

A top-down view of three students sitting at a dark wooden table outdoors. One student on the left is looking at an open book. A student on the right is writing in a notebook. Another student at the bottom is also looking at a book. A clear plastic cup with a straw is on the table. The scene is brightly lit, suggesting a sunny day.

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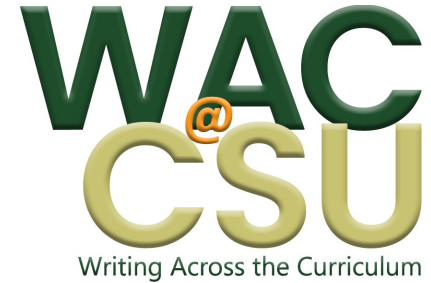
Welcome to WAC Week

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Using Generative AI to Enhance Student Engagement with Course Content

Friday, November 10th | 9:00 to 10:00 am Mountain time

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Welcome to WAC Week

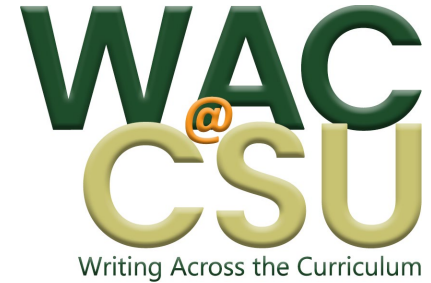
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Using Writing to Support Learning, Critical Thinking, and Inclusion at an Emerging Hispanic-Serving Institution (eHSI)

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What is an HSI and eHSI? (and MSI and eMSI)

Hispanic-Serving Institution (HSI):

Defined in U.S. federal law as an accredited, degree-granting, public or private nonprofit institution of higher education with 25% or higher total undergraduate Hispanic or Latino full-time equivalent student enrollment.

Emerging Hispanic-Serving Institution (eHSI): Defined by the *Excelencia* in Education Research Foundation as institutions with undergraduate FTE Hispanic enrollment of 15-24.9%—to track the growth of potential HSIs.

Minority-Serving Institution: universities and colleges that enroll a significant percentage of students from minority groups (U.S. Department of Education, 2007)

Complexities & Challenges within these institutional definitions

1) A Hispanic-Serving Institution is an **official** designation by U.S. federal law which avails Title V funding for an HSI through the Higher Education Act.

An **emerging** Hispanic-Serving Institution (eHSI) is **not an official designation**.

2) Percentage-based definition relies on the **numbers** of enrolled student populations not on a mission to serve and support students *for the most part*.

3) Enrollment percentages vary across institutions as well as campus size (e.g., one university might be at 24.5% and another – like CSU – at 15.1%). Both are eHSIs but they may not be **emerging** in the same way.

4) Percentage-based definition **does not account for the diversity of students** even among Latine/x students. Identity is fluid. --

What these **definitional** challenges can reveal at the classroom level

- 1) The designation **can become a checked box** rather than an opportunity to *revise, extend, challenge, rethink* how writing is used to support student learning.

(e.g., "My class is increasingly diverse." vs. "I have an increasingly diverse class and I'm reflecting on what that means for how I structure assignments...")

- 2) **Enrollment percentages are the default logics** when the designation comes into play.

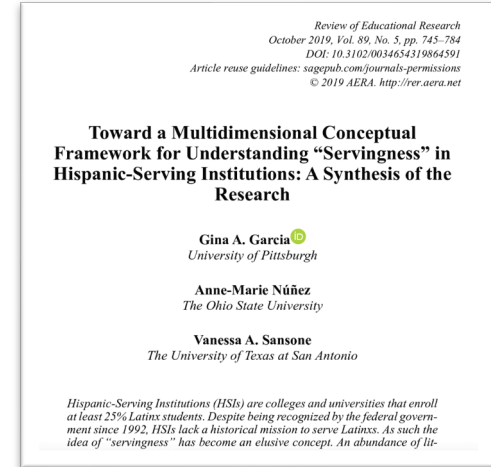
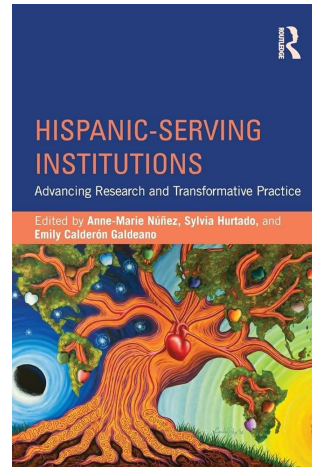
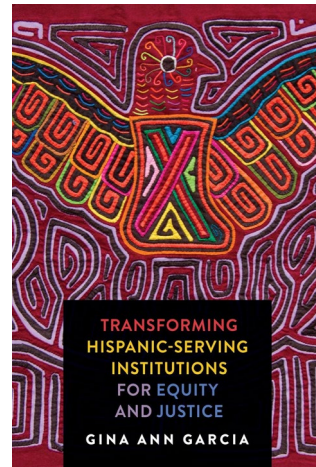
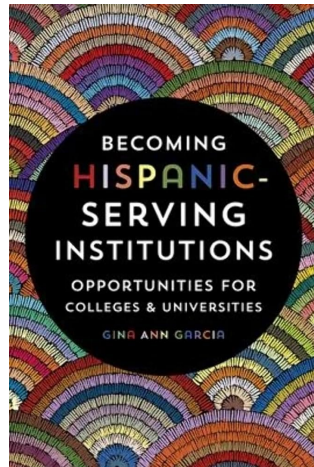
- 3) Classroom contexts differ widely across institutions. --

- 4) Such diversity shows that **students *language and learn in different ways.*** --

(e.g., different approaches to critical thinking, organizing writing -- in some cultures, the thesis doesn't always come first, students who are bilingual etc.)

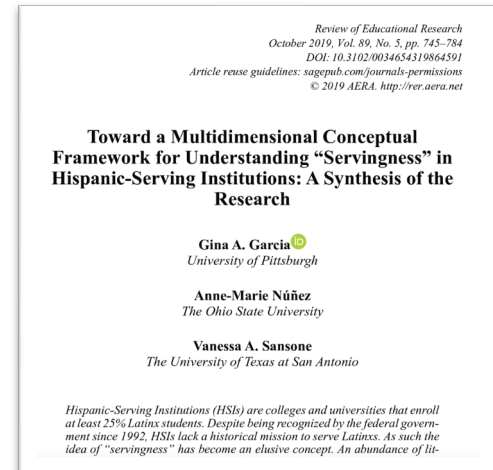
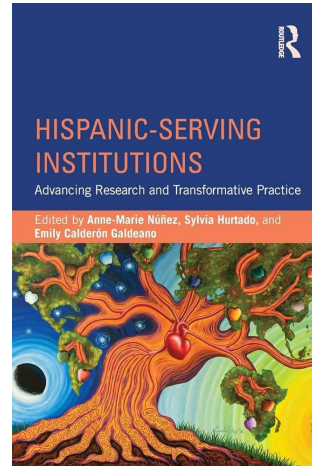
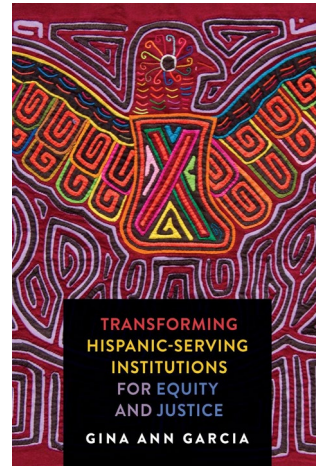
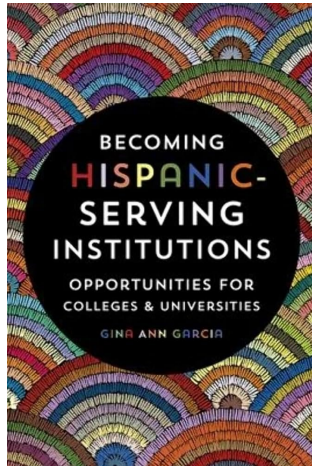
There are frameworks: What are higher education studies scholars saying?

- The United States has seen **significant shifts** in its demographic composition. Latine/x growth from **4.5%** of the nation's population in 1970 to **16.3%** in 2010 (Núñez, Hurtado, and Calderón Galdeano, 2015). And **19.1% in 2022 (U.S. Census Bureau)**



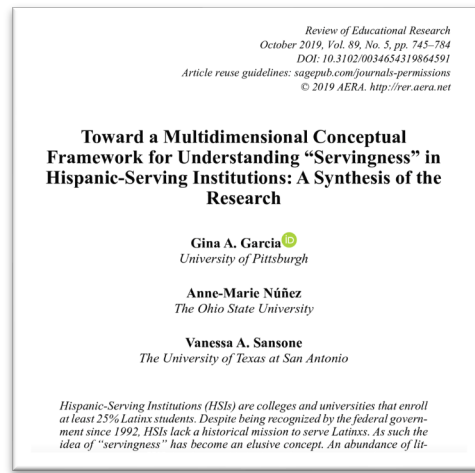
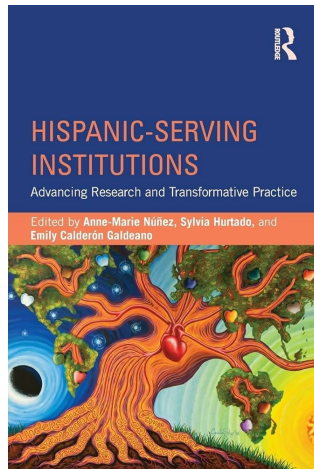
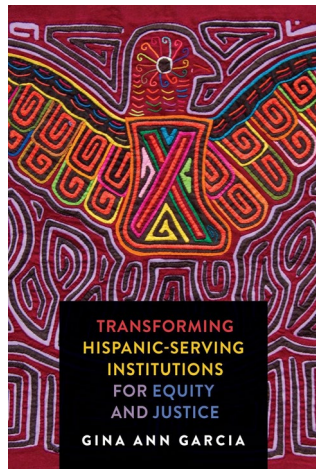
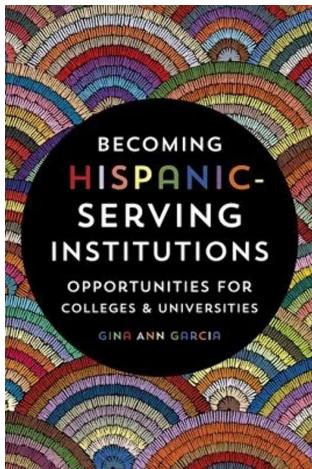
There are frameworks: What are higher education studies scholars saying?

- Researchers have often conceptualized **servingsness** at HSIs through (1) academic and nonacademic outcomes, (2) experiences, (3) organizational dimensions, and (4) external forces. (Garcia, Núñez, & Sansone, 2019).

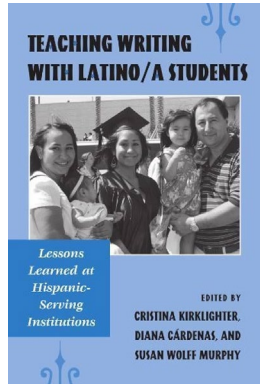


There are frameworks: What are higher education studies scholars saying?

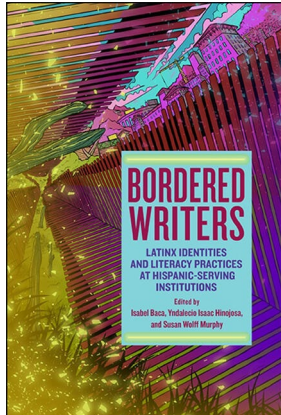
- Shifting our HSI and emerging HSI spaces requires working toward **transformative & social action approaches** which shift *structures* of curriculum and instruction in addition to content (Garcia, 2023).



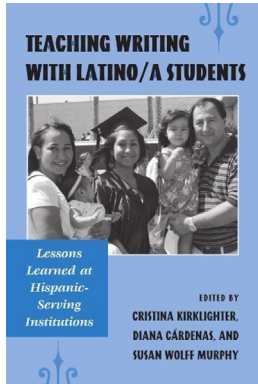
There are frameworks: What are writing studies scholars who focus on HSIs saying?



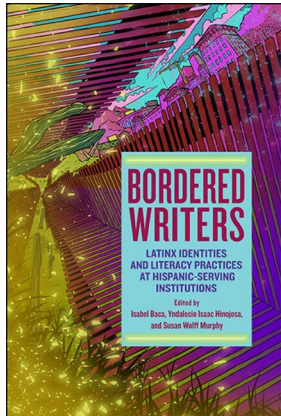
- **Expose the tensions** of a historical quest for national identity, cultural cohesion, and linguistic hegemony (Kirklighter, Cárdenas, and Wolff Murphy, 2007 & Dueñas González, 2003, xli).
- Using writing to support student learning is **even more urgent** in the context of anti-Mexican/immigrant rhetoric, attempts to restrict voter access, disenfranchise people of color, attacks on race in higher education, profiling, anti-LGBTQIA+ rights etc.



There are frameworks: What are writing studies scholars who focus on HSIs saying?



- Enacting a multilingual, transcultural democracy urges us to **use linguistic, cultural, and pedagogical strategies** to resist attitudes and practices that bind any individual or group (Canagarajah, Smitherman, Villanueva, Gilyard, Guerra; Kirklighter, Cárdenas, and Wolff Murphy, 2007).
- **Resisting a patronization** of students and stereotyping. **Respecting** students' diversity, their challenges, and their passion for learning (Wolff Murphy, 2007).
- Taking up the designation within the **design methodology** of our programs (and courses) (Enriquez-Loya and Leon, 2017).



What does it take to serve and support students in the context of an HSI and eHSI designation?

“It is the choices that administrators and faculty at an HSI make that determine whether the space of the university is a place where Latinx scholars and students can flourish and whether serving Hispanic students is actually a goal or a feature of that institution.” – Cristina Kirklighter (2019, p. 3) in *Bordered Writers: Latinx Identities and Literacy Practices at Hispanic-Serving Institutions*

Research Study and Methods: Writing Programs at HSIs and emerging HSIs

IRB exempt study #: 2023E0103

- **Objective:** Examine the various *practices* of first-year writing programs at HSIs and eHSIs including how and the degree to which they both shape and are shaped by this specific designation
- **Practices:** program goals, curriculum and instruction, placement procedures, faculty development, and program assessment
- **Programmatic focus** with *classroom implications* for using writing to support learning, critical thinking, and inclusion

Research Study and Methods: Writing Programs at HSIs and emerging HSIs

IRB exempt study #: 2023E0103

- **Key question:** What does it mean for writing programs at HSIs to mobilize programmatic practices (Gonzales, Leon, and Shivers-McNair, 2021) that support teachers and students in ways that are equitable, inclusive, culturally relevant, and impactful?
- **Mixed-methods approach:** historical, archival, **survey**, and semi-structured **interviews**, and autoethnography
- 98 surveys completed and 42 60-minute semi-structured interviews – asked about the institution’s explicitness about the designation and **how the HSI/eHSI identities shape culturally relevant teaching, readings, and assignments.**

Some results from the research study specific to emerging HSIs

n=27

The institution is explicit about its eHSI status.	The institution supports culturally and linguistically relevant and sustaining curricula.	The institution's eHSI identity is important context for how readings are selected.	The institution's eHSI identity is important context for how assignments are developed.	The institution's eHSI identity is important context for how instructors are trained.
Somewhat agree (6) Strongly agree (0)	Somewhat agree (4) Somewhat disagree (2)	Somewhat agree (2) Neither agree nor disagree (2) Somewhat disagree (2)	Strongly agree (1) Somewhat agree (2) Somewhat disagree (2) No response (1)	Somewhat agree (2) Somewhat disagree (3) No response (1)
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Key finding from the research study – HSIs n=71 & emerging HSIs n=27

- Finding:** An institution's (non) explicitness about the designation does not always correlate to how a writing program makes meaning of the designation through various practices.
- Around half of eHSI participants disagreed or strongly disagreed that their institutions are explicit about the eHSI status.
 - Some participants were unaware of their eHSI designation (3).
 - Some institutions provide very little resources and support around culturally and linguistically relevant teaching. Others have more resources and support.

Key finding from the research study – HSIs n=71 & emerging HSIs n=27

- Some writing programs incorporate assignments around **linguistic diversity** (e.g., teaching a unit on discourse communities, audience exploring; Gloria Anzaldúa, Vershawn Ashanti Young, and Asao Inoue).
- Some programs encourage a diversity of **readings** across **various minoritized student populations**.

Pattern: Selection of readings, assignments, and pedagogical practices is largely up to the **instructor**. Some consider the student populations as integral to shaping assignments and activities. Others do not. *This raises more questions.*

Areas to identify on using writing to support learning, critical thinking, and inclusion

- **Language(s)** is(are) very much connected to the **identities, experiences, knowledges** that students bring to our courses across the curriculum.
- Opportunity for students to **make connections** by bringing their **assets** to what they're learning.
- They can **reveal and examine their assets** while engaging critical thinking in your courses.

Where to start: Pedagogical possibilities of writing in the context of your emerging HSI designation

- How do/might you **frame writing** to support learning, critical thinking, and inclusion?
 - Talking *to* and *with* students about writing is different than talking *at* them. Writing process as *conversational* and *relational* (e.g., a discussion post where they reflect on a major assignment and you **follow up with students about their post**, global feedback, in office hours, after/before class, individual conferences).
 - “Our students have often been talked at their entire lives...” research participant at a university in the southwest.

Where to start: Pedagogical possibilities of writing in the context of your emerging HSI designation

- In what ways do/might you embrace **asset-based teaching** (Paris & Alim 2017; Ladson-Billings, 2014)?
- **Resisting deficit mindedness** (Bensimon, Dowd, and Witham): Ex: Why don't these students know how to write an introduction properly? Didn't anyone teach them?
- Low-stakes writing (e.g., W2L) that **draws on students' experiences and prior knowledges on a topic**. (e.g., What do they already know and what do they want to learn or how do they want to approach the topic?; Creative writing or **counter/storytelling** on what brings students to a topic; experiences that inform writing about an issue; integrate in an individual conference) (Martinez, 2020).

Where to start: Pedagogical possibilities of writing in the context of your emerging HSI designation

- **Low-stakes writing** about **students' research and writing process**. They can draft questions. (Re)frame questions. (Re)purpose their assignments for specific academic or non-academic audiences. Positionality statements.
- **Expanding the voices that students bring in as sources** (e.g., peer-reviewed articles that exist alongside family or community-member interviews, podcasts)
- Audio or video options? Other forms?

Where to start: Pedagogical possibilities of writing in the context of your emerging HSI designation

- How do/might you cultivate **social justice or *social inquiry* pedagogies?**

Activities and assignments shaped by **discourse analysis** on **relevant issues**. Students can analyze discourse, (re)ask questions, gather relevant information, think through solutions, and **get excited** about issues and topics related to the course.

E.g., Tracking book banning discourse through writing.

Where to start: Pedagogical possibilities of writing in the context of your emerging HSI designation

- How do/might you foster **critical language awareness** (Lorimer Leonard, 2021)?
 - Integrating & building assignments around students' already fine-tuned linguistic senses & raising their awareness of dominant discourse.
 - Or opportunities to reflect on the linguistic assets of their communities or their own linguistic assets.
 - Locating the critical potential of writing in students' lives in addition to course content (Lorimer Leonard, 2021).

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Reaction Comments Discussion

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Additional slides as necessary

Also dependent on politics at the federal level since HSIs and eHSIs are a political construct

- Through the **Developing Hispanic-Serving Institutions (DHSI) program**, 64 grants totaling more than \$37 million were provided to assist HSIs to expand educational opportunities and improve the attainment of Hispanic students (U.S. Department of Education, 2023).
 - This is under the Biden-Harris Administration.
- Depends on who is in Executive, Legislative, and Judicial Branches and the existence of Department of Education and who is in that department.

Top 10 Languages other than English Spoken at Home, 2015-2019

Rank	Language	Estimate	% Tot Pop
1	Spanish	140,709,597	13.4
2	Chinese	3,414,146	1.1
3	French	2,060,721	0.7
4	Tagalog	1,727,002	0.6
5	Vietnamese	1,507,354	0.5
6	Arabic	1,200,927	0.4
7	Korean	1,085,735	0.4
8	Russian	920,018	0.3
9	German	903,880	0.3
10	Hindi	850,975	0.3
		154,380,355	50.6%
	Total U.S. Population (5+)	304,930,125	

Rank 1 includes Spanish Creole. Rank 3 includes Cajun, Creole, and Haitian

Figure 4: U.S. Census Bureau, 2015-2019 American Community Survey 5-year estimates

U.S. States with the Highest Percentages of Spanish Speakers at Home & Number of HSIs in 2020-2021

U.S. States with 12% or more of people (5 years and older) who speak Spanish	2015-2019 Percentage estimate of Spanish speakers at home (5 years and older)	Number of HSIs in 2020-2021 from the Hispanic Association of Colleges and Universities (HACU)	Percentage of HSIs in the United States
Rhode Island	12.7%	2	80%
Nevada	19.2%	4	
Connecticut	12.3%	8	
Colorado	10.9%	13	
New Jersey	16.1%	19	
Arizona	19.9%	20	
New Mexico	24.5%	24	
Florida	22%	29	
Illinois	13.6%	30	
New York	14.4%	32	
Texas	28.3%	97	
California	28.2%	174	
Total	22.4%	452	

Figure 5: U.S. Census Bureau (2020), 2015-2019 American Community Survey 5-year estimates & 2020-2021 Number of Hispanic-Serving Institutions (HSIs) from the Hispanic Association of Colleges and Universities (HACU)

Critical Language Awareness

- **Critical language awareness (CLA)** refers to an understanding of social, political, and ideological aspects of language, linguistic variation, and discourse. Critical language awareness as a part of language education teaches students how to analyze the language that they and others use.
- More specifically, critical language awareness is a consideration of how features of language such as words, grammar, and discourse choices reproduce, reinforce, or challenge certain ideologies and struggles for power and dominance.

What is a counterstory? (Martinez, 2020)

- **Counterstorytelling:** Counterstory, then, is a method of telling stories by people whose experiences are not often told.
- Counterstory as methodology thus serves to expose, analyze, and challenge stock stories of racial privilege and can help to strengthen traditions of social, political, and cultural survival and resistance.

Liberatory classroom frameworks for equity and justice at HSIs (Garcia, 2023)

- *Contributions* approach
- *Additive* approach
- *Transformative* approach
- *Social action* approach