all students to advising appointments |
| Be inclusive, respect/validate what students do. Have signs that welcome all students |
| Develop posters for inclusive messaging/student groups |
| Sit next to student (help them feel good) to work together |
| Decorate office by representation of cultures |
| Ensuring privacy during appointments |
| Create a culture where a holistic/developmental model of advising is fully realized |
| Move away from a deficit framework by committing to developmental advising |
| Address personal well-being |
| Work with positives and make a plan for difficult major ensuring support |
| Ask about interest outside of school, and how such interest aligns with a major |
| Listen for what the student needs |
| Listen, reflect. Put ourselves in other people's shoes |
| Provide coping mechanisms and tools, direct instructions and structure |
| Constructivist listening: "Meet them where they're at"—ask to clarify |
| Think about how to ask things, e.g., ID number, can always ask it later, or ask for permission to look at records |
