

UW-MADISON
DIVERSITY FORUM 2022

**CRITICAL ELEMENTS OF MENTORING
FOR LATINX UNDERGRADUATES:
EFFECTIVE MENTORING TO ENHANCE
PERSISTENCE AND RETENTION**

Marla Delgado-Guerrero, PhD
Director, UW Posse Program

Alberta M. Gloria, PhD
Professor, UW-Madison

WHO IS IN THE ROOM?

What is your primary affiliation?

- Undergraduate student
- Graduate/professional student
- Staff member
- Faculty member
- Administrator
- Community/family member

WHO IS IN THE ROOM?

Do you identify as a mentor?

- Yes
- No

WHO IS IN THE ROOM?

Are you currently mentoring undergraduate students?

- Yes
- No

VALERIA'S STORY

Valeria is a 20-year student born in Mexico, raised in Texas, who is first-generation to college and has experienced a sense of normlessness despite her student organization involvement.

She frequently questions whether she belongs on campus as she is often one of the only or few Latinx students, much less BIPOC students, in her classes, residence hall, and on campus. Valeria previously turned to her culture, food, and language-based activities that provided comfort but are not easily accessible on campus.

Academically, Valerie has consistently received passing to strong grades; however, given a series of difficult classroom interactions, she has steadily lost confidence to succeed; so much so that she is questioning whether she should change her major or take break from her studies (i.e., stop-out).

With her parents concerned that she is so far from home without family, she is increasingly distressed as they are unable to be with her and hope that she can find “someone at the university” to help. Valeria feels stuck and uncertain as her professor tells her to drop the course if she is unable to perform successfully. Her academic adviser suggests she change majors. Her friends are pressuring her to stay even though she feels “lost.”

AGENDA AND LEARNING OUTCOMES

- **LO1 Theory:** Define and understand critical psychosociocultural (PSC) mentoring dimensions with Latinx students
- **LO2 Research:** Engage with current narratives of Latinx mentoring experiences
- **LO3 Participant Application:** Reflect on participants' current mentoring practices with Latinx students
- **LO4 Take Away:** Develop an increased understanding of Latinx students' mentoring needs to implement within effective mentoring programs

LO1: THEORY

PERSISTENCE/RETENTION

Noncognitive vs. Cognitive

- Cognitive indices have utility to address persistence, however noncognitive process of relational and socioemotional are critical to fuller insight (Sedlacek, 2005)
- Address of strength-based approaches and sociocontextual challenges provides deep-structure understanding of students' educational experiences and needs (Castellanos & Gloria, 2007)

Latinx Undergraduates at UW-Madison

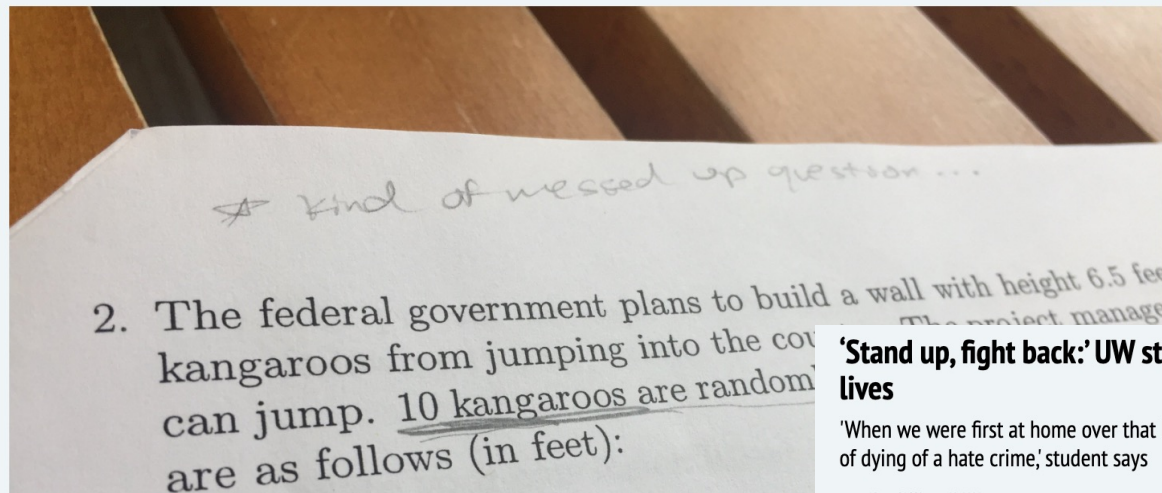
- Fall 2022 enrollment report indicates 2,645 out of 35,184 (7.5%) undergraduates
 - 730 First-year
 - 620 Sophomore
 - 606 Junior
 - 689 Seniors
- Experience ongoing assumptions, marginalization, sense of normlessness, and **microaggressions** as well as **bias incidents**

UPDATED: Mexican-American students file hate, bias reports for 'border wall' exam question

Three engineering students said they were shocked to see issue of immigration brought up in statistics classroom

by ALICE VAGUN · Apr 19, 2017

Tweet Share



WISCONSIN

Photos of fan in Obama mask, noose goes viral

Milwaukee Journal Sentinel

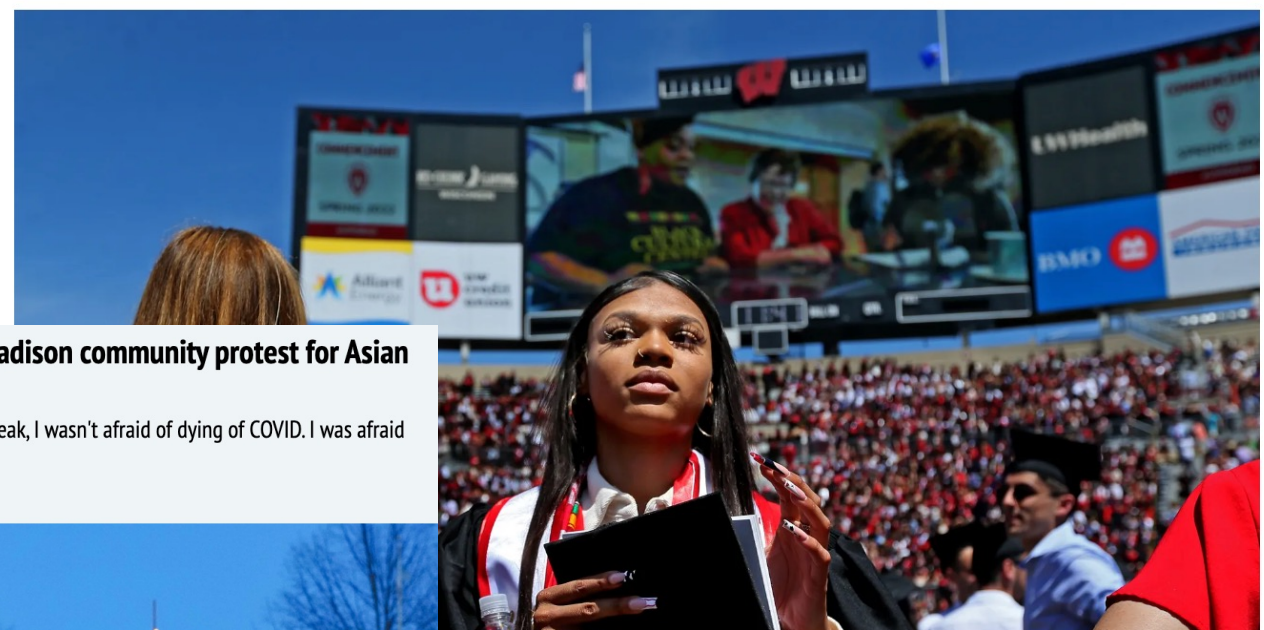
Published 10:41 p.m. CT Oct. 29, 2016 | Updated 10:53 p.m. CT Oct. 29, 2016

f t e



Two fans were escorted from Camp Randall Stadium. Twitter Via @woahohkatie

UW-Madison's Black student enrollment has never exceeded 3%. Why does the school make so little progress, decade after decade?



'Stand up, fight back:' UW students, Madison community protest for Asian lives

'When we were first at home over that long spring break, I wasn't afraid of dying of COVID. I was afraid of dying of a hate crime,' student says

by ELIZABETH SACCO · Mar 19, 2021



AIMAN HAMD/The Oregon Herald

UW officials respond to 'war chant' incident at Native American community gathering

University administration is working to identify the students who participated in the stereotypical chants

by EMILY HAMER · Mar 11, 2016



LO1: THEORY

PSYCHOSOCIOCULTURAL

FRAMEWORK

Gloria & Rodriguez (2000)

Dimensions individually and collectively informed by context of university setting

- Psychological
 - self-beliefs and beliefs of how others perceive self
- Social
 - relationships and systems of connections/support
- Cultural
 - values, beliefs, and worldview

Application of Approach

- Identify **most prominent dimension** and how it informs others
- Validate **common experiences** of beliefs and move against larger misassumptions of others
- Map **connections** and identify needed relationships
- Empower **strength-based** home and indigenous approaches

LO1: THEORY

UNDERGRADUATE MENTORING

MODEL

Nora & Crisp (2007)

Domains that fulfill elements of functional, practical, and instrumental mentoring

- Psychological and Emotional Support
- Goal Setting and Career Paths
- Academic Subject Knowledge Support
- Existence of a Role model

Application of Approach

- Listen with **genuine curiosity** to interests and abilities
- Identify problems, goals, and **ideal “future”**
- Establish **trust** and **mutual connection**
- Assess **academic skills** and tutoring
- Allow **self to be known** as mentor who is both personal and professional

LO2: RESEARCH

HOW & WHO OF THE STUDY

Emphasis on themes of “stories”

Semi-structured interviews (20-50 mins)

- Interview questions mapped directly to PSC and UMM approaches
- Recruitment from quantitative study about mentorship
- Study incentive
- Multi-step content analyses (LeCompte, 2000)
 - Methods to ensure data trustworthiness (Lincoln & Guba, 1995)

19 Latinx Undergraduates

- Identities
 - 12 of Mexican heritage
 - 10 females; 9 males
- Class standing
 - 7 lower-division; 12 upper-division
- By Mentor type
 - 6 Peer; 7 Staff; 6 Faculty
- Mentor structure
 - 13 formally assigned; 6 informally sought
- Racial match w/mentor
 - 8 w/same race; **10 racial match did not matter**
- Gender match w/mentor
 - 13 w/same gender; **11 gender match did not matter**

LO2: RESEARCH

FINDINGS WITHIN DOMAIN 1

Psychological and Emotional Support: “I have a someone who gets it...gets me”

- Provided a space to discuss their mentees’ personal concerns (P&S)
- Influenced mentee’s relationships with other support systems (P&S)
- Had a mentor who validated their mentees culturally (P, S, F)

Points of Application: Latinx **cultural values** central to Latinx mentees’ experiences

- A: Regularly **ask about mentee’s family** and **take family into consideration** in decision-making processes
- A: Using **self-disclosure** with intentionality to help connect more personally
- A: Mentees are **more likely to open-up** to build trust and respect the more they know their mentor
- A: Take into consideration **varying levels of acculturation** and **ethnic identity**

Illustrative Statements for Domain 1

“I have a someone who gets it...gets me”

*“This past semester, I told my [peer] mentor how it’s been difficult living at home and my family says I **have been distant from them** because I’m so occupied with school. My mentor suggested that I talk to them about how I feel and to **negotiate my time with them.**” ~Rosalia*

*“It felt really nice to know that my [staff] mentor ‘sees me’ and can **validate my cultural experience...knows to include my family, since I am Latina, when I make decisions and asks how my decision will affect my family.**” ~Jessenia*

LO2: RESEARCH

FINDINGS WITHIN DOMAIN 2

Goal Setting and Career Paths: “Imagining possibilities”

- Influenced their mentees’ academic strengths and weaknesses (P, S, F)
- Connected their mentees with others in their future career field of interest (P, S, F)
- Talked to their mentees about graduate school or advancing their education after college (P, S, F)

Points of Application

- P: Invite mentee to **study at the library** or possibly review homework
- S: Emphasize **professional skills development & networking**
- S & F: Talk about **post-graduation plans** (including graduate school)
- F: Helping mentees **imagine possibilities** for their future

Illustrative Statements for Domain 2

“Imagining possibilities”

*“My [peer] mentor would point out my weaknesses and tell me to work on them. He would be honest by saying, ‘stop doing that.’ At first, I did not know why my mentor was being tough on me, but then I realized **he knew what he was doing**. He already went through all this before me. I knew my mentor didn’t want to see me struggle academically as much as he did, and he wanted to help me go through a clear path. ~Angel*

*“It was very huge to have a [faculty] mentor who talked about graduate school. I had **no idea what graduate school was and what research was**. He **gave me my first research opportunity** working in the research lab.” ~Juan*

LO2: RESEARCH FINDINGS WITHIN DOMAIN 3

Academic Subject Knowledge Support:
“This is how you work the system”

- Assisted with their mentee’s academic coursework (P, S, F)
- Connected their mentees to other campus resources and services to assist with their academic performance (P, S, F)
- Facilitated the applicability of their mentee’s academic area of study to their culture & community (P, S, F)

Points of Application

- P: Someone who can help peer mentees **learn the ropes** of college
- S: Show mentees how to work the system in **navigating the university environment**
- F: Engage in **research opportunities** with mentees

Illustrative Statements for Domain 3

“This is how you work the system”

*“Yes, my [peer] mentor would connect me to academic resources by **walking me over to the specific office that I needed.**” ~Antonio*

*“My [staff] mentor talks to me about the importance of being a teacher of color **when I doubt** whether I should be in the teacher education program because there are not many minorities in the education program. We talk about how it’s important to have students of all races **see me as a Latina teacher** in the school teaching them and this helps me remember why I want to be a teacher.” ~Lisa*

LO2: RESEARCH FINDINGS WITHIN DOMAIN 4

Existence of a Role Model: “I have someone I can relate with and look up to”

- Who shared personal examples of their successes or failures (P&S > F)
- Who modeled how to connect to or network with others (P, S, F)
- Having had a mentor who was like them (P, S, F)

Points of Application

- P: Inviting mentees to **join a cultural-specific student organization**
- F: Be **open to self-disclosure** as it helps humanizes professors
- F: Talk about educational experiences or **share educational journeys**, particularly with graduate school processes
- A: Support **mentor-matching** when possible

Illustrative Statements for Domain 4

“I have someone I can relate with and look up to”

*“My [peer] mentor has shared a lot of her own failures and successes. I really appreciate this because if my mentor fails at something, such as a class, **she tells me how I can do things differently** and how to avoid failure. My mentor did not do well in one of her classes and told me how I could do things differently **in order to get a better grade** or get something similar to what she got.” ~Ana*

*“[Having my mentor share about personal experiences] provided me, as a student, information about my [faculty] mentor, **so that I don’t think [professors] are so successful and that they have no failures at all.** It reminds me that there is failure and **I can overcome this** and still be in a position where I am comfortable.” ~Randy*

Illustrative Statements for Domain 4

“I have someone I can relate with and look up to”

*“My [staff] mentor is a woman of color and she is also an immigrant and I can relate to that because while I am not an immigrant, most of my family is...Therefore, I connect with my mentor on many **different layers of intersectionality**, which would be different if I had a different mentor.” ~Rosa*

*“Having a [faculty] mentor with shared values, racial or gender **match mattered**. He knew Spanish, I knew Spanish. Sometimes we would use both languages...He was friendly and I chose him specifically because I knew **he had a similar ethnic background**, so I went to him first.” ~Pablo*

Illustrative Statements for Domain 4

“I have someone I can relate with and look up to”

*“Maybe if [my White peer mentor] would have been Hispanic or Latina I would have talked to her more, and **we would have become friends...like real friends.** There were not a lot of Latinas at the program’s office, so maybe if my mentor was Latina she would have introduced me to some of her friends and I would have more Latina friends.” ~Noemi*

*“My [faculty] mentor was Caucasian and came from prestigious universities, such as an Ivy League school, so it seemed like some of the things he dealt with **were not relatable with my experiences.** He didn’t exactly have some of those personal stories to relate to me. If my mentor was a man of color, I probably could have related to him more with family aspects and **he would have understood different cultural things.**” ~Juan*

LO2: RESEARCH FINDINGS WITHIN AP DOMAIN

Academic Persistence: “I have someone who believes in me, encourages me, and motivates me to not give up”

- Influenced their mentees’ decision to stay in college (P, S, F)
- Having a mentor who believed in their mentee (P, S, F)
- Having a mentor who provided their mentee encouragement (P, S, F)
- Had a mentor who affirmed that their mentee belonged on campus through their cultural identity (P, S, F)

Points of Application

- A: Serve as someone to provide answers to the questions navigating and understanding the university environment that often influence persistence & retention
- A: Connect mentees to others’ they perceive like them
- A: Focus on mentees strengths and vocalize your belief in them
- A: Increase stronger sense of belonging

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

“My [staff] mentor has been a huge part in me staying in school. There were a lot of times I thought about going back home, but then I thought about how much my mentor believes in me and has faith in me, even when there were times I didn’t believe in myself.”

~Olive

“My mentor is really encouraging about my future, in terms of what I am going to do, he believes I am someone who is going to be very important for future children and I feel that is something I carry every day in my student teaching.” ~Lisa

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

*“My [faculty] mentor would say encouraging things like ‘you’re able to do this’ and ‘I know you can do it’ and ‘people believe in you.’ This was helpful and **made me feel like I belong on this campus and I can do it and there is no way I can’t.**” ~Randy*

*“There are not many minorities who finished school or go to graduate school and the fact that my [staff] mentor **is a minority pushes me.** He has seen how other people have finished their undergrad and he focuses on that with me. He encourages me **by showing me that I am taking so many classes, so many credits, so there is no reason I would not be able to finish school.**” ~Susana*

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

*“I was thinking of transferring to go back home because I was getting homesick. But my mentor told me ‘just stay here...do it for your family. It’s only five years of your life that you’re going to be really working hard for your degree’...My mentor’s philosophy is ‘once we Latinos graduate, we did it. **We were against all the odds, against all the statistics, and if you stay behind you’re just going to be another number, and then once you graduate you become a name instead of just a number and to prove the statistics wrong.**” ~Angel*

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

“My mentor made it a point to show me that, even though no one around here looks like us [Latinos], he was already four years into college and was about to walk out the door with a degree. I feel like this was probably the strongest thing he could have done for me...to show me that I could do it. He was like, ‘all right, if you don’t take anything I say, just look at my accomplishments’ and that was it. So, I think that was extremely important.” ~Antonio

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

*“I was not going to give up on school but there were times when I just didn’t want to do the work because I was not happy. My [staff] mentor definitely pushed me to get past **wanting to give up** and did not let me just fall flat on my face because I had a bad semester. She wanted me to still get through the classes and then find something to work on where I could be happier and succeed better than what I was doing in engineering. She definitely **did not let me give up on myself.**” ~Mateo*

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

*“I would not be in the same place today if it wasn't for my [faculty] mentor. I probably would be in a medical school interview right now, **really unhappy**, if it wasn't for her. My mentor has given me the **courage to consider who I am as a person and what I actually want to do for the rest of my life**. She is a **transformative woman**.” ~Raphaella*

LO2: RESEARCH FINDINGS WITHIN AP DOMAIN

Academic Persistence: “Instrumental mentoring”

- Showed mentees how to ask for support (P)
- Discussed option of transferring (P)
- Helping with time management & giving workshops on resources (S)
- Providing opportunities to succeed (S&F)
- Providing academic help (F)
- Take time to meet individually (F)

Points of Application

- P: Model to mentees that is it okay to **ask for help**
- S: **Providing workshops** on various academic topics
- F: If a mentee is also a student in your class, **offer academic support** to help them understand concepts if you notice they have challenges

LO2: RESEARCH FINDINGS WITHIN AP DOMAIN

Academic Persistence: “Specific ways mentor helped”

- Ensured mentee did not stay in apartment to sleep all day (P)
- Provided advice on romantic relationships (P)
- Different types of mentors helpful for different reasons (P, S, F)
- Length of mentoring relationship (S)
- Frequency of mentor contact (F)
- Location where mentoring took place (S)

Points of Application

- P: Mentoring relationship **may evolve** into friendship with accountability
- S: Discuss **how long** you may serve as their mentor
- F: Consider **how frequent** you touch base with your mentee
- A: Consider **casual locations** to meet
- A: Encourage **multiple types of mentorship** (developmental model)

Illustrative Statements for Academic Persistence Domain

“I have someone who believes in me, encourages me, and motivates me to not give up”

*“I definitely think **different types of mentors** have been **important for different reason**. I feel like everyone should have different types of mentor relationships, whether it’s faculty, peer, or professional [staff]. Those definitely helped me **develop in different directions**. For example, freshman year was heavily peer mentor oriented, just **trying to learn the ropes** I guess of college. Then toward my last junior/senior year, it’s been a lot of **professional development and trying to get a job after I'm done here**, so it’s been very much professional [staff] and faculty mentor oriented.” ~Juan*

LO3: APPLICATION

REFLECTING ON MENTORING PRACTICES

- What are you doing similarly with your mentees?
- How often do you use the application practices with your mentees?
- What are application practices that you have not yet considered?
- What application practices will you use more frequently?

LO3: APPLICATION

RETURN TO VALERIA'S STORY

Valeria is a 20-year student born in Mexico, raised in Texas, who is first-generation to college and has experienced a sense of normlessness despite her student organization involvement.

She frequently questions whether she belongs on campus as she is often one of the only or few Latinx students, much less BIPOC students, in her classes, residence hall, and on campus. Valeria previously turned to her culture, food, and language-based activities that provided comfort but are not easily accessible on campus.

Academically, Valerie has consistently received passing to strong grades; however, given a series of difficult classroom interactions, she has steadily lost confidence to succeed; so much so that she is questioning whether she should change her major or take break from her studies (i.e., stop-out).

With her parents concerned that she is so far from home without family, she is increasingly distressed as they are unable to be with her and hope that she can find “someone at the university” to help. Valeria feels stuck and uncertain as her professor tells her to drop the course if she is unable to perform successfully. Her academic adviser suggests she change majors. Her friends are pressuring her to stay even though she feels “lost.”

LO3: APPLICATION

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LO3: APPLICATION

REFLECTING ON VALERIA'S STORY

PSC

- How can self-beliefs be bolstered?
- What social connection might prove useful?
- What strength-based values can be enhanced?

UMM

- What narrative needs to be validated/listened to?
- What are key concerns and connected goals?
- How personal connection can be disclosed to establish rapport?
- What skills need assessment?

LO4: DEVELOP INCREASED UNDERSTANDING **AUDIENCE DISCUSSION (Q&A)**

Questions for Audience

- What would you do in addition to what has been described so far?
- How has COVID-19 influenced your mentoring practices?
- What thoughts/comments/questions do you have about today's topic?

THANK YOU

Marla Delgado-Guerrero, PhD
marladelgado@wisc.edu

Alberta M. Gloria, PhD
amgloria@wisc.edu