A Deeper Look at Hispanic Serving Institutions

Building Resilient & Inclusive Communities of Knowledge



PERIL Polarization & Extremism Research & Innovation Lab

Lumina FOUNDATION

This toolkit has been created to equip the community of **Hispanic Serving Institutions (HSIs)**– including students, staff members, faculty members, and campus administrators – with tools to address supremacist ideologies, misogyny, propaganda, mis/disinformation, conspiracy theories, and polarization on campus.

Our toolkit is meant to help you understand hate on campus and develop policies to prevent and respond to hateful, discriminatory, and marginalizing attitudes. This includes support for victim-survivors of hate and historically targeted community members. This toolkit is not meant to be a crisis response protocol for dealing with hate incidents, but rather a set of strategies that will build healthier, more inclusive **HSIs** and prevent your campus from fostering supremacist ideologies to begin with.

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INTRODUCTION: WHY IS AN HSI ADDENDUM NEEDED?

The Building Resilient and Inclusive Communities of Knowledge (BRICK) Toolkit was created to equip the higher education community – including students, staff members, faculty members and campus administrators – with tools to address supremacist ideologies, misogyny, propaganda, mis/disinformation, conspiracy theories, and polarization on campus. This addendum to the BRICK toolkit seeks to empower members of the Hispanic-Serving Institution (HSI) community to effectively address those same issues, as well as the politicization and vilification of diversity, equity, and inclusion on campuses that serve minorities and marginalized groups. Drawing on a series of focus groups and interviews soliciting insights from faculty, staff, students, and campus leaders working within designated or emerging HSIs, the addendum contains insights and policy recommendations that will also benefit predominantly white institutions (PWIs) as well as other minority-serving institutions (MSIs). All higher education institutions can benefit from deeply understanding and appreciating the cultures, values, and strengths that their students bring with them to class and campus.

While issues around radicalization, extremism, and information integrity permeate all institutions of higher education, HSIs are presented with a unique set of challenges. They serve student populations that are both targets of extremist violence and rhetoric while also being targets of recruitment into extremist groups. These extremist groups tend to exploit risk factors that make Latinx communities vulnerable to radicalization. University leadership, faculty, staff, and students at HSIs must understand the nature of anti-Latinx propaganda and hate-fueled rhetoric, the red flags and warning signs of radicalization, the vocabulary and jargon of extremists, the sites, platforms, and apps that are used to both harass and recruit Latinx students, and the policies and procedures that a university can adopt in order to prevent hate from taking hold on their campus and in their community.

Over the last decade, Latinx communities in the US have increasingly been thrust into racially and ethnically charged conversations around immigration policy, refugees, asylum seekers, and migrants. Conspiracy theories such as The Great Replacement amplify rhetoric meant to dehumanize, vilify, and intimidate members of the Latinx community, and coordinated anti-DEI strategies have had crippling effects on programs, offices, and academic departments that use a racial-ethnic lens to understand power, position, and privilege for Latinx people and other targeted minority populations. All these factors have contributed to a dramatic increase in hate incidents in higher education, particularly against Latinx people nationwide.

Members of the Latinx community have also been targeted by extremist groups for recruitment and radicalization to supremacist ideologies. For example, the ex-leader of the Proud Boys — a male supremacist extremist group — is Enrique Tarrio, a Cuban American convicted of seditious conspiracy for his role in the January 6 insurrection. Nick Fuentes, of Mexican American descent, is an outspoken white supremacist and antisemite, and Mexican American Mauricio Garcia — who openly endorsed white supremacist beliefs — shot and killed eight people at a shopping mall in Texas.

This paradox of Latinx people as both victims and perpetrators of white supremacist violence is well-documented and requires proactive interventions by educators, parents, faith leaders, and a broad range of civil society actors.

Higher education institutions must cultivate skills and implement policies that protect Latinx students and interrupt the radicalization of Latinx people into supremacist ideologies. The wisdom, insights, and ideas within this addendum provide a good place to start as designated and emerging Hispanic-Serving Institutions consider the best ways to cultivate belonging, respond to hate, and create communities of care.



WHAT IS AN HSI?

The term "HSI" gained traction in the 1980s, when educational leaders and politicians in states like Texas and New Mexico drew attention to the high percentage of Latino students enrolled at certain institutions, particularly near the US/Mexico border. In the 1990s, HSIs became eligible to receive funding and grants through Title III and Title V of the Higher Education Act (HEA), which award initiatives that strengthen the recruitment and retention of Latino students.

Under the HEA, the U.S. government designates certain colleges and universities as "Minority-Serving Institutions," predominantly based on the percentage of students who identify from traditionally underrepresented backgrounds in the United States. These include:

- **HBCU:** Historically Black Colleges and Universities
- **TCU:** Tribal Colleges and Universities
- **AANAPISI:** Asian American/ Native American/ Pacific Islander-Serving Institutions
- **PBI:** Predominantly Black Institutions
- **HSI:** Hispanic-Serving Institutions

HSIs are colleges and universities that have received a federal designation by the U.S. Department of Education, under the definitions in Title V of the HEA. Institutions with at least 25% of undergraduate full-time equivalent students who identify as Hispanic/Latino are eligible to apply for federal funding if they meet the requirements for designation.

According to the Hispanic Association of Colleges & Universities (HACU), in 2021, 572 institutions in the United States met the HSI federal enrollment criterion; the number of HSIs nearly doubled between 2010 and 2021 and has tripled since 1994. As of 2021, nearly 1 out of 5 institutions in the United States is an HSI. About two-thirds of the nation's 3.15 million Hispanic undergraduate students are enrolled at HSIs, the vast majority of which are in California, Florida, Illinois, New Mexico, New York, Texas, or Puerto Rico. Over half of federally designated HSIs are four-year public or private institutions, while the rest are two-year institutions (HACU, 2023).

WHAT IS "SERVINGNESS"?

Dr. Gina Garcia, an organizational theorist at UC Berkeley, is widely cited for her work on "servingness" as a driving principle at HSIs, which, according to her typology, can simply be Hispanic-enrolling but not actually "serving." Servingness "means that we are intentionally strengthening the structures and conditions needed to responsively support the needs of students with diverse backgrounds" (Garcia, et al., 2019). To truly be serving, HSIs must not only aim to increase and expand educational outcomes for Hispanic/ Latino students, but they must also make shifts to their organizational culture.

While many universities are Hispanic-enrolling institutions and apply for federal funding under their new HSI designation, higher education can do more to serve these students with intentionality in ways that reflect HSI values. Garcia's work points to multiple case studies detailing how colleges and universities across the United States have transformed their organizations to better serve the needs of Latino students, faculty, staff, and administrators. Several organizations, such as HACU, the Alliance for Hispanic Serving Institution Educators (AHSIE), and Excelencia in Education, also examine the ways HSIs can best serve their Hispanic/ Latino students. Examples of servingness include integrating culturally responsive curricula, embracing bilingualism and everyday use of Spanish, tutoring and mentoring programs, as well as civic engagement and leadership development.

HISPANIC SERVING INSTITUTIONS' VALUES

Most higher education institutions express specific values that underpin their vision, mission, or long-term plans. Sometimes these values are rooted in institutional history and memory, while others reflect new identities as the institution evolves over time. At Hispanic-Serving Institutions, members of the community may express values that align with long-standing institutional values, but also stand on other values rooted in Latinx experience. Latinx faculty, staff, administrators, and students may code-switch into Spanish when referring to words that either carry important currency or have connotations that do not translate when spoken in English. Three words that carry such resonance and are linked to HSI-specific values, are ***comunidad***, ***familia***, and ***cariño***.

Comunidad.

One of the values commonly upheld in HSI spaces is that of *comunidad*, loosely translated as community in English. The word can refer to the ways HSI spaces may create a space of belonging, where individuals feel part of a larger community that shares similar cultural backgrounds or histories. Staff members may try to create a sense of *comunidad* in specific campus locations, while faculty might try to cultivate *comunidad* in the classroom through culturally sustaining and humanizing teaching practices. The word may also refer to a system of networks that staff, faculty, administrators, and students participate in and contribute to uplifting one another through support, guidance, and care.

Familia.

Relatedly, the term *familia* is used widely in HSI spaces to describe the ways people may cultivate deeper relationships that mirror the family commitments often highly valued in Hispanic/ Latino communities. This may include intergenerational relationships between faculty and staff with undergraduate and graduate students in mentoring or advising capacities, or connections between peers that are uplifting. While *comunidad* refers to a sense of belonging or shared experiences, *familia* connotes longevity and a stronger sense of care aimed at making individuals feel cared for and supported.

Cariño.

The term *cariño*, roughly translated as care, endearment, or affection. It refers to the sense of authentic care that can exist in HSI spaces. Recent research on *pedagogies of cariño* (e.g., Pearson, et al. 2021; Reyes, 2021) point to these culturally responsive models of care as essential when working with minoritized or vulnerable populations who may need additional supports for navigating educational contexts. In the HSI context, one staff member explained it as, "I see you as a person and I care about you as a human being." This humanizing, caring approach can lead to higher levels of "servingness," embodied in culturally sustaining and asset-based teaching practices, mentoring, and advising.

As a direct consequence of a university being committed to servingness among Latinx students, *all* students can feel an increasing sense of belonging, community, and cohesion. Servingness, *comunidad*, *familia*, and *cariño* are values that reflect Latino cultures but are not only for Latinos. Centering student needs, fostering a sense of community, feeling cared for, loved, and accepted are valuable and important for every student. Higher education institutions that identify as emerging HSIs or reach the HSI designation can integrate these values as they begin to transform their practices in ways that better serve Latinx students.

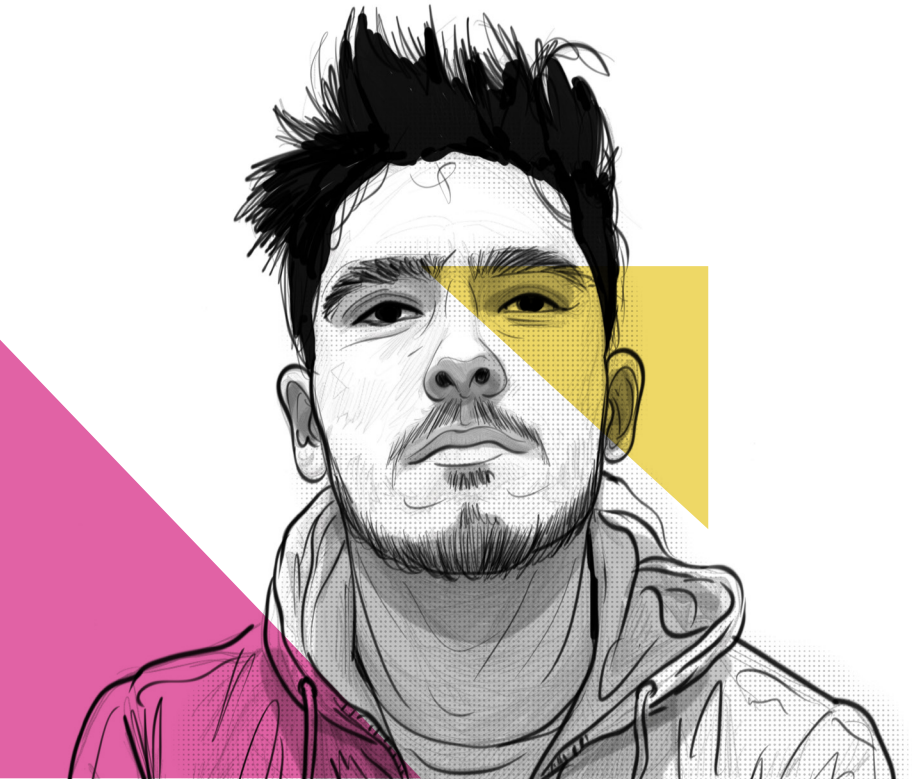
A NOTE ON NOMENCLATURE

While the term "Hispanic" is used by the federal government, it is just one of the terms of self-identification used by individuals and communities across the United States. The term "Hispanic" became a U.S. Census category in 1970, as an ethnic category rather than as a race. People who identify as Hispanic, Latino, or Spanish in the United States can be of any race, with ancestral or contemporary associations with countries and communities primarily located in the Americas, such as Mexico, Puerto Rico, and Colombia. The term "Latino" became more popular in the 70s as pan-ethnic groups came together politically, but the term "Chicano," referring usually to children of Mexican immigrants, remained a powerful signifier for members of this community; their mobilization led to the creation of Chicano Studies departments in the 1980s and 90s. Over the last thirty years, Latino Studies courses and programs have also become prominent on college campuses, along with a rise in other Ethnic Studies majors (e.g., Africana Studies and Asian-American Studies).

While the terms Hispanic and Latino have sometimes been used interchangeably, both have been subject to debate and conflict. Some have critiqued the terms for their colonial origins in the Spanish conquest of the Americas, as well as to colonial legacies of anti-blackness, colorism, and anti-indigeneity.

Others have homed in on the gendered aspects of Spanish: though the letter "o" denotes the masculine form of a noun (e.g., Latino), and "a" refers to the feminine form ("Latina"), o is also the default letter when referring to a group of people that includes women (e.g., "Latinos"). This has led some to use "Latino/a" in written forms or spoken parlance to be inclusive of women. More recently, the term Latinx became popular as a way of expanding the community's language for itself, both to avoid focusing on one gender and to be inclusive of transgender and non-binary identities. However, surveys by the Pew Research Center have found low numbers of individuals approving of or identifying with the term Latinx (Noe-Bustamante et al., 2020).

Today, the term "Latine" is also widely used. Variations like "Latino/a/e" are also used in documents, articles, and other texts to refer to members of this diverse community. These ongoing dialogues and debates regarding nomenclature point to the challenges of trying to organize individuals from very diverse cultural, ethnic, and racial backgrounds into one category within the confines of the US racial hierarchy, using language that comports with English language precepts. Keeping all these nuances in mind, in this document we will use the term "Hispanic" in relation to the institutional and political structures around higher education and "Latinx" when referring to individuals and communities.



SIGNIFICANT TERMS

Aside from the values described above, there are other important concepts that are critical to understand as they pertain to Hispanic-Serving Institutions and the communities they serve.

Title III & Title V.

These two programs, under the auspices of the Higher Education Act, are the primary funders of grants and projects at Hispanic-Serving Institutions. Title III assists institutions that have historically served students who have been denied access to postsecondary education because of race or national origin and argues that it is in the national interest to enhance such institutions. Title V is specifically aimed at Hispanic-Serving Institutions and Hispanic/ Latino students, because while such students are at risk of not enrolling or graduating in colleges and universities in the United States, they often do succeed at higher rates when enrolled at HSIs. Therefore, Title V provides funding for expanded educational opportunities, enhanced academic offerings, and high-quality programs.

Assets v. Deficits.

Educational practitioners in K-12 schools, as well as in higher education, have called attention to a tendency to describe students from minoritized communities in deficit terms—perhaps by focusing on what these students do not possess or know. An asset-based approach instead highlights what knowledge and skills these students may bring with them to the classroom or campus. HSIs focused on servingness look at students' cultural and linguistic diversity as assets that can be accessed through culturally responsive pedagogies or humanizing advising practices, and that can be highlighted through social and cultural programming.

Code-switching.

As noted in the prior section, code-switching refers to the practice of switching between two languages. At HSIs, individuals might use Spanish in some contexts, or casually include Spanish in a primarily English conversation. Code-switching has also been discussed in research about African-American vernaculars, noting that individuals might switch between formal and informal linguistic registers depending on the context. Code-switching at HSIs might be framed as an asset - pointing to the linguistic capacities of individuals in these spaces - as well as a mechanism for cultivating a sense of *comunidad* or *familia*, in which people feel comfortable using native languages as they communicate with others.

First-Generation.

Many higher education professionals are familiar with the term "first-generation," or "first-gen," as it is commonly used to describe students who are the first in their families to attend college or to pursue graduate degrees. Many first-gen students benefit from targeted mentoring or advising or from programs that will help them navigate the ins and outs of institutions. At HSIs, first-generation students often belong to Hispanic/ Latino communities and may also identify as immigrants or children of immigrants. Our interviews with faculty, staff, and administrators revealed that many of these individuals continue to identify as first-generation even after graduation, suggesting that this identity marker is significant well beyond student life. More attention to the ways that HSI employees, who identify as first-gen, may need or desire additional support is needed, as that identity may be relevant in their respective roles within higher education

Anti-racism.

In higher education contexts, anti-racist work refers to active efforts to combat racism against minoritized groups. Following the murder of George Floyd in 2020, many universities developed initiatives as an institutional response, exploring how policies, procedures, structures, programs, and curricula can shift to take on a better anti-racist stance. At HSIs, these efforts might specifically look at the ways systems create barriers to the recruitment and retention of Latinx students (including those who are undocumented) or to the ways courses might be enhanced by culturally responsive and humanizing curriculum. Additionally, anti-racist training can cast light on power dynamics between different groups and how these might manifest through microaggressions or other forms of bias in the daily functioning of university operations.

Anti-Blackness.

While anti-racism refers to the broader work of combatting racism against all minoritized groups, anti-blackness specifically highlights how systems, practices, or beliefs reflect a bias against Black people. Anti-blackness is rooted in white supremacy, which casts black people as inferior and less deserving of equal rights or treatment and erases Black histories and contributions. Efforts to counter anti-blackness might address how individuals can uplift or center Black people, or the ways that unconscious bias can lead to unequal access and distribution of resources.

Colorism.

Within Latinx and Latin American communities, colorism is a manifestation of anti-blackness. Centuries of colonial domination in Latin America produced a racial hierarchy in which white, light-skinned people were viewed as the superior elect and racially pure, and indigenous and black people were viewed as inferior. This caste system evaluated mixed-race people (mestizos) based on their skin color, considering proximity to whiteness as more desirable. Many Latinos today consider themselves mixed-race and actively identify as both Latino and Black or primarily as indigenous. At HSIs, staff, faculty, and administrators must remember the diversity of Latinx communities and recognize that colorism may shape how individuals feel seen or heard in educational programs, materials, and systems.

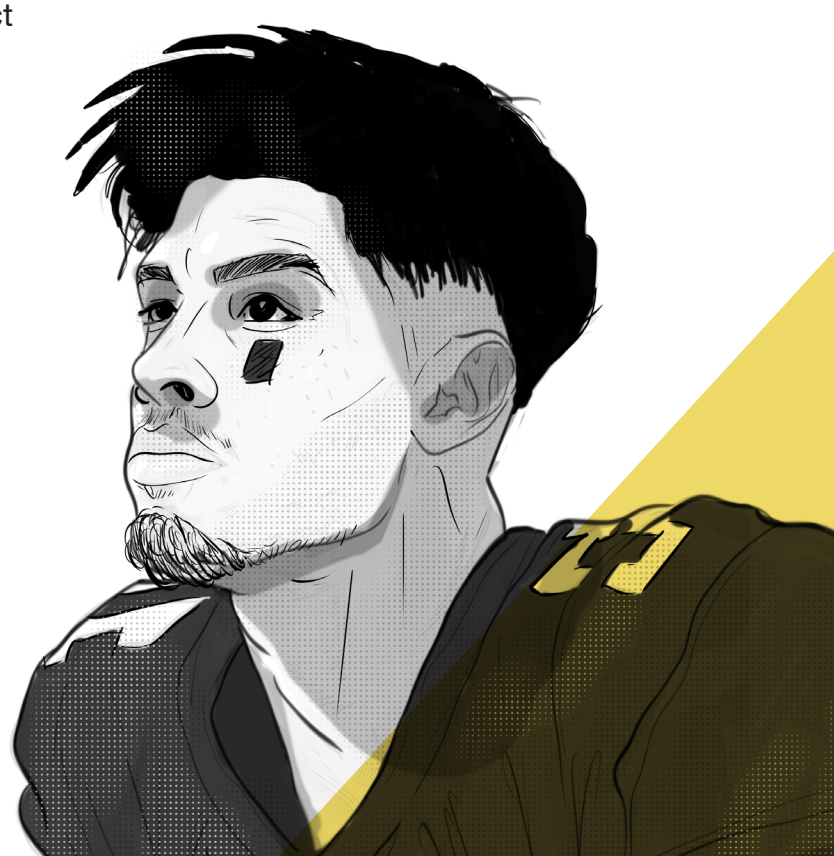


DACA/ undocumented.

Undocumented students—those who have immigrated from other countries and are not viewed as legal citizens by the US government—may enroll and graduate from higher education institutions. At HSIs, undocumented students may identify as Latinx if they or their parents came from Latin American countries; some may have been brought across the border at a young age by their parents. In 2012, an executive action known as Deferred Action for Childhood Arrivals (DACA) created legal frameworks for young adults to receive work authorizations, but they remained ineligible for other federal programs and services. Some states and universities (especially HSIs) have worked around these barriers to create access for DACA students and those without DACA protections.

Cultural Taxation.

In higher education settings, staff, faculty, and administrators of color may sometimes feel compelled to do additional work to support students of color or to participate in diversity and inclusion efforts. Some practitioners and researchers refer to this “cultural taxation” as unpaid, unrecognized, or invisible labor that people of color must perform due to their identity, though they may also personally feel a sense of duty around such work. At HSIs, some staff, faculty, and administrators of color have sought to highlight cultural taxation as an aspect of the servingness work.



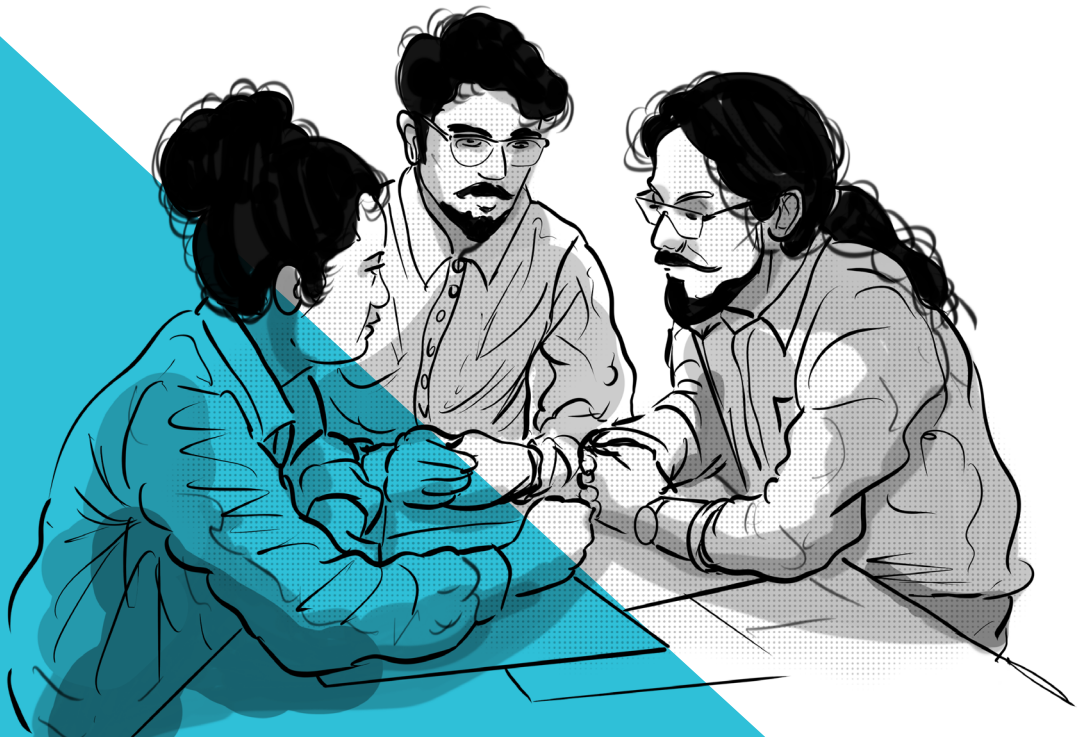
ADMINISTRATORS: OVERVIEW

A thriving community serving Latinx students requires sustained effort and support from administrators. Campus leadership plays an important role in establishing policy and setting the tone for faculty, staff, and students who look to administrators for support and guidance when responding to hate, harassment, and discrimination.

As members of a minoritized community, Latinx students face many barriers to accessing higher education spaces, and face other challenges once enrolled that can prohibit successful retention and completion. Hence, administrators in HSI spaces must commit to servingness as a central value when developing academic services, social programs, and culturally responsive initiatives that cultivate a sense of belonging. Doing so is essential to increase community cohesiveness, and sustain campus culture, thereby preventing supremacist ideologies from taking root.

Administrators at HSIs may also identify as Latinx, people of color, or first-generation individuals and bring the assets and experiences informed by these identities to their work. They may also experience challenges on campus, such as confronting bias in their offices or departments, enduring microaggressions, or observing white supremacist thinking embedded in institutional processes or discourses. Administrators hoping to create a more resilient campus community must consider how they or their colleagues might themselves be victim-survivors, and how this experience can inform positive change.

As administrators move through changing societal and campus environments it is important for them to embody and embrace lifelong learning as a method for ongoing engagement with anti-racism, anti-bias, and servingness. This means ensuring that the entire community is aware of what it means to be truly Hispanic-serving and the ways the university wants to cultivate this belongingness for both specific communities of color and the university community at large. Federal grant monies or other resources can fund campuswide learning opportunities around these topics, emphasizing the need for targeted services and programs serving Latinx communities individuals.



WHY BEING AN HSI MATTERS FOR ADMINISTRATORS

As university leaders, administrators lead change, communicate values, and set an example for others. Administrators at HSIs must understand what that designation means and how it goes beyond funding streams, to larger goals such as creating culturally-responsive learning environments where students feel safe, and their needs are met through a variety of practices and structures. Communication and collaboration are essential in meeting these goals. Administrators cannot rely on faculty and staff, especially those of color, to make everyone in the community understand what it means to an HSI. Administrators must take the lead.

Facilitate campuswide conversations about being an HSI.

Encourage discussions about having an HSI identity and what it means to embody it. Focus on the assets and aspirations of Latinx/Hispanic students. Be prepared for pushback from institutional actors who are resistant to changing practices or structures, or to the very designation an HSI. Develop ways to engage these actors effectively, so that their concerns are heard and addressed in the long run. To head off potential controversy, emphasize that being an HSI and embracing those values is additive - it doesn't take away from or replace other identities.

Focus on relationships.

At many HSIs, individuals may see community as an important value and understand identity as a significant resource. Embrace these as assets as you work to form greater alliances and deeper relationships with students, staff, and faculty across the institution.

Highlight assets and express support.

Develop programming or initiatives that highlight the contributions or assets of people of color as a means of subverting white supremacy and other forms of bias. These should highlight the voices of Latinx individuals and communities. When possible, express solidarity with or empathy for historic incidents, causes, or events that are relevant to Hispanic/Latinx students.

Explore and embrace learning about race, culture, and bias.

Racial consciousness and racial literacy might be a theme for professional learning and development. Ask what is meant by "culturally responsive" practices at an HSI. Whereas general suggestions that a university embrace diversity, equity, and inclusion might be too broad to feel authentic, centering DEI around something as concrete as *comunidad*, *cariño*, and *familia* may resonate more with students, faculty, and staff.

Look for equity gaps.

Examine data about Hispanic students while being mindful of the equity issues all minoritized students on campus may face. Reflect on data collection processes and ask how the "Hispanic/Latino" label is used to develop programs and services, especially considering the intersectional identities of many community members. Collaborate with other administrators, and work with teams that include staff and faculty, to consider the ways data collection might counter potential bias.

Questions for Reflection

- **What role do I play in cultivating *comunidad* and belonging at the institution?**
- **What do I mean when I say, "Hispanic serving"?**
- **What do we need to do to address hate in ways that are culturally responsive?**



ADMINISTRATORS:

COMMUNITY RESILIENCE TIPS

HSIs should strive to create a sense of belonging—meaning all members know they have a firm place in the community that is valued and respected. This is one of the most important steps to preventing hate and extremism. Serve the community through intentional programs, services, and structures. This can help prevent individuals from feeling isolated, disconnected, or overlooked within their campuses. A sense of belonging binds disparate groups together, making it more likely that a single group of marginalized students, faculty, or staff will not have to endure the insult of isolation along with the injury of a hate incident.

CREATING CAMPUSWIDE CHANGE.

Aim for institutional commitment and campus-wide capacity.

Action—and not just institutional commitments—must be evident everywhere across the campus, not just in single departments such as Offices of Multicultural Services. Students should feel a sense of belonging in any physical or virtual space they enter. Train students, faculty, staff, and administrators about the HSI landscape, and work to cultivate campus-wide relationships to move from simply enrolling to serving Latinx students.

Build secure structures and practices.

Rather than only empowering individuals on campus, focus on building long-term capacity and institutional knowledge through specific policies and procedures, as well as through careful examination of curriculum, support services, human resources, etc. Consider designating a director to amplify HSI initiatives, and work with deans and provosts to improve campus climate in individual colleges and departments. If the conditions on campus foster social cohesion, a sense of belonging will eventually develop among faculty, staff, and students. Aim to create ecosystems where people feel seen and heard, and safe to report when they feel unsafe or targeted.

Embrace continuous reflection and change.

Implement iterative processes that are focused on continuously becoming more “serving” towards Latinx students and the student community at large. A campuswide “HSI Task Force” or an administrative committee could lead or support such an effort.



Avoid centering or privileging one national group or identity.

n states like California and Texas where people of Mexican descent may make up most of the Hispanic community, it is still important to avoid assuming all students come from this background. Focusing on one national group can create feelings of exclusion or erasure for students belonging to other groups within the Hispanic/Latinx identity. Identify the cultural and linguistic diversity of different Latinx communities on campus to achieve greater levels of inclusion.

Be aware of anti-blackness and colorism.

Pay attention to other potential biases such as anti-blackness, and work with members of these communities to create multi-dimensional programs and practices. Unfortunately, membership in a marginalized community does not necessarily inoculate you to bias, hate, or discrimination against other marginalized groups. Bad faith actors may attempt to weaponize biases or conflicts in Latinx communities to target other marginalized groups.

Be intentional about serving immigrant and first-generation students.

Reflect on the ways that immigrant students or those who are first to attend college are welcomed into the campus community. Address the needs of undocumented students and those with DACA by creating advising structures, streamlining admissions/ financial aid processes, and offering information in multiple languages. Designate advisors or offices for first-generation services so that they can address these students' unique concerns and provide information tailored to first-generation students who might need more resources.

Campus climate and safety.

Facilitate weekly meetings focused on campus climate, drawing on regular and carefully gathered data to root conversations in real-time feelings and attitudes. Explore what is meant by "campus safety," especially in relation to students' sense of safety, the extreme political climate, and in states where DEI is under attack. These efforts can cultivate prevention mindsets and approaches across campus.

Get to know the external community to better support your internal community.

Engage the local community to understand issues of hate and bias in the immediate environment. Consider how the political climate locally, regionally, or nationally might influence the everyday experiences of students. Such discussions can help administrators be more proactive in meeting student needs and can cultivate stronger ties with organizations outside campus.

Consider the experiences of commuter students or those who engage through virtual learning.

What does belonging mean for commuter students who only visit the classroom before returning to the parking lot, or for students in mostly virtual programs? Take time to think about these students' experiences and consider how they contribute to campus culture.

CREATE, SHARE, AND OPTIMIZE REPORTING SYSTEMS

Clear reporting systems are necessary.

Reporting systems for incidents of hate or extremism need to be developed, streamlined, and clearly publicized to the campus community. Proactively develop protocols so you aren't caught unprepared when incidents happen. Maintain the option of anonymity for anyone reporting a hate incident, so that fear of retaliation or the stigma of victimization are not impediments to reporting an incident.

Centralize communication.

Administrators must clearly delineate a response framework for connecting with students, staff, faculty, and community members. Incorporate faculty, staff, and administration into crisis response frameworks so that they feel actively part of the response as opposed to only passive recipients of information related to the incident. Empower individuals as leaders within the campus community by giving them tools to engage in sustainable dialogue with their colleagues, peers and students.

Plan for crises and controversies.

Work through potential scenarios, such as students reporting microaggressions, or when campus speakers stoke controversy and cause people to feel under attack or slighted. Consider the ways bias incident teams (BITs) can develop more robust frameworks for responding to racist incidents. Types of racial misconduct could be identified so that the correct actions can be taken when different incidents occur.

Think about the students first.

Students are reporting high levels of concern related to racism on campus and in classroom interactions with faculty. Be ready to dialogue with affected students and explore the students' lives and histories. Create systems for staff and faculty to be held accountable and demonstrate shifts in behavior and practice following a reported incident.

Empower students.

Include undergraduate and graduate students in efforts to cultivate belonging and counter hate/ bias. Clearly state a response framework for connecting with students, staff, faculty, and community members. Doing this work early, before a hate incident occurs, will yield significant benefits later on. The moments immediately following a hate incident are not the best time to start trying to build strong relationships across campus communities.

Develop and strengthen relationships with faculty.

Find ways to work with faculty to cultivate belonging and comunidad in and outside the classroom. Consider the experiences of adjunct and non-tenure track faculty who may not be as connected to the campus community and its structures/ values.

Work to recruit and retain staff and faculty of color.

Examine and implement strategies to increase recruitment and retention of diverse staff and faculty. See them as essential to the project of servingness and responsiveness at HSIs. Recognize how these individuals cultivate belonging.

RESPECT AND RESPOND TO CULTURAL & LINGUISTIC DIVERSITY

Include families in your outreach and programming.

Consider the ways university practices and structures can incorporate families into the larger conversation and into a response framework. Remember that families may especially matter in a student's experience if they are first-generation students. and that serving families is also a part of serving the students.

Embrace Spanish and bilingualism.

Find ways to support Spanish-language translation and services as a normative component of life at HSIs. Always try to communicate in both languages when responding to hate incidents or other events relevant to Latinx communities. Be proactive about this and do not make this an afterthought.



Create programs tailored for specific groups and those that can address all communities of color.

Do not collapse minoritized groups into one category- embrace a "both/and" approach to the work. Find ways to create conceptual bridges between HSI-specific values and the values of other ethnic/racial groups on campus. Pay attention to other potential biases such as anti-blackness and work with members of these communities to create multi-dimensional programs and practices. Avoid the pitfall of propagating a "resource battle" narrative that pits groups against each other.

ADMINISTRATORS:

CONVERSATION PROTOCOLS

Campus leadership/administrators are not often student-facing, so the following strategies for managing in-the-moment statements of hate, bias, mis/disinformation are not wholly focused on what to say or do if a student says something hateful or biased. Rather, these are guidelines for addressing student groups broadly, or the campus generally.

SHOW CARE AND COMMITMENT

Practice allyship through transparency and accountability.

If a hateful statement or harmful messages are shared between students while you are present, intervene with language that clearly shows your allyship. Demonstrate *cariño* for the campus community and the students/groups who are being targeted by this speech. Consider the following types of language in a response: "This is a space that is open for members of the community to have dialogue." Or, "We are an institution that supports equity and safety and work/study-conducive environments." Do not sweep things under the rug or shut down conversations about the incident. Name and address the issues and be transparent with your response. While it is important that someone within the institution address perpetrators of hate or bias, it is equally important that the impacted students/groups feel supported after such an incident.

Explore multiple means of communication. Email is not always the best way to communicate after a hate incident.

Email communications can come across as cold and legalistic. Consider using video messages that relay a stronger sense of empathy than an email. Sometimes, a text message with concise updates or information can quickly reach the campus community; messages might also be sent out using a learning management system (LMS) that students access regularly. Social media might be another mechanism for communication, although the combative and public nature of social media should be approached with caution. Avoid rushing and try not to send multiple communiques; carefully craft that initial message to avoid confusion, miscommunication, and conflicts down the line.

Lean on your values.

Affirm culturally specific values such as *comunidad* and *familia* in all forms of communication. Express solidarity and empathy. Be visible, accessible, and present to build trust with students who might otherwise view administrators as detached. See the *Administrator Response Framework* section for concrete guidance on crafting a strong, empathetic message to the campus community after a hate incident.

WORKING WITH STUDENTS

Communicate regularly with students.

Be ready to explain to students how you are serving them, how they can help to improve these services, and how they can actively participate in them. Students must clearly understand what is being done institutionally to address hate and bias incidents, ideally before these incidents can even take place. Consider creating student/faculty or student/administrator working groups on campus or holding town halls-- spaces where administrators talk openly and candidly with students about what is happening on campus. Seek students' honest feedback. This is where you can build relationships with student groups prior to any hate incidents, which will build resilience in case of such an incident.

Express gratitude.

Thank students if they come to you with a concern about hate, polarization, or extremism on campus. Employ active listening techniques and empathy to acknowledge and honor students' experiences and learn more. Remember: stigma, shame, and fear are powerful forces working against any student who reports concerns about these problems – if they have come to you with a report, it is because they have overcome those hurdles due to their trust in you.



WORKING WITH FACULTY & STAFF

Engage faculty.

To seek support for students who appear to be radicalizing or expressing extremist thinking. Provide guidance for faculty to connect these students with interventions and support—and on avoiding involving enforcement entities unless there is a clear threat of violence.

Work with Human Resources.

Engage HR staff and officials to clarify campus commitments to equity, diversity, and servingness for new hires. During the hiring process, potential new hires could be asked how they see their work at the university aligning with HSI values like *comunidad* and servingness. This question can signal and promote core values to the applicant from the start of their time at the institution.

Understand cultural taxation.

Consider the added and often underappreciated labor faculty and staff of color might be doing to support diversity and inclusion efforts. Be mindful of over-relying on staff and faculty of color; listen and affirm faculty and staff of color when they come to you, especially in relation to incidents of hate or bias.

Train faculty in appropriate responses.

In some cases, faculty and staff at HSIs have called police in response to innocent, legal, or sanctioned behavior by students of color. Such incidents treat students of color as intruders on campus or as violating norms by their mere presence. Train faculty and staff to understand appropriate levels of response to various types of student behaviors/ actions.

Engage campus units and staff.

Staff are often the first people students go to when they encounter bias. This makes staff essential players in efforts to respond to incidents. Resident Assistants (RAs), librarians, mental health counselors, and coaches/athletics staff often develop strong bonds with students on campus. Deepen ties with them and honor the assets they bring as mediators.

ADMINISTRATORS:

RESPONSE FRAMEWORK

RESPONDING EFFECTIVELY WHEN HATE INCIDENTS HAPPEN

- **Communicate swiftly and effectively.** Responding quickly to a hate incident can demonstrate authentic care. Consider using platforms other than email messages, such as text-message systems or video communiqués, to show responsiveness to the community.
- **Stand on your values.** Drawing on HSI-specific values, such as servingness, *cariño*, and *comunidad*, can help Latinx communities on campus to feel seen and heard in the context of a hate incident or incidents of targeted violence. Embody these values and reference them in your response.
- **Be specific and transparent.** In an HSI context, administrators ought to name the specific kind of incident or bias at hand, to promote transparency, clarity, and show institutional awareness of regarding what has occurred. Vague, opaque language or legal jargon can be experienced as distant, cold, and uncaring by the campus community.
- **Follow up and close loops.** Communicate with the campus community to detail how you plan to respond to incidents: your actionable steps, changes to processes or systems, or consequences for perpetrators, and make sure to follow up when these responses are carried out. This is an opportunity to reaffirm your institution's values and mission and to make institutional stances clear to the broader campus community.

Close the loop.

When an incident occurs, the campus community and/or impacted parties should receive updates as to the response and closure when the matter is—at least for the time being—resolved. Remember, that people in your community might not simply move on from such incidents - your community will remember them and transform such moments into touchstones that might define the college experience and future life.

Hard on the problem, soft on the person.

Adopt the philosophy of being "hard on the problem, soft on the person"—i.e., meaningfully addressing structures, biases, and beliefs that are harmful, while also leaving space for grace and growth for the individuals involved. This is a difficult balance and will require transparency and thoughtfulness. Shifting away from liability-focused policies towards policies that center the impacted individual/group demonstrate true support and care for the community.

Focus on long-term change oriented around servingness.

Continually ask how the institution can become more serving of its Hispanic and Latinx communities. Embrace an attitude of continued improvement and reaching higher levels of servingness that cultivate belonging.

GUIDELINES FOR CAMPUS STATEMENTS AFTER A HATE INCIDENT

1. Condemn and name the violence
2. Name the targeted group(s)
3. Contextualize this event within a broader system of violence against the targeted group(s)
4. Concretely lay out steps the school/university is taking to ensure that this event cannot happen again
5. Offer material support/resources to help the school/campus community build a coalition of students, teachers/faculty, staff, and admins that can support each other through this trying time
6. Create (or if it already exists, reminds people of) an on-going event series that speaks to the ideologies and conditions that makes this kind of violence possible
7. Provide information about where students, teachers/faculty, and staff can get mental health support
8. Make space in the schedule for the school/campus to grieve and reckon with this tragedy (can correspond to an event- series)

FACULTY: OVERVIEW

Faculty play essential roles in cultivating a sense of belonging and *comunidad* in and outside of HSI classrooms. Faculty engage with students regularly, giving them opportunities to learn more about students' lives and interests, and build humanizing relationships that uplift students as important members of the campus community. In the context of rising hate and extremism, faculty members are uniquely positioned to engage with students. They can recognize early signs of alienation from the broader campus community that can push one towards radicalizing beliefs, and they can help those who might be targeted due to their identities or affinities.

While faculty might usually focus on student-facing work, or on their scholarship and service, it is important to recognize some of the unique issues they may face as members of the campus community. At HSIs, like other institutions, faculty of color may experience bias or hate on campus and must be able to find support when such incidents occur. Second, faculty of color may also experience cultural taxation—an added expectation that they will participate, support, or lead DEI efforts, or do unpaid labor as mentors to students of color who gravitate toward them. Without formal structures or opportunities for connecting faculty of color to the larger campus community or their departments, faculty of color can feel like outsiders within the university. Nontenure-track faculty, lecturers, and adjuncts may also experience challenges feeling part of the campus community or feel less empowered to speak up or push back when confronting bias. These are issues that faculty must be on the lookout for, and that campus leadership must address.



PREPARE

Learn more about HSIs.

To truly serve your campus is to understand what it means to be a Hispanic-Serving Institution. Learn about the work your institution is doing to serve Latinx students. Begin by connecting with faculty members at other HSIs in your area, in your state, and across the country. Develop a network of HSIs to collaborate with, exchange ideas, and provide opportunities for students and faculty who want to strengthen those bonds.

Keep learning.

As an educator at an HSI, becoming familiar with culturally sustaining pedagogies and asset-based approaches that highlight students' strengths can make you more effective, trustworthy, and relatable. Seek out opportunities to learn more through on-campus trainings and workshops, or via professional associations.

Get to know policies, procedures, and support systems.

Know your institution's policies and practices for reporting incidents of bias and hate. Have ready a list of campus resources for students in need or in crisis.



IN CLASS

Get to know your students.

Learn students' names and how their names are pronounced. Honor their pronouns and learn more about the identities and communities to which they belong and that shape their experiences. Make sure to avoid assumptions about students' ethnic, cultural, or national identities, and invite students to tell you more about their histories.

Create a sense of belonging.

Make students feel like they are part of a community both in class and at the institution. Learn about their strengths and aspirations and draw on those to cultivate connections to the course material, as well as between students. Rooting lessons or lectures through the lens of lived experiences or specific cultural, ethnic, racial, or religious perspectives can help students feel connected to the classroom community, and lead to greater levels of comprehension and retention.

Remove barriers.

Consider the ways certain course policies or structures may constrain or prohibit student success. Get to know students' lives outside the classroom so you can understand what barriers may exist that you may not have observed. Examples could include immigration status, disability status, accessibility issues, financial circumstances, family circumstances, and/or the ways that any of these issues intersect with policies, laws, and legislation that target Latinx populations.

OUTSIDE OF CLASS

Engage with HSI communities.

Find out if there are any campus centers or staff dedicated specifically to HSI work or services. Learn about outside organizations that focus on Hispanic-Serving Institutions or the specific needs of minority students in higher education. Reach out to other HSIs and their faculty to learn what is happening in the field and what potential opportunities for collaboration are available.

Train your team.

If you have teaching assistants, make sure they know what resources are available to support students. Share your teaching philosophy and make sure your team also engages in culturally responsive practices. If you are a department or a program chair, consider dedicating time in meetings to discuss the needs and aspirations of Latinx students, and how you will collectively and constructively respond to hate or bias in or outside the classroom.

Think ahead about how you will respond.

What will you do if you hear or see something of concern in other campus spaces, such as the library, cafeteria, or gym? Find out if there are campus protocols for reporting an incident and learn about ways to de-escalate.

Questions for Reflection

- **What role do I play in cultivating *comunidad* and belonging at the institution?**
- **How can I be "Hispanic-serving" in my classroom or in my interactions with students?**
- **How can I respond to bias or hate in ways that show care for my students and the community-at-large?**

FACULTY:

COMMUNITY RESILIENCE TIPS

At HSIs, creating classrooms in which Latinx students feel safe to express their identities, and in which they feel a sense of belonging can lead to greater engagement and higher levels of success. Serving students through culturally responsive pedagogies, inclusive practices, and caring approaches can prevent students from feeling invisible and disconnected from the campus community. Moreover, creating safe spaces can counter the harm they may experience from bias, hate, or other forms of discrimination. They can act as spaces for support when these incidents take place and as spaces for voicing the harm done and holding individuals accountable. Creating these spaces can be achieved rather easily by reminding your students that you are there to help and guide them, and that you want to listen to them share their stories. As faculty, there is no need to make a big show of this – all that's really required is that you acknowledge that there are specific challenges that Latinx students face, and that you are here to listen and support them.

CREATING SAFE SPACES

Provide space to explore identity.

Especially in the first days or weeks of an academic term, give some time for students to share who they are and how they identify. Try using surveys, ice-breakers, team building exercises, or other strategies for learning about students' multiple identities and affinities. Consider leaving space for classroom conversations in which students connect their own lives to the content and can share these connections with their classmates.

Integrate culturally responsive practices.

Consider the ways you might integrate pedagogies that are responsive to students' cultural identities and experiences. Explore how your curriculum might include more diverse voices, and the ways your assessment practices could empower students as learners reflecting on their own processes and successes.

Embrace multiple modes of communication and expression.

Universal Design for Learning practices indicate that students benefit from having choices or opportunities to express their learning in different modalities or formats. Try out strategies that encourage peer interactions and group discussions to help students process material and make sense of content.

Demonstrate *cariño*.

Consider including a statement of care in your syllabus that indicates your concerns for student well-being and success in the course. In class, use students' names and remember their stories and identities. Check-in on your class's general well-being from time to time, especially if historic events are taking place, either on-campus or in the external community, and then follow up with students who might be.

Use asset-based approaches.

Learn and appreciate the strength of what students already know or what knowledge they bring with them to the classroom. Use language that encourages student growth and indicates a belief that all students can be successful.

KNOW YOUR STUDENTS

When students feel seen and heard by professors, they may feel a stronger sense of safety in the classroom. They may be more willing to meet with professors to report incidents of bias and discrimination, or to seek out support and help. Knowing students' names and using them regularly can cultivate humanizing relationships that can be a strong counterweight to dehumanizing forces such as racism and xenophobia.

Elevate voices.

Try out strategies that give students opportunities to talk to each other or out loud in response to questions, prompts, or dilemmas related to the material. Opportunities to talk with one another can foster community, deepen ties, and strengthen capacities for communication and mutual understanding.

Emphasize student agency.

Consider incorporating activities that allow students to explore their own interests, develop their own questions, or select topics for study. Ask students to assess their own work and respond to their evaluations when grading their assignments. Incorporate such methods for students to realize and utilize their own agency, which can help them succeed both within the classroom, and outside.



Accommodate for students' needs.

Learn about students' needs and let them know in what ways you can accommodate. Connect students to campus services to document specific needs that can lead to greater institutional support. Be mindful that first-generation students may need additional guidance since they may not know how to navigate these higher education systems and support structures. Advocate for services that may be needed but are not already available. Consider the needs of commuter students or virtual communities. In some institutional settings, students may only come to campus for class, or may only interact with the institution via online courses. Think about how you can be responsive despite those potential limitations and constraints.

Listen and look.

Keep your eyes and ears open for students who are disconnected from the classroom community. Think about the ways they participate and consider if you need to intervene so that students feel seen and heard. If a student expresses sentiments that concern you, follow up with colleagues or supervisors to see if they need any further intervention or supports. Students that are isolated, lonely, and feel alienated from their peers are more susceptible to radicalization and propaganda that endorses supremacist ideologies; hence it is important to pay attention to these early signs.

Get to know policies and procedures.

If a student were to come to you with questions or concerns, would you know where to direct them? Find out what protocols might be in place or what channels exist for students to report incidents of bias or hate.

Make support resources readily accessible.

Aside from including lists of campus resources in your syllabus, consider a separate tab or page in your course webpages that clarify what support resources are available to students. Perhaps include a link in your email signature to campus webpages for academic, social, or psychological support. Find out what services might be available to first generation or undocumented students, and highlight these as well.

Connect with other HSI or Latinx-focused programs.

Finding out what others are doing to serve Latinx students can augment your own practices and approaches. Talk to colleagues at other institutions and connect with organizations to learn more about how you can help students bring their cultural and linguistic assets to the classroom.

Strategies for Building Classroom Community

- **Use online or print surveys early in the semester to learn more about students' interests or questions related to the course. Incorporate these into classroom lessons or give students options to pursue their interests in projects or inquiry-based activities.**
- **Take time during the first session to have students introduce themselves. In lecture courses with many students, you might have students work in pairs or groups to get to know one another. Consider other group activities that promote interaction and connections between students, and give you a chance to learn more about who they are.**
- **If possible, have students say their own names when first taking attendance, so that you hear how exactly their names should be pronounced. The often-heard phrase "butchering your name" should be avoided. Hearing students' own pronunciations honors their identities and gives you a chance to note any chosen names for students who may identify as trans or non-binary.**

FACULTY:

CONVERSATION PROTOCOLS

Students may come to faculty members to share their experiences, their fears, or to report concerns about activity on campus. In these moments, students may be feeling vulnerable and looking for support. Faculty can be allies in these cases by demonstrating genuine care, affirming students' feelings, expressing empathy or compassion, and following up in ways that are responsive. Note that sometimes being an ally means helping a victim-survivor report an incident and navigate that sometimes tedious, painful process, but sometimes being an ally means simply listening, validating, and holding space for them to tell their story. Keeping in mind mandated reporting issues, remember that not every person who has been victimized wants to avail themselves of formal reporting and adjudication processes.

BE AN ALLY

Acknowledge and thank students.

If a student has made the choice to come to you, express gratitude for their trust to begin the interaction. It shows that you are willing to listen, and that you value their trust.

Listen to students and believe them.

Never downplay or diminish what students share with you. Use active listening strategies to show you are paying attention and reflect back what you are hearing. Do not question their experiences or feelings. So much of the value you bring to an interaction like this is in your demeanor, your tone, and your affect. Being concerned, expressing your concern, and genuinely listening will go far.

Follow up.

If appropriate, ask students if they want to be directed to academic, social, or psychological services as a next step. If you are unclear about the next steps, let students know you will find out what to do. Then, follow up. Connect with students after the initial encounter to see how they are doing. Even a short follow-up can have an outsized impact on their sense of being supported and affirmed by you.



BE RESPONSIVE

Students are watching.

Students observe when their professors ignore comments or let certain behaviors slide. If you hear or see something harmful in class, respond. Intervene. Refer back to classroom norms or engage in classroom dialogue if appropriate. Students of color and those from marginalized and/or targeted communities may appreciate it when you respond to bias or discrimination directly.

Counter deficit perspectives and beliefs with asset-based approaches.

You may hear students or colleagues express ideas about people from certain backgrounds in ways that focus on perceived deficits or generalized characteristics. Some might even question or challenge why the campus is designated as an HSI or minority-serving institution. Be willing to challenge such perspectives and uplift communities and individuals, focusing on their assets and contributions.

Check for potential biases.

Sometimes you may observe something happening with students on campus that causes concern. On some occasions, students of color may be reported to police or other authorities by faculty or staff who may have an unconscious bias. If possible or appropriate, talk with students before escalating a situation by calling campus security. Make sure you understand what is happening and know if anyone is in danger before acting.

Make space when needed.

Students at an HSI may be attuned to attacks on Latinx individuals and communities elsewhere in the region or country. This might make them feel vulnerable if similar climates emerge locally or on campus. Faculty should set aside some class time for processing what students are feeling and can use their office hours for more private conversations.



FACULTY:

RESPONSE FRAMEWORK

Maintain a humanizing approach.

If students report concerns involving other students, staff members, or faculty colleagues, avoid attacking any of the other parties involved. Focus on supporting the student, using empathetic language to let them know you are listening and are ready to pursue whatever next steps are necessary. Let them know you will walk them through the process, and be there to support them.

Be proactive.

If you hear a slur or other form of hate speech in class, make sure you follow up. Sometimes it is necessary to stop what is happening and make sure everyone understands certain language or behaviors are not acceptable. Other times, a more subtle approach may be appropriate. Check in with a student after class to make sure you understand what may have occurred. Likewise, any inappropriate or hateful comments you see in online forums for your course should be addressed.

Keep notes.

When appropriate, take notes about what students have shared. Let students know you want to be responsive and that taking notes can help with finding the right response.

Seek out support.

Learn who you can go to when students report incidents of bias, or express feelings that warrant social or psychological support. Find out who you can go to if you are concerned about a students' words or actions in class. These include wellness centers, student centers, affinity groups, or other student affairs organizations. If you feel out of your depth, reach out to another faculty member or a staff member who may be better positioned to help the student, or provide you with information/an alternative perspective that would help the student.

Make connections.

If possible, link students to campus organizations, affinity groups, or other safe spaces where they might receive support and mentoring during a time of crisis.

Be accountable and close the loop.

If students come to you sharing a concern or troubling incident, be accountable by making sure you follow up with them. Show care by checking in with them again and letting them know- to the degree possible- what steps have been taken. Students may need you to guide them through a process and follow up after something has been reported.



STAFF: OVERVIEW

University staff are a diverse group of professionals who play a critical role on college campuses. Often, staff members' ongoing and direct contact with students makes them able to respond differently than faculty or administrators when issues emerge, given the potentially longer or deeper relationships that may develop. Whether in residential life, counseling/mental health services, advising, or student affairs offices, staff members can apply a servingness lens to recognize the best ways to support students individually and collectively.

KNOW YOUR COMMUNITY TO BUILD *COMUNIDAD*

Examine the data and have an intersectional mindset.

Knowing the demographics of your HSI community is an important first step. Keep aware of the racial-ethnic makeup of your students, the number of student commuters, the religious backgrounds of students, the immigration status of students, the socio-economic status of students, etc. But data alone cannot always tell the full story. Consider how data sources may paint a limited picture and find ways for students to express the ways their multiple affinities (such as their gender and sexual identity) overlap with their ethnic or racial identities. Remember that at HSIs, students come from diverse nations of origin and have unique cultural experiences that cannot be simplified or watered down.

Embrace culturally responsive practices and asset-based approaches.

Staff members might be better positioned to respond to incidents of bias or hate when they occur but can also contribute significantly to building strong communities characterized by *cariño* and belonging. Students of color in higher education—including at HSIs—often battle deficit mindsets that cast them as unprepared for postsecondary learning. Staff can counter this through culturally responsive and asset-based approaches to campus activities such as mentoring and advising, code-switching or using Spanish, or highlighting Latinx culture and history in exhibitions, murals, or other works of art.

Move past traditional ideas of who your students are.

HSIs often grapple with the changing ethnic and racial demographics of their students and may not fully grasp the needs of students from diverse backgrounds. Consider the ways commuters, virtual students, and parenting students may require different modalities for engagement. Consider that students who come from immigrant families, or who are immigrants themselves, might require different services and supports. Building students' navigational capital regarding career development and financial literacy may also be beneficial.

BE STUDENT-CENTERED

Staff members across campus may work in different fields but can come together by adopting a student-centered approach informed by servingness. Servingness can mean many things and can manifest in many ways, e.g., institutional structures, hiring practices, curricular reforms, community partnerships, and financial aid initiatives. Different staff members will have unique capacities and opportunities to better serve Latinx students at HSIs.

Create spaces with students.

Whether in a dorm, a building on campus, a library, or another student-facing campus center, staff members can create spaces where students feel safety and belonging. Asking students what they need and want from such spaces is central to co-creating community.

Support Spanish-speaking and bilingual spaces.

Some students at HSIs may feel more comfortable speaking Spanish or code-switching into English. To the extent possible, try to provide translated materials in your office or center, and consider if Spanish-language versions of your services can be offered.

Incorporate students' families.

Students at HSIs may live with or near their families, who might provide important support and structure to students' lives. Connect with families and integrate them into your services or support.

Uplift mental health supports and services.

Get to know what mental health and counseling services might be available for students. Spanish-speaking mental health practitioners are rare, and extremely valuable for providing culturally informed services to HSI students. Have that information readily available and find mechanisms for ensuring students learn about these services and know how to access them.



STAFF:

COMMUNITY RESILIENCE TIPS

At an HSI, staff members from across campus can help cultivate a resilient community that can combat hate and extremism through strong relationships and commitments to lifelong learning. Learning more about students' lives, deepening knowledge of diversity and inclusion, contributes to critical and responsive approaches to servingness.

CREATE A CULTURE OF CARE

HSI staff can work with students in a variety of personal and professional contexts. These situations create opportunities for staff to show empathy, kindness, and support, helping students feel safe and more comfortable. When students feel safe, they will feel comfortable returning to that staff member for support. Creating a culture of care means showing students they are valued and included, and that the care you extend is felt deeply rather than only at periodic intervals or moments.

Cultivate belonging for students.

In your office, dorm, building, or virtual setting, ask how you might make students feel they belong there. What kinds of material are on your doors or walls? Whose images or voices are highlighted or featured? How are students' names learned and used so that they feel humanized? In what ways can students contribute to a space? Each of these questions can help you cultivate a sense of belonging.

Recognize threats to students and the community.

College campuses are increasingly politicized and targeted by groups of bad faith actors, political opportunists, and extremist groups. It is critical that staff understand who is being invited to speak at their college, which student groups are being used to legitimize hate speech and harmful propaganda, and how hate groups may leverage immigration status, racial-ethnic backgrounds of students, and/or pervert cultural values to justify their supremacist ideologies and recruit Latinx community members

Move beyond orientation towards ongoing relationships.

Too often students receive an extensive orientation at the start of their academic journey at an institution, but little follow-up afterward. Students at HSIs, who may also be first-generation, might need ongoing support and mentoring to navigate the procedures, practices, and expectations of the institution. Building relationships with students—through events, programs, correspondence, or everyday encounters—helps them feel connected to the campus community. Encourage students to drop in to your offices or spaces, even if they are just coming to say hello or hang out. Even the emails from you or your office can be relational rather than transactional. Ongoing communication and connections help students feel rooted and supported throughout their higher education journey.

Verify and diversify your data sources.

Depending on your campus unit, the way you support students will vary. Make sure you get to know students' needs in general by looking at available data, but also find ways to learn more about what individual students need from you. Focus groups, town halls, and surveys can help flesh out the story and provide nuance to tailor your services and support. When putting together programs or materials, make sure you vet individuals and sources to ensure they align with your students' identities, institutional values, and your unit's goals for servingness.

STAFF VOICES MATTER

HSI staff have essential insights into students' needs and goals, and that knowledge can transform institutional practices and procedures. Resilient campus communities recognize and uplift staff voices.

Participate in or create staff associations.

Staff at HSIs are often more diverse than faculty or administrators, making it even more important for them to have a centralized groups and protected spaces in which they can talk freely with one another about their experiences and advocate for shared causes. Staff associations can act in solidarity with faculty and student groups, connect with broader coalitions in the community or region, and collectively respond when incidents of hate or bias occur on campus or in society.

Push for staff representation in institutional governance.

If not already included, staff members need a seat in the campus's governance structures. Advocate for administrative cabinets or councils to have staff representation from different units who have unique insights into campus life—e.g., student affairs, residential life, counseling/mental health, financial aid, etc.

Participate in committees and organizations.

Staff members need to be included in institutional committees, as well as those in programs, departments, and colleges. Their perspectives and voices can help inform decision-making processes and surface knowledge—particularly about students and their perceptions of campus climate—that may not be as immediately available for faculty and administrators.

Staff need to reflect campus demographics.

Students interact with staff at multiple and diverse points in their higher education journeys. For students at HSIs, seeing staff members who have similar identities or belong to the same communities can build trust, belonging, and safety. Students may feel more comfortable talking to staff about hate incidents, discrimination on campus, and other potentially uncomfortable situations rather than engaging with faculty or campus administrators.

DON'T FORGET…

Since staff members are a part of the community, it's important to remember that many of them also confront racism, colorism, or other forms of bias on campus. They may also be first-generation individuals navigating higher education systems. Thus, while staff members can be crucial actors when it comes to building resilient communities, they must also be supported and cared for by others.

MAINTAIN LIFELONG LEARNING

Staff members must continually engage in learning— especially about students, how they identify, the communities they come from, and the ways they make sense of the world. Staff members can also help faculty and administrators learn about students and discover ways to serve them better, in the interest of creating communities of care. Focus on supporting the student, using empathetic language to let them know you are listening and are ready to pursue whatever next steps are necessary. Let them know you will walk them through the process, and be there to support them.

Find common language.

Staff teams should identify and learn language, concepts, and terms that are inclusive and reflect the diverse communities present at the institution. Having shared understandings about race, ethnicity, immigration status, sexual identity, and gender expression can optimize communication between team members and clarify what is meant when having tough dialogues. Being clear with language can honor students' identities and demonstrate care.

Create learning groups and teams.

Across campus, staff members can use team meetings or other gatherings to learn with and from one another. Engaging in book clubs, reading challenges, or other learning exchanges- especially in relation to HSIs, diversity, inclusion, and servingness- can equip staff members with new approaches and strategies for supporting students, and create bonds between teams. These bonds will be critical to building resilience to hate, propaganda, and misinformation. Moments of crisis test these bonds, and pre-existing relationships with diverse groups across the campus community will help targeted groups feel supported. This will help isolated students, faculty, and staff feel connected, and will empower campus leadership to speak from a place of collective strength when addressing the harms inflicted on the campus community.

Get trained on white supremacy.

Campus trainings should not avoid naming white supremacy as a system that manifests in overt and covert ways. Learning about what white supremacy looks like—inside classrooms, on campus, and in communities—helps staff members recognize it and potentially act to counter it. Similarly, learning about male supremacy, extremism, and polarization can enable staff members to identify when students are becoming radicalized, and intervene more effectively. Extremist groups count on the apathy of bystanders and the indifference of those who have yet to be targeted; becoming aware of and organized against supremacist ideologies builds community-wide resilience to propaganda and recruitment.

Know where to go.

Find out what reporting structures, interventions, and supports exist within your department or within the institution at large. Get to know the names of people who work in other key offices, such as mental health/counseling or residential life, and keep those resources readily available. Bookmark their webpages and include links in your campus website or email signatures so that students can find them, too. The days following a hate incident are not the time to introduce yourself to the people and departments that handle these kinds of crises. Doing your work early ensures that you are prepared to address hate incidents if - and more realistically, when - they occur.

Staff associations can act in solidarity with faculty and student groups, connect with broader coalitions in the community or region, and respond collectively when incidents of hate or bias occur on campus or in society.

STAFF:

CONVERSATION PROTOCOLS

Staff members at an HSI may be the first people students turn to when they have experienced harm or witnessed an incident of hate. Some students may go to staff members who have similar backgrounds or identities, perhaps out of trust or a sense of affinity, with concerns about microaggressions, conflicts with peers, or reports of bias on campus. In each of these cases, as part of the campus community, staff members have the potential to be responsive and restorative. In these interactions, it's important to be present, listen, and maintain an open mind.

Note that trusted staff members may also be subjected to false, harmful, or hateful words and actions from students or other university faculty/staff. It is important that staff know both how to support targeted/marginalized students and how to engage with students expressing alarming and harmful ideas.

HOLD SPACE FOR MARGINALIZED STUDENTS

On a college campus, students from culturally and linguistically diverse backgrounds may be looking for a safe space—a location where they can connect with friends, study, and generally feel at home. Students of color may specifically gravitate toward offices, lounges, or centers where they feel comfortable around the staff, some of whom may share their cultural or linguistic backgrounds. When these students have a concern, or need to report something, it's those spaces where they may go first. When this happens, hold space for students; let them be seen and heard.

Listen and amplify.

When students come to you, focus on active listening and working through what students want to share. Take your time to listen and converse with the students in ways that help you understand what they're thinking. Ask questions that are open-ended and invite more dialogue, rather than shutting it down.

Clarify what you've heard and let them know next steps for reporting—or that you will find out what resources are available for them. Note that some students may not want to report these incidents. In such cases, it's important to listen and give students the space to do with this experience what they will; sometimes discussing a hate incident or an act of discrimination with an empathetic listener is enough to provide students the help they need, without needing to report the incident.

Be empathetic and caring.

Have a non-judgmental attitude as you learn more about what's on the student's mind and summarize what you're hearing to ensure you understand. A student who sees you are willing to take time out of your schedule to sit with them and listen is a healing and supportive practice.

Be open to all kinds of needs.

By listening closely and clarifying what a student is telling you, you're better equipped to follow up and guide students in the right direction—for example toward a counselor, a tutor, law enforcement, etc. If a student reports an incident of hate or bias, be prepared to decide whom you'll go to next in alignment with institutional procedures or expectations. If you don't know, tell the student that you'll find out how to help and get back to them.

BE OPEN TO DIALOGUE

Higher education must be a place where members of the community feel safe talking with one another. When someone has been hurt or aggrieved, staff members might step in to mediate or facilitate a conversation. If something hurtful has been said or done, sometimes a staff member might be well-positioned to question and challenge it, opening space for dialogue. The responsibility for these conversations cannot fall solely on staff, of course. However, staff may have more immediate capacities to respond due to their close contact with students and other members of the campus community.

Difficult conversations don't have to be contentious.

You may have a hard time understanding what a student is telling you; it might provoke an emotional response. Avoid escalating situations and embrace the notion that difficult conversations can be productive. In settings with colleagues, it's all right to challenge something you've heard or seen that feels biased, hateful, or extreme. Gauge your sense of safety and follow up when possible. Push back against thinking that pits groups against one another, or when certain standards or expectations feel rooted in biased or discriminatory thinking.

Holding space can be tough.

There is something very powerful about acknowledging that you strongly disagree with something a student has said to you while still being willing to listen and engage with them. Often, students espousing misinformation, conspiracy theories, or hateful ideas are testing boundaries, trying out arguments or trying on personas that they've seen out in the world. If your response is to immediately shut them down, ridicule them, or belittle them, they will leave that conversation no less biased and no less hateful, but they will leave that conversation knowing that they have one less person on campus that will listen to them or care about them. It is not always possible for a staff member to maintain a curious, non-judgmental disposition during conversations like this; some ideas are so offensive and reprehensible that you may not have the emotional bandwidth to engage. That's okay. But if you do, know that you are doing something valuable and important by holding space for that student and pushing them to consider how these ideas can be harmful to marginalized groups or individuals (or even the staff member themselves).



WHAT CAN YOU DO IN YOUR SPACE

Residential Life.

In loco parentis is Latin for in the place of a parent. Colleges and universities– especially ones with residential facilities for students - are unlike any other institution. They are places where students eat, sleep, work, pray, and socialize. They hold an outsized place in the hearts and minds of students. If some hateful or threatening incident happens on campus, this can potentially disrupt a student's whole world. It is therefore incumbent on RAs and those working in Residential Life to offer students extra support that they may need to regain their sense of community, safety, and trust in the school they attend. If you are an RA or work in dormitories, think about the ways you can hold space for students living in these places. Be available for dialogue and find opportunities for students to share what's going on.

Student Affairs.

Staff in offices such as Multicultural or First-Generation services, or in student life more broadly, may have close contact with students of color or those from minoritized communities. Remember that students may seek you or your office out because it makes them feel safe. This makes you an essential player in efforts to respond to bias, hate, or extremism. Be ready to listen and make sure your space is one where students feel a sense of belonging. Also, make sure to do outreach to commuter students or those primarily attending virtual classes; these students also need to feel connected.



Counseling/ Psychological Support.

When students come to you in these spaces, they may already be in crisis. Be ready to support them with compassion and empathy, and as an advocate. More generally, do outreach so that the campus community knows how to access you and counseling/ psychological support services. Prepare in advance by learning more about Latinx communities or other communities facing bias and discrimination on campus. Have Spanish-language support available. If you are unable to see a student for a long time, tell them that your role will be to conduct intake and refer them to another therapist. Without this forewarning, students can feel abandoned or frustrated that they were asked to disclose painful experiences to someone who is ultimately not going to be with them as they process the experience.

Librarians/ Tutors.

If you work in academic services where you meet students as they work on school projects, you might hear students casually mention incidents of bias or express ideas that concern you. Embrace opportunities for dialogue and to help them relate an experience or clarify their thinking. Become familiar with the current social and political landscape so that you can be responsive to students and understand their perspectives. Your role as a librarian positions you as an expert in understanding misinformation, disinformation, and how one determines the credibility of various information sources.

TALKING TO STUDENTS

When someone has said or done something that is offensive or harmful to another campus community member or group, there are two distinct constituencies to address: the perpetrator and the victim-survivor(s). The same person does not need to address both entities.

For example, if a student in a dormitory lounge is espousing prejudicial ideas to a group of students, an RA can take that student aside and talk to them about where they have heard those ideas, why they want to address them publicly to this group of students, etc. A separate RA can then address the rest of the students who witnessed the situation, asking them how they are feeling, what they are thinking, if this is the first time this kind of thing has happened or if this is part of a pattern of behavior. These two (very different) conversations require a different set of skills, and each requires a different approach.

STAFF:

RESPONSE FRAMEWORKS

Staff members at HSIs can play important roles in the aftermath of a campus incident, or in following up after students have reported or shared something concerning. It's essential that staff members elevate and trust students, respond with concrete actions, and reflect on what's been learned.

CONSIDERATIONS FOR ALL STAFF

Connect with the right people.

After a student has come to you, or when a troubling incident has occurred, talk to people in student affairs offices, wellness centers, or other campus organizations. Find out how they can help support students. Try to build a coalition of supportive staff, departments, and/or groups on campus. This conveys to students and targeted community members that there is a network of campus members that care, that listen, and that are available to help.

Make yourself available again.

If students have come to you once, they may need to talk to you again to process or share what's going on. Let students know you are open to further dialogue and support. Follow-up is critical to conveying support and care. Often, it's not the first conversation, but the next conversation (and even the sense that there are more conversations to be had) that does the work of exhibiting genuine concern from staff to student.

BE AN ADVOCATE.

Be persistent and follow up.

After you've reached out to others who can support a student in need, make sure you follow up with the student. Do this especially if you don't hear back from the support to whom you referred them. Students may be looking to you or relying on you to be their liaison or advocate.

Students may not fully understand the process/timeline for reporting a hate incident, or they may not have the emotional bandwidth to initiate follow-up communication with the relevant parties. In those cases, ask if it would be valuable for you to follow up on their behalf.

Advocate for more resources.

If there seems to be a persistent issue that students are sharing with you, share this issue with colleagues and supervisors. Advocate for responses and resources to address the problem. Collect data if needed or explore other metrics that might cast light on the ongoing issue that needs to be resolved or redressed, especially in relation to Latinx communities and/or first-generation students.

Organize and advocate around macro-level issues.

Staff members may have opportunities to connect with regional, state, and national organizations that focus on the higher education domains in which they work. Connect with these groups in person or online, especially those focused on Hispanic-Serving and Minority-Serving Institutions. Learn about the work they do and bring new knowledge and experiences to organizational efforts to respond to hate, bias, and extremism on campus.

Apply What's Learned.

Incorporate scenarios and real-life examples into training. Higher education staff must be reflective learners who apply the knowledge they have gained through ongoing work with students. Find ways to apply real-life scenarios to trainings, or to debrief incidents in staff meetings, so that everyone can learn from what has happened and the ways staff have responded.

CONSIDERATIONS FOR STUDENT AFFAIRS

Reflect with your teams.

Discuss with your colleagues how students, faculty, and the community can be better served following an incident of hate or bias. Consider culturally-responsive approaches that consider the cultural and linguistic diversity of the community. Create programs and resources that respond to identified needs and goals.

Communicate responses and efforts.

Share what's been done using a variety of mechanisms that reach students, faculty, administrators, and members of the local community—including families. An email might be a good place to affirm that your office or area of the campus is a safe space where everyone can feel a sense of belonging. A text message could be the appropriate mechanism for quickly providing facts about a situation.



CONSIDERATIONS FOR RESIDENTIAL LIFE

Check in with residents.

Meet with residents both individually and collectively as much as possible after a threatening incident. Make sure residents know they can come to you for support or guidance. Consider holding specific drop-in hours for residents to visit with you. Even if they don't ultimately utilize these drop-in hours, just demonstrating that you have created a space for students to process after a threatening incident demonstrates concern for student well-being and an awareness of how hate incidents impact marginalized groups.

Find your resources.

Get to know all the resources the institution has to offer. Make those numbers or emails readily available for students, perhaps by posting them on doors or walls, or with a QR code. Make sure you are in touch with counseling and wellness centers and consider co-programming that brings services to the dorm or living space.

CONSIDERATIONS FOR COUNSELING/ PSYCHOLOGICAL SUPPORT.

Work with your teams.

Collaborate with colleagues to develop systems and protocols for working with students, whether they are reporting a threatening incident or if they themselves are expressing extreme or radical thinking.

Engage administrators, faculty, and other staff.

IFind multiple ways to interact with other colleagues and groups, bringing wellness to the center of conversations. Focus your efforts on creating safe spaces and cultivating belonging.

Apply culturally-responsive approaches.

That consider the experiences of racialized, minoritized, and marginalized students in higher education settings. Use trauma-informed and healing strategies for dialoguing with students and developing solutions collaboratively. Offering process groups in addition to one-on-one counseling can be an effective way of increasing capacity for engagement while not overburdening mental health staff that are often already understaffed.



STUDENTS: OVERVIEW

SERVING, NOT ONLY ENROLLING: THE STUDENT ROLE AT HISPANIC- SERVING INSTITUTIONS

Higher education has always served as an institution of change, preparing students to address real-world issues, and historically being a space of student activism and advocacy. HSIs, unlike HBCUs, have usually *become* Hispanic-Serving, through demographic shifts that include more students who identify with Latinx communities. This in turn shifts university mission and philosophy. Such students may need additional support to navigate institutions that were initially designed for predominantly white student populations. Further, Latinx students might benefit from student-centered approaches that emphasize the assets and types of knowledge they bring to the campus.

While students of color have a rich history of mobilizing in higher education contexts, students today can benefit from efforts to empower them as agents of change who can use their voices to transform institutions. Students are uniquely well-suited to advocate and organize for policy change on campus (particularly related to how campuses respond to hate, discrimination, and extremism) because they are unfettered by many of the institutional constraints and organizational pressures that restrict campus administrators, faculty, and staff.

FOR STUDENTS: WHAT CAN YOU DO?

Get to Know Faculty and Staff.

Whether you are an undergraduate or graduate student, whether you are commuting or living on campus, making the effort to connect with your professors and meet staff can help you feel connected to the campus community. Ask to meet with professors outside of class time, visit campus centers, and attend other events where you can meet the people dedicated to making your learning experience a positive one.

Seek out Mentors, Advisors, and Coaches.

Getting to know faculty and staff also provides you an opportunity to learn who might be a good mentor, advisor, or coach as you work through your academic and personal goals. Find people who align with your interests or seek out individuals who can provide relevant knowledge or support as you move through your academic journey.

Express Your Needs and Get Support.

Telling your peers, or trusted faculty and staff members, what you need to be successful or feel supported is essential to creating an environment in which you will thrive. Get to know what supports are available for your academic achievement, personal wellness, and social development. Additionally, finding supportive individuals who understand who you are and what you need might empower you to report when you've had a negative experience related to hate or bias.

FOR STAFF, FACULTY, AND ADMINISTRATORS: WHAT CAN YOU DO?

Before they are students, students are human beings.

Students at HSIs, like at any institution, bring with them their assets, experiences, and aspirations. They may also carry burdens and traumas that can create unique challenges. Recognizing students' humanity is an essential first step to being truly student-centered.

Know students' intersectional identities and histories.

Students may identify with different racial or ethnic groups, specific nations of origin, or unique gender and sexual identities. They may be first-generation students, immigrants, or from low-income communities, and might have encountered racism, misogyny, colorism, or xenophobia. You can highlight the complexity and dynamism of the student community just by asking questions and creating opportunities for these intersections to be expressed. This will have the downstream benefit of making students feel more connected to their college community, as their full selves are recognized and appreciated by the university.

Actively listen to students regularly.

Students need to be engaged frequently throughout their academic tenure, rather than occasionally at the start of their academic journeys, at the end of a course, or following a difficult incident on campus. Faculty, staff, and administrators at HSIs need to find ways to institutionalize listening to students, so that their feedback is regularly heard and integrated into planning, programming, and other campus activities or interventions. This is a concrete and straightforward request of the campus leadership, around which students can advocate and organize. It can be as simple as providing a space for students to come together, talk with each other, and talk with faculty, staff, and administrators. Frequent discussions of the campus climate, extremist activity on or near campus, ways that students are being targeted, harassed, or recruited by extremist groups, and how the campus can/should respond are all helpful means of preventing hate incidents. Such discussions can also prepare the campus to respond effectively when/if hate incidents do occur.

Consider the best channels for direct communication with students.

Students are inundated with emails and may not use their university emails regularly. Finding ways to elevate important communiques so that students are more likely to open and read them can lead to greater engagement and belonging. These might include using social media platforms, text messaging, or learning management systems (LMS) to directly communicate with students.

SUPPORTING ONE ANOTHER

Clarify resources and support systems.

Support is crucial for student success and involves providing students with what they need to thrive on campus. This includes emotional support, trusted people to talk to, and a process for reporting and responding to hate incidents that is transparent, timely, and responsive. Dedicated staff should be trained and understand the needs of targeted individuals/groups, and have a clear model for responding to hate incidents, who know how to respond, to whom they should respond, and what should happen if a report is made. All will contribute to the student's feeling that they are supported and cared for during and after moments of crisis.

Humanize and empathize.

Faculty, staff, and administrators at HSIs should consider the ways that policies, procedures, or practices might be read as dehumanizing or cold by students. University policies are typically liability-focused. That impedes the ability of faculty, staff, and administrators to act in ways that protect and comfort students in crisis. On a micro level, students can listen to each other with empathy, using active listening techniques to give their peers space to talk through their experiences. On a macro level, students can advocate for themselves and each other by articulating what kinds of changes or alterations to policies might make them feel more seen, taken more seriously, and/or better supported.

BE MINDFUL

Students at HSIs are not monolithic. Understanding students' diverse backgrounds, unique circumstances, and specific needs are central to creating a safe and supportive environment where students can thrive.

Examine access for undocumented/ DACA students.

Students at HSIs might come from immigrant families or be immigrants themselves. Some may not be eligible for certain forms of aid due to being undocumented, while others may have access if they have qualified for DACA. Understanding how to serve such students appropriately and equitably is vital to student success. Make sure that all members of the campus community, especially those in student services such as financial aid and registration, understand laws and policies related to social security numbers for those who are undocumented or have DACA status.

Consider the needs of commuter and virtual students.

Many HSIs are regional universities or state colleges that serve students who live nearby and commute to campus, or only attend online. Thus, their engagement with the campus can be limited. Providing alternative or streamlined opportunities to engage with peers, student services, academic affairs, or other campus life events can cultivate a sense of belonging and a feeling of being served. While student groups focused on racial-ethnic identity are generally valuable to Latinx students, these groups are particularly valuable to commuter and virtual students who may not otherwise feel part of the student community on campus.

Students who are already part of these kinds of identity-based groups can also be encouraged to be proactive about reaching out to commuter and virtual students.

Don't forget about graduate students.

Many campus programs or services at HSIs only focus on undergraduate students, especially since Title III and V funds are allocated based on undergraduate student demographics. However, graduate students at HSIs may also identity as being from Latinx communities and benefit from targeted services and supports.

Remember students' families.

Campus administrators, faculty, and staff ought to consider how students' families can be incorporated into programs and services—and how they can be integrated into responses following a campus-wide incident. For example, commuting students may live with families who want to be in the loop about campus activity. Consider using Spanish when possible so that students' families can access information and correspondence. Some students may also be parents themselves, and campus policies or procedures might need to be reconsidered so that parenting students' needs are addressed and integrated.



STUDENTS:

COMMUNITY RESILIENCE TIPS

Building a resilient community at an HSI requires strong relationships between students, staff, faculty, and administrators. Creating a culture in which students feel safe to seek out support and ask for resources cultivates a sense of care and belonging, especially during times of crisis or tumult. Deep institutional commitments to lifelong learning, and ongoing efforts to learn about students' diverse lives, can likewise build environments in which students feel seen, heard, and supported.

FOR STUDENTS: WHAT CAN YOU DO?

Let all your identities be expressed.

When you step foot onto campus, or log into a campus portal, you bring all of you with you: your identities, your communities, your histories. Sometimes part of it is injured by an interaction or incident on campus, or in a virtual setting. Other times, the whole being is affected. You deserve to have all of yourself respected and valued; don't be afraid to let each part of you be seen and heard on campus.

Don't be afraid to ask questions.

You may not know immediately who to go to or what will happen if you report something or share a concern. It's ok to ask questions of others and probe so that you fully understand. If there is no faculty, staff, or administrator that you feel you can go to, consider asking a classmate for help. Asking questions will ensure that you get clear responses and move closer to solutions and interventions on your behalf or for the communities you represent.

Use your voice.

If you hear or observe something in class, consider whether it's safe and appropriate for you to respond immediately. If you can't use your voice then, follow up with the instructor or TA for support. If you don't feel you can go to them, consider going to a trusted staff member. Your experiences matter, and your voice is important.

Get to know student government and organizations.

Part of creating a resilient community where you can thrive involves connecting with other students. Find out which clubs or groups might align with your interests and affinities. Learn what kinds of governance structures exist, so that you know who is representing you in campus life. Find ways to participate that make you feel good and provide a sense of belonging with like-minded people.

Recognize Imposter Syndrome.

It's natural for students, especially those who come from first-generation or minoritized communities, to sometimes feel "imposter syndrome"—the belief that "you don't really belong here," or that you have faked your way. Remember that you have worked hard to get to where you are and that you deserve to be on your campus. You belong there and deserve to feel safe, included, and supported.

Approach Others in Need.

Being a member of the campus community can mean keeping an eye out for others. When you're in class, online, or on campus, do you see someone who might need a hand? Consider the ways you might provide information, care, or support for a classmate who could benefit from your insights and knowledge. Remember that it's okay to notify a faculty/staff member if you think someone needs more help than you can provide.

FOR ADMINISTRATORS, FACULTY, AND STAFF: WHAT CAN YOU DO?

Showcase and celebrate student diversity.

Members of the campus community have capacities to elevate students' stories. Get to know your students and find out the complex and intersectional ways they live in the world. For example, students who identify as Latinx may or may not speak Spanish, might identify as non-binary or trans, or have indigenous heritage. Consider the ways you might use your classroom, your office, or another venue to talk about students' diverse experiences. Consistently center students in the ways you tell stories about your college or university.

Highlight HSI Identity.

Students often feel like the campus website is difficult to navigate, and say they have a hard time learning more about the institution's commitments to being an HSI. Are there ways the website could be revised to highlight its HSI status? Could the institution revise its strategic plans, vision, or commitments to reflect its identity as an HSI? Students can benefit from seeing this identity elevated, highlighted, and celebrated in campus exhibitions, webpages, strategic plans, or other venues and platforms.



Hire faculty and staff that align with student demographics and identities.

Being intentional about diversifying your faculty and staff is a component of servingness. Students benefit from seeing campus personnel who are diverse and reflect the demographics of the institution; students of color may especially feel validated by seeing faculty and staff who have similar backgrounds and identities. Also, finding staff and faculty who are committed to equity and inclusion can be another way to cultivate a resilient community that uplifts students and makes them feel like they belong.

Understand first-generation experiences.

HSIs often serve first-generation students at higher rates than other institutions. Get to know the resources and literature around first-gen experiences. Highlight first-gen individuals in your faculty and staff and tell their stories. Remember that redundancy can help first-gen students hear and see important messages and learn to navigate campus life more effectively.

Orientations aren't enough.

Students need to be regularly oriented to campus life and structures, not only at the start of their academic journeys. Schools should create other ways (i.e., communities of practice, mentor programs, newsletters, etc.) for students to be reminded of resources and connected to services on campus. Use a variety of communication mechanisms to help students access information.

Acknowledge complex race and gender dynamics.

At HSIs, colorism and anti-blackness may complicate the student experience in ways that are less prevalent at other institutions. Students with indigenous heritage or who identify as Native may also feel unseen or unheard when thinking about minority communities and experiences on campus. Students may experience challenges around patriarchal and misogynist structures that diminish female contributions to campus life. Do not shy away from acknowledging these realities. Be willing to explore how race and gender intersect in ways that may not be traditionally understood.

Streamline reporting processes.

Students need to have clear and intuitive mechanisms for reporting when they have experienced hate or bias on campus. Schools should establish structures for reporting microaggressions and train the campus community on how these might manifest in and outside classrooms. Ensure that part of the process includes looping back to communicate with the individuals affected and, when necessary, to the campus community.

Consider how the surrounding community affects student experience.

Students may feel like the community around a campus is less welcoming. Build partnerships and relationships with businesses, organizations, and neighborhood groups to cultivate stronger ties and shared values. Be mindful of what's going on in the community and how this might impact on student experiences.



STUDENTS:

CONVERSATION PROTOCOLS

Relationships matter in higher education, and even more so at Hispanic-Serving Institutions—where a significant percentage of students may identify with Latinx, first-generation, and/or other minoritized communities. When members of the community have experienced harm, relationships within the community may be frayed or fractured. Students can play a central role in responding to and resolving conflicts, and have much to gain by advocating for themselves, for others, and for the many communities they represent.

CONNECT WITH OTHERS

Avoid "us v. them" dynamics.

Whether you are a student or an employee of a higher education institution, you are part of the campus community. To the extent possible, try to see others on your campus as members of a shared community who must work together to create safety when harm has occurred. Build bridges where and when you can.

Balance affinity with community

Despite best efforts to focus on the wellbeing of the community at large, there may be times when students need and want to stand in solidarity with a community they represent or value. Their personal identities and histories may require them to prioritize their relationships with other marginalized people. It's important to recognize that sometimes these affinities take precedent and should not be cast as oppositional.

Organize with others.

Higher education institutions have historically provided time and space for students to build organizations and coalitions grounded in shared values or identities. At HSIs, students can seek out other students to organize in ways that uplift their communities and focus on specific goals or interests.

Hate versus ignorance.

Some students at HSIs may feel particularly equipped to notice when another student's words or actions are meant to be hateful or harmful. Though one student's interpretation will never represent the entire collective community to which they belong, it's important to recognize students possess capacities for discerning what's hateful, what's ignorant, or what's meant to be humorous.



WHAT ADMINISTRATORS, STAFF, AND FACULTY SHOULD REMEMBER

Do or say something, rather than nothing.

Students are keenly aware when an instructor, staff member, or administrators avoid or ignore responding to something that has been said or done. University employees must have a shared understanding of how hate and bias can manifest in both subtle and overt ways in and outside of classroom settings. They must be especially attuned to microaggressions and be trained to respond appropriately.

Lead in the right direction.

If a student comes to you with a concern, make sure you lead them to the appropriate services or resources. If you don't know what to do, find out and follow up as soon as possible. Don't leave a student waiting for your next steps. Join them on the path and walk with them as far as you can.

Don't criminalize students or their behavior.

If you are interacting with students and a conflict occurs, be mindful of how to respond to their actions or words. Consider whether you can use your own conflict resolution skills to address or de-escalate an issue, or whether the situation warrants further action. Remember that calling the police can severely escalate a situation in ways that could potentially do more harm.

Work towards constructive speech norms.

On college campuses today, interactions are fraught with concerns about the need to respect free speech in the face of increasing hate, bias, and intergroup conflicts. Find out if your institution has any clear policies about hate speech so that, when you are in a situation that requires your intervention, you have a clearer sense of how to respond in ways that honor the free speech of individuals—as well as their right to safety. See the Free Speech vs. Hate Speech supplementary document on the BRICK web portal for further guidance on navigating this tension.



STUDENTS:

RESPONSE FRAMEWORK

HSIs often share important values that drive their institutional mission, vision, and commitments. *Familia*, *comunidad*, servingness, and *cariño* are just some values that may resonate with Latinx individuals and communities, especially when harm or injury has occurred. Consider how these values might drive individual, collective, and institutional responses, in the interest of restoring the campus community. Students may possess unique assets that can help shape a campus response in the face of a hate incident.

HELPING YOURSELF, HELPING OTHERS

Make use of mental health and counseling services.

In the immediate aftermath of a conflict or incident, students may need support to address psychological harm or injury. Students may need to be regularly reminded what services exist and how they can access them. If possible, advocate for services that may not exist but are needed to meet the needs of diverse students.

Use channels for complaint and advocacy.

When something has occurred, students need to know how they can report incidents, file complaints, or advocate for a response. Clarifying what structures exist and communicating these to students multiple times and in multiple formats can ensure that students feel empowered to act.

Help your peers.

When you can, support your peers by providing information, sharing resources, or checking in to see how they're doing. Help others find ways to resolve an issue or conflict.

HEALING IS THE GOAL

Develop restorative and healing-centered practices.

Punitive approaches can potentially have dehumanizing effects that do little to restore community. Students want resolutions that involve healing, restoration, and justice for everyone.

Incorporate students into restorative practices.

Though institutions may contend with policies that require confidentiality following a conflict or incident, restorative practices that involve students can be empowering. Students may possess capacities for humanizing each other in ways that can amplify healing and restoration of faith in the community.

Apologies and reconciliation help with healing.

Students want to see responses from campus administration that are authentic and caring. When needed, apologies for harm or injury can restore students' trust in campus administrators or leaders. A focus on reconciliation can also affirm students' sense of belonging.

Call for action when needed.

Calling for action in the face of a campus incident or a classroom microaggression is a student's right. When students speak up, they help institutions to be responsive and accountable.

Seek out university responses and follow-up.

When students have reported through official mechanisms or shared something with a trusted campus mentor or advisor, they deserve to know outcomes and learn what has been done. Students should feel empowered to follow up and expect responses.

Advocate for student representation in governance.

At HSIs, serving students is central to the institutional mission. Thus, students should feel included in the structures and networks of institutional governance, participating regularly in dialogues and debates about campus policies and procedures. Students' voices help campus leaders keep students at the center of decision-making and conflict resolution.

Push for greater levels of servingness.

When students tell the campus community what they need, the institution is better informed. This can help push everyone to higher levels of servingness as they consider how students' needs can be met, especially in the face of rising hate and extremism.



What do Students want to Hear at an HSI?

After an incident of bias or hate on campus, students may want to hear:

- **We are an institution that supports equity and safety.**
- **We want you to feel safe working, living, and studying here.**
- **We affirm you belong here.**
- **We will do what is needed to restore the community.**

Supplemental:

RESOURCES

These resources are meant to provide insight into the workings of Hispanic Serving Institutions and the pressing issues faced by the intersectional identities that they serve.

WHAT ARE HISPANIC-SERVING INSTITUTIONS?

White House Initiative on HSIs

https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/

Excelencia in Education

https://www.edexcelencia.org/research-policy/hispanic-serving-institutions-hsis

Alliance of Hispanic Serving Institution Educators

www.ahsie.org

MINORITY-SERVING INSTITUTIONS (MSIS)

What are Minority-Serving Institutions?

https://cmsi.gse.rutgers.edu/content/what-are-msis

MSIs and the Students They Serve

https://nap.nationalacademies.org/read/25257/chapter/5

MSIs and Upward Mobility

https://www.acenet.edu/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf

HISPANICS IN HIGHER EDUCATION: KEY ORGANIZATIONS

Hispanic Association of Colleges and Universities (HACU)

https://www.hacu.net/hacu/default.asp

UNIDOS US

www.unidosus.org

American Association of Hispanics in Higher Education

www.aahhe.org

League of United Latin American Citizens

www.lulac.org

EXPERIENCES OF LATINX PEOPLE ON CAMPUS

Understanding Racial Climate at College Campuses

https://edtrust.org/college-campus-racial-climates/

Latinx College Student Diversity

https://www.higheredtoday.org/2018/01/29/understanding-latinx-college-student-diversity-matters/

Latinos, Degree Completion, and Commuting

https://unidosus.org/progress-report/latinos-path-to-a-degree-depends-on-getting-to-and-from-school/

Latinos and Higher Education Enrollment

https://www.pewresearch.org/short-read/2022/10/07/hispanic-enrollment-reaches-new-high-at-four-year-colleges-in-the-u-s-but-affordability-remains-an-obstacle/

Translanguaging in higher education in the US: leveraging students' bilingualism

https://scholarworks.utrgv.edu/bls_fac/73/

"Dedicado a Mi Familia": The Role of Familismo on Academic Outcomes Among Latinx College Students

https://journals.sagepub.com/doi/abs/10.1177/21676968221099259

CULTURALLY RESPONSIVE PEDAGOGIES

Anti-Racist Toolkit: Transforming Knowledge to Action

https://diversity.umd.edu/training-education/anti-racist-toolkit/

NYU Faculty Toolkit on Digital Inclusion

https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion.html

University of Colorado Boulder - Inclusive pedagogy

https://www.colorado.edu/center/teaching-learning/teaching-resources/inclusive-pedagogy

GENDER AND SEXUAL IDENTITIES IN LATINX COMMUNITIES

Latina/o Gender Roles: A Content Analysis of Empirical Research From 1982 to 2013

https://psycnet.apa.org/record/2016-60838-001

Counter-Narratives of Latino Men and Machismo in Higher Education

https://ecommons.luc.edu/luc_diss/2843/

The Uncertain Path Toward College: How Intersectionality Shaped the Experiences of Latinas Enrolled at a Hispanic-Serving Institution

https://journals.sagepub.com/doi/full/10.1177/23328584221101552

Queering HSIs

https://journals.sagepub.com/doi/full/10.1177/10864822221084728

Report: Latinx LGBTQ Adults

https://williamsinstitute.law.ucla.edu/publications/latinx-lgbt-adults-in-the-us/

Religion and Coming Out Issues for Latinxs

https://www.hrc.org/resources/religion-and-coming-out-issues-for-latinas-and-latinos

UNDOCUMENTED/ DACA

Serving Undocumented Students at HSIs

/www.ginaanngarcia.com/post/5-ways-serving-ness-as-an-hsi-includes-undocumented-students

Advocating for Undocumented Students on Campus

https://cdn.genprogress.org/wp-content/uploads/2017/09/15155010/UndocuStudent-Campus-Organizing-Toolkit.pdf

Building Effective Support for Undocueducators in Higher Education (Action Plans)

https://immigrantsrising.org/resource/building-effective-support-for-undocueducators-in-higher-education-action-plans/

LATINOS AND WHITE SUPREMACY

Article: Latinos can be White Supremacists

https://www.theatlantic.com/ideas/archive/2023/05/hispanic-american-racism-white-supremacy/674081/

Article: Why White Supremacist Groups Attract Latinos

https://www.brennancenter.org/our-work/research-reports/why-white-supremacist-groups-attract-latinos-their-ranks

Article: Enrique Tarrio, Latino White Supremacist

https://www.nytimes.com/2023/08/19/opinion/enrique-tarrio-proud-boys-latinos-racism.html

COLORISM AND ANTI-BLACKNESS

Colorism: Pew Research Center

https://www.pewresearch.org/race-and-ethnicity/2021/11/04/majority-of-latinos-say-skin-color-impacts-opportunity-in-america-and-shapes-daily-life/

Anti-blackness in Latino communities

https://prospect.org/culture/books/confronting-latino-anti-black-bias-hernandez-review/

Complexity of Latino Identities

https://latino.si.edu/exhibitions/presente/latino-identity

Supplemental:

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Reyes, G. (2021). Borderland pedagogies of cariño: Theorizing relationships of care from teacher practice with Latina mothering students. *International Journal of Qualitative Studies in Education, 34*(7), 613-626.

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