


2019-01-01

The Representation And Shaping Of The Hispanic Identity And The Assignment Of Power In Three Types Of Hsi-Related Discourse: Hea Amendments, UTEP President Diana Natalicio Convocation Speeches, Academic Articles

Julie Ann Rivera

University of Texas at El Paso, jarivera0517@gmail.com

Follow this and additional works at: https://digitalcommons.utep.edu/open_etd

 Part of the [Ethnic Studies Commons](#), [Quantitative, Qualitative, Comparative, and Historical Methodologies Commons](#), and the [Rhetoric Commons](#)

Recommended Citation

Rivera, Julie Ann, "The Representation And Shaping Of The Hispanic Identity And The Assignment Of Power In Three Types Of Hsi-Related Discourse: Hea Amendments, UTEP President Diana Natalicio Convocation Speeches, Academic Articles" (2019). *Open Access Theses & Dissertations*. 156.

https://digitalcommons.utep.edu/open_etd/156

This is brought to you for free and open access by DigitalCommons@UTEP. It has been accepted for inclusion in Open Access Theses & Dissertations by an authorized administrator of DigitalCommons@UTEP. For more information, please contact lweber@utep.edu.

THE REPRESENTATION AND SHAPING OF THE HISPANIC IDENTITY
AND THE ASSIGNMENT OF POWER IN THREE TYPES OF
HSI-RELATED DISCOURSE: HEA AMENDMENTS,
UTEP PRESIDENT DIANA NATALICIO
CONVOCATION SPEECHES,
ACADEMIC ARTICLES

JULIE ANN RIVERA

Doctoral Program in Rhetoric and Composition

APPROVED:

Maggy Smith, Ph.D., Chair

Teresa Quezada, Ph.D.

Charles Ambler, Ph.D.

Charles Ambler, Ph.D.
Dean of the Graduate School

Copyright ©

by

Julie Ann Rivera

2019

Dedication

To Naithan, Jon, and Kyle

THE REPRESENTATION AND SHAPING OF THE HISPANIC IDENTITY
AND THE ASSIGNMENT OF POWER IN THREE TYPES OF
HSI-RELATED DISCOURSE: HEA AMENDMENTS,
UTEP PRESIDENT DIANA NATALICIO
CONVOCAATION SPEECHES,
ACADEMIC ARTICLES

BY

JULIE ANN RIVERA, B.M.S., M.A.

DISSERTATION

Presented to the Faculty of the Graduate School of
The University of Texas at El Paso
in Partial Fulfillment
of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

Department of English

THE UNIVERSITY OF TEXAS AT EL PASO

May 2019

Acknowledgements

First and foremost I want to thank my sons Naithan, Jon, and Kyle for their never-ending love, support, and encouragement. They were always ready to tell me what a great job I was doing, how proud they were, and then give me a little push to keep the momentum going. I also give my love and thanks to Emma, Naithan, Noah, Nava, Ella, and Emmett, my wonderful grandchildren who sacrificed time with their grandma so that she could work on her dissertation, and Carolina who has always supported everything I do. The realization that the completion of this dissertation sets an example for these wonderful children to follow, reminds me that work such as this is bigger than just one person.

I want to thank Dr. Maggy Smith, my dissertation chair, who has stuck with me since I started the master's program, over eight years ago. She has always believed me capable of so much more than I could see. Her constant support and encouragement pushed me to keep going; discussions with her challenged me to think in different ways. I want to thank Dr. Teresa Quezada who always asked questions that helped me to consider my topic in different and very interesting ways, and I am grateful for the time that Dr. Charles Ambler spent reviewing my work; a different perspective always draws out new and interesting thoughts about a topic. A huge thanks also goes out to Heather and Margie; working on my dissertation alongside them kept me going.

I am thankful to have parents who have always supported and encouraged education, telling me and my siblings that we can do anything we put our mind to. My father, as one of the first Hispanic PhDs at this institution, definitely set the example. To my other family members who encouraged me in this journey – thank you for all your help.

Abstract

This dissertation examines the impact of Hispanic-Serving Institution (HSI) related written discourse on the representation and shaping of the Hispanic identity and the assignment of power. Performing a critical discourse analysis of three types of written HSI-related discourse: amendments to the Higher Education Act (HEA), academic articles, and UTEP President Diana Natalicio convocation speeches, I look below the surface of the discourse to draw out implications for Hispanic students and HSIs. My analysis merges Norman Fairclough's method of Critical Discourse Analysis, known for its focus on the relationship between language and society, with Lloyd Bitzer's *The Rhetorical Situation*, which will address the inclusion of a rhetorical component in this discussion. The blending of Fairclough's methodology and Bitzer's rhetorical situation is key to understanding the impact of the selected written HSI-related discourse through the incorporation of linguistic analysis with a social, rhetorical element.

The Hispanic-Serving Institution designation, legislatively defined in the 1992 amendment to the HEA, is especially relevant in this analysis because the vast majority of Hispanic students attend HSIs. My research shows that the representation and shaping of the Hispanic identity is distinct to each type of artifact, as is the associated context. Power is assigned differently within each type of artifact; the strength of the assignment is linked to HSI and Hispanic student achievements, or lack thereof, presented in the discourse. The findings in this dissertation emphasize the impact of the selected HSI-related discourse and highlight the significant gap in information related to HSI and Hispanic student successes. The dearth of information about this topic is itself a contributing factor in the representation and shaping of the Hispanic identity and the assignment of power.

Table of Contents

Acknowledgements	v
Abstract	vi
Table of Contents	vii
List of Tables	ix
List of Figures	x
Chapter 1 - Introduction	1
1.1 Overview	1
1.2 History	5
1.3 Major Questions	11
1.4 Methodology	12
1.5 Rationale	13
1.6 Chapter Summary	14
1.7 Terminology	15
Chapter 2 - Literature Review	17
2.1 Overview	17
2.2 Power and Identity	17
2.3 Benefits and Expectations of the HSI Designation	22
2.4 Socially Generated and Educational Student Characteristics	28
2.5 Challenges for HSIs	32
2.6 Summary	39
Chapter 3 - Critical Discourse Analysis and The Rhetorical Situation	40
3.1 The Rhetorical Situation	41
3.2 Critical Discourse Analysis	42
3.3 The Rhetorical in Critical Discourse Analysis	44
3.4 Linking CDA and the Rhetorical Situation	45
3.5 The Approach: Critical Discourse Analysis	47
3.6 CDA and the Rhetorical Situation: Power and Identity	49
3.7 Analysis Questions	49
3.8 Research Questions	50
Chapter 4 – Societal Impact on Hispanic Identity and Power	52
4.1 Creation of analysis process	53

4.2 Rhetorical Situation	54
4.3 Artifact Analysis - Rhetorical Situation.....	56
4.4 Critical Discourse Analysis.....	66
Chapter 5 – The Hispanic Identity and the Assignment of Power.....	84
5.1 How are HSI and Hispanic student identities represented in and shaped by written HSI-related discourse?	85
5.2 How does written HSI-related discourse assign power to Hispanic students and HSIs?.....	89
5.3 How does the way Hispanic students and HSIs are represented in this discourse shape their identities and assign power?.....	92
5.4 Conclusion	98
5.5 Next Steps	101
Works Cited	104
Appendix A - Components of Rhetorical Complex by Artifact	107
Appendix B – Composition of Rhetorical Situations	110
Appendix C – Responses to Fairclough’s Matrix	118
Curriculum Vita	132

List of Tables

Table 1.1 Significant HEA Amendments	6
Table 3.1 Values of Formal features	48
Table 3.2 Analysis Questions	49
Table 4.1 Components of Rhetorical Complex by Artifact	54
Table 4.2 Composition: Rhetorical Situations	64
Table 4.3 Responses - Fairclough's Matrix	81

List of Figures

Figure 3.1 Fairclough's Matrix	46
--------------------------------------	----

Chapter 1 - Introduction

1.1 Overview

In fifth century Athens, the ability to speak persuasively in the public assembly was a skill that contributed to success in public life (Jarratt xv). While not making specific claims to connections between rhetoric and power, ancient rhetoricians often made connections between rhetoric and the ability to persuade. Socrates questioned whether the art of rhetoric was an influencing of the mind by means of words (Plato, “Phaedrus” 261a). Gorgias answered that question in the affirmative, stating that he believed rhetoric to be the ability to use the spoken word to persuade, to win over “any and every form of public meeting of the citizen body” (Plato, “Gorgias” 451d). Considering this with a 21st century lens, persuasion is a way to influence, and the ability to influence implies power. Although the dialogue on rhetoric and power has transformed over the years, the connection between rhetoric and power can be traced to the ancient rhetoricians and their perceptions of rhetoric. A discussion of power is often paired with identity; they are often interwoven, influencing each other in numerous ways.

Unlike power, identity was not a topic of discussion in ancient Greece, directly or indirectly, but has been a focus in recent times by scholars such as Michel Foucault. Foucault did not believe that a person has a fixed identity, instead claiming that a person is defined by a continuing, changing discourse between themselves and others (Mills 91). It is important to highlight the significance of both power and identity to the field of Rhetoric and Composition, and the effect that language has on both. Ancient rhetoricians focused primarily on the spoken word, while in our 21st century world we focus on both written and spoken language. Regardless of the time period, scholars continue to study the effect words have on different groups of people.

I have always been interested in the effect of language on the Hispanic population, the message that is conveyed through the use of particular words or word combinations. A message can be subtle or overt, presented purposefully or through the use of commonplaces- words or phrases whose meaning, over time, has become accepted without question. However, I question whether anyone is considering the subsequent effects. These are effects on social structures and social relationships, on institutions, on individual identities, and on the Hispanic population in general. Both the cause and effect of interrelationship has been the driving force behind my research since my undergraduate years, and pursuing further study of this topic in my dissertation is a logical progression to enhance the body of knowledge in this area.

Words have impact, and the current political climate highlights the effect words have on particular populations. I will examine and analyze written Hispanic-Serving Institution (HSI) related discourse to understand its effect on the representation and shaping of the Hispanic identity and the assignment of power, as perceived of the institutions and its students. In this analysis I refer to the Hispanic identity – singular – rather than ‘identities’ because analysis of the selected discourses contribute to an overarching Hispanic identity as related to education. Splitting this identity into multiple identities dilutes the broader understanding of the impact of HSI-related discourse. This analysis will contribute to the existing body of knowledge related to the Hispanic identity in general, but specifically will contribute to the knowledge of the shaping and representation of the Hispanic identity. In addition, my analysis will examine the discourse, teasing out how power is assigned. My research will generate information on a topic not previously addressed, a topic important to the understanding of Hispanic-Serving Institutions’ and Hispanic students’ identity and power.

The Hispanic Serving Institution (HSI) designation is a federal designation, created in 1992 within an amendment of the Higher Education Act (HEA) of 1965. The designation is presented as a way to help expand and improve educational opportunities and academic attainment for Hispanic college and university students. It is important, however, to look deeper and examine HSI-related written discourse to tease out its effect on power and identity as related to HSIs and their students. This will necessitate examining HSI-related discourse to analyze what language is used, the context, and the implications. There are not any published studies examining the effect of HSI discourse on shaping, changing, or possibly reinforcing perceptions; literature primarily focuses on what HSIs as institutions should do or what they are not doing.

My methodology is structured using Norman Fairclough's matrix and his ten main questions associated with vocabulary (Fairclough 92-93), and for my analysis I use the following discourse types: amendments to the Higher Education Act of 1965, academic articles, and written convocation speeches from The University of Texas at El Paso (UTEP). The framework developed from Fairclough's matrix and questions will be used in my analysis of written HSI-related discourse to identify the relevant components of the artifacts. From this broad outline I can tease out important details from the discourse to analyze how it affects the representation and shaping of the Hispanic identity and the assignment of power. My analysis cannot proceed without a strong rhetorical component, and Lloyd Bitzer's Rhetorical Situation provides just that. Context is an important aspect of this analysis, and I will use Bitzer's Rhetorical Situation to tease out details of the contexts in which this rhetorical discourse was created.

The blending of Fairclough's methodology and Bitzer's Rhetorical Situation is key to understanding the impact of the selected written HSI-related discourse, and is important because it incorporates linguistic analysis with a social, rhetorical element. In my discussion I will

consider whether the HSI and Hispanic student identities presented in the HEA amendments and academic articles also portray that which is presented in the written convocation speeches from UTEP. This will highlight whether or not the information presented in the literature reflects UTEP, an HSI, whether UTEP appears to be part of the norm as presented by the discourse, or a unique institution. The differences or similarities will help provide an understanding of the implications of how identities are shaped and represented, and power is assigned, in written HSI-related discourse.

In the Rhetoric and Composition discipline, power and identity are defined in various ways; there is not a primary definition of either that is considered a standard or common definition to be used in rhetorical analyses. Because of this I instead examined the definitions of power and identity provided by different dictionaries and identified the ones most relevant to my analysis.

Power comes from the Latin word *potere*, which means, “to be able.” Although there are various definitions of power, the three most relevant definitions from oxforddictionaries.com are as follows:

- Capability of doing or accomplishing something
- Authority that is given or delegated to a person or body
- The capacity or ability to direct or influence the behavior of others or the course of events

Identity comes from the Latin word *idem*, which means “same.” There are also several definitions of identity provided by <https://en.oxforddictionaries.com/definition/power>, however the definitions most relevant to this dissertation are:

- A close similarity or affinity

- The characteristics determining who or what a person or thing is
- The individual characteristics by which a thing or a person is recognized or known

Although this means the use of several definitions, it is necessary due to the different types of artifacts examined in my analysis, but the analysis will make connections.

1.2 History

The history of the Hispanic-Serving Institution (HSI) designation cannot be examined without first reviewing the history of the United States Higher Education Act (HEA), signed into law on November 8, 1965. The intent of the HEA of 1965 was to strengthen existing educational resources and provide financial assistance for students in postsecondary education. Within the 1992 amendment to this Act, *Hispanic-Serving Institution* (HSI) was legislatively defined (Pub. L. 102-325):

- The term ‘Hispanic-serving institution’ means an institution of higher education which:
 1. Is an eligible institution under section 312(b);
 2. At the time of application, has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students;
 3. Provides assurances that not less than 50 percent of its Hispanic students are low-income individuals who are first generation college students; *and*
 4. Another 25 percent of its Hispanic students are either low-income individuals or first generation college students;
- The term ‘first generation college students’ means:

1. An individual both of whose parents did not complete a baccalaureate degree; or
 2. In the case of any individual who regularly resided with and received support from one parent, an individual whose only such parent did not complete a baccalaureate degree; and
- The term ‘low-income individual’ means an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of Census.

In the subsequent fifty-plus years, there have been multiple amendments to the HEA, further strengthening the assistance provided to minority students. As of 2017, the HEA has undergone nine amendments, most recently in 2008. The amendments most relevant to Hispanic-Serving Institutions, and to this discussion, were approved in 1986, 1992, and 1998; the significant changes are listed below (see table 1).

Table 1.1 Significant HEA Amendments

Amendment	Relevant update
1986	1. Defined institutions eligible for funding through HEA 2. Detailed required percentages of minorities specific to HEA funding for eligible institutions
1992	Defined “Hispanic-Serving Institution”
1998	Established a new Title V-Developing Institutions which included Part A – Hispanic Serving Institutions

The HEA has several sections, but only Title III (part of the HEA of 1965) and Title V (for which changes were approved in 1998) will be examined in my analysis, as these most directly connect to HSIs. Title III, Strengthening Developing Institutions, was first enacted in 1965 as part of the HEA and authorizes grants to higher education institutions to strengthen

academic quality, institutional management, and financial stability. Within Title III of the 1965 HEA, Section 302 defines a developing institution:

As used in this title the term “developing institution” means a public or nonprofit educational institution in any State which (Pub. L. 89-329)

(b) is legally authorized to provide, and provides within the State, an educational program for which it awards a bachelor’s degree, or provides not less than a two-year program which is acceptable for full credit toward such a degree, or offers a two-year program in engineering, mathematics or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles of knowledge;

(e) is making a reasonable effort to improve the quality of its teaching and administrative staffs and of its student services;

(f) is, for financial or other reasons, struggling for survival and is isolated from the main currents of academic life;”

This amendment does not specify any particular minority group as the focus of funding available through this Act, although in subsequent testimony related to proposed HEA amendments, it was argued that the intent was to focus on Historically Black Colleges and Universities (HBCU).

It was soon apparent to advocates for improved assistance and accessibility to postsecondary education for Hispanics that the status of Hispanic postsecondary education needed to be specifically addressed in HEA amendments. In 1976, testimony presented before the 94th Congress focused on social issues affecting the general welfare of the Hispanic community

(Valdez, “Anatomy” 4). Advocacy was important to the creation of the HSI designation, and the Hispanic Higher Education Coalition (HHEC) played an instrumental role in gathering and providing testimony presented to Congress over a period of years. The HHEC was formed in 1978 from eight national Hispanic organizations in the Washington, D.C. area, including the National Association for Equal Educational Opportunities, the League of United Latin American Citizens (LULAC), and the Mexican American Legal Defense and Educational Fund (MALDEF). HHEC focused on Title III as the primary measure to increase federal aid to developing institutions serving large Hispanic student populations.

According to Valdez, in 1965 when the HEA was passed, “there was an understanding among congressional members that strengthening developing institutions applied specifically to traditional Black colleges, entitling them to the majority of SDI (Strengthening Developing Institution) funding” (*Anatomy* 7). Valdez claims that as early as 1965, “proponents of Hispanic higher education advocated for increased federal recognition of Institutions of Higher Education (IHE) enrolling large numbers of Hispanic students” (*Anatomy* 8). Beginning in 1979, Congressional testimony by proponents of Hispanic higher education began to argue that Title III of the HEA should be expanded to increase federal funds to IHEs with high Hispanic student populations (Valdez, “Anatomy” 14). Discussion during the 1979 Congressional hearings led to disagreement among members of Congress regarding the original intent of Title III (Valdez, “Hispanic” 91). Proponents of community colleges and Hispanic higher education believed the intent of Title III was to fund qualified ‘developing institutions,’ not just traditional Black colleges” (Valdez, “Hispanic” 91).

The question of the original intent of Title III was discussed before Congress in 1979 and 1980, with the HHEC contributing to these discussions. The HHEC suggested changing Title III

to “Strengthening Developing Institutions and College Programs,” a change directed toward “providing incentives through effective and innovative college programs” (Valdez, “Hispanic” 91). The suggested changes were not incorporated into the 1980 amendment, but did contribute to further discussions about the definition of a developing institution. In the 1984 HEA reauthorization hearings, a bill was introduced that included an institutional eligibility amendment for Title III funding centered on 40% Hispanic student enrollment. During the hearings the HHEC recommended “institutional eligibility at 30% Hispanic enrollment” as well as criteria that required more than a certain percentage of Hispanic enrollment to define an Hispanic Institution (Valdez, “Anatomy” 4). The discussion centered on whether the developing institution definition should focus on student body factors, rather than institutional characteristics, to determine whether an IHE was a developing institution (Valdez, “Hispanic” 114).

Congress amended Title III of the HEA in 1986, adding a section which allowed IHEs with a student enrollment “of which at least 20 percent are Mexican American, Puerto Rican, Cuban, or other Hispanic students” to be eligible for Title III funding (Fairclough, “Power & Language” 99-498; Valdez, “Hispanic” 145). This was the first time that the HEA was amended “to increase funding to colleges serving a certain percentage of Latino students” (Valdez, “Hispanic” 171).

Key to assistance for HSIs was the 1992 amendment to the HEA which stated that grants and related assistance would be provided to Hispanic-serving institutions, “to enable these institutions to improve and expand their capacity to serve Hispanic and other low-income students” (Pub. L. 102-325 473). Within this amendment, a Hispanic-Serving Institution is officially defined as “any Institution of Higher Education with an enrollment of undergraduate

full-time equivalent students that is at least twenty-five percent Hispanic students. At least fifty percent of the students at the institution must be low-income individuals who are first generation college students, and another twenty-five percent of the students must be either low-income or first generation students” (Pub. L. 102-325 473). Valdez notes that HSI legislation was not unilaterally passed by Congress in 1992, but was the culmination of years of advocacy by proponents of Hispanic higher education (*Hispanic* 4).

The most recent amendment important to HSIs occurred in 1998, and included the establishment of a new Title V -Developing Institutions, formerly Title V - Teacher Programs. Part A within the new Title V, Section 501-Hispanic-Serving Institutions, addresses six Congressional findings:

- (1) Hispanic Americans are at high risk of not enrolling or graduating from institutions of higher education.
- (2) Disparities between the enrollment of non-Hispanic white students and Hispanic students in postsecondary education are increasing. Between 1973 and 1994, enrollment of white secondary school graduates in 4-year institutions of higher education increased at a rate two times higher than that of Hispanic secondary school graduates.
- (3) Despite significant limitations in resources, Hispanic-serving institutions provide a significant proportion of post-secondary opportunities for Hispanic students.
- (4) Relative to other institutions of higher education, Hispanic-serving institutions are underfunded. Such institutions receive significantly less in State and local funding, per full-time equivalent student, than other institutions of higher education.
- (5) Hispanic-serving institutions are succeeding in educating Hispanic students despite significant resource problems that

A. Limit the ability of such institutions to expand and improve the academic programs of such institutions, and

B. Could imperil the financial and administrative stability of such institutions.

(6) There is a national interest in remedying the disparities described in paragraph (2) and (4) and ensuring that Hispanic students have an equal opportunity to pursue postsecondary opportunities.

The purpose of the new Title V is:

to expand educational opportunities for, and improve the academic attainment of, Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees (Pub. L. 105-244 186).

The history of the evolution of the HSI designation offers insight into the reasoning behind the designation, the power to contribute to the decisions, and the perceived identity of Hispanic postsecondary students. This summary of the HEA and subsequent amendments provides a framework with which to start my discussion about the shaping and representation of power and identity in HSI-related discourse.

1.3 Major Questions

My research questions look closely at the representation and shaping of power and identity within each artifact (government documents and HSI-related discourse from a well-known HSI). Broadly, I ask how HSI-related discourse represents and shapes power and identity. Specifically, I will look at the following:

1. How are HSI and Hispanic students identities represented in and shaped by written HSI-related discourse?
2. How does written HSI-related discourse assign power to Hispanic students and HSIs?
3. How does the way Hispanic students and HSIs are represented in this discourse shape their identities and assign power?

These questions examine different aspects of the representation and shaping of HSI and Hispanic student identities and how power is assigned. The responses to the questions create a base from which to build a framework; filling in the framework will ultimately provide the answers to the questions.

A large percentage of Hispanic students attend HSIs, therefore when analyzing the representation and shaping of power and identity, both the students and the institutions are affected. There is a direct connection between the two because they rely on each other for success.

1.4 Methodology

As stated previously, I will perform a critical discourse analysis of three types of artifacts: amendments to the HEA, academic articles, and written convocation speeches from The University of Texas at El Paso, a prominent HSI. The methods set forth by Norman Fairclough, a pioneer in this field, are particularly important to my analysis. I will incorporate Fairclough's matrix in my analysis to draw out the effect of social conditions, in particular how social conditions shape production and interpretation of discourse. I will use the matrix to build a framework for the relationships between three dimensions of discourse: texts, interactions, and context, and also the dimensions' three corresponding stages: description, interpretation, and explanation. Questions related to the matrix are combined with Fairclough's questions, resulting

in an examination of phrases and whole sentences or discourse blocks. Phrases, sentences, and discourse blocks are used in the analysis because while specific words are important to this analysis, the impact on power and identity comes from the meaning that, in this case, is often reflected by more than a single word.

1.5 Rationale

Although studies have been done on Hispanic students and Hispanic Serving Institutions, I have not found any that focus on HSI-related discourse and its effect on power and identity. It is important to look beyond separate analyses of institutions or of Hispanic students' accomplishments and shortcomings, and examine HSI-related discourse to understand if this discourse, that ultimately represents both the students and the HSIs, help to move them forward, hold them back, or have no discernible effect. To this end, I will analyze how power and identity are shaped and represented in HSI-related discourse, and the impact of its use. HSI-related discourse incorporates language and ideology that outlines Hispanic student deficits, highlighting the importance of the HSI designation for both Hispanic students and Hispanic Serving Institutions. This discourse also underscores the differences in Hispanic educational attainment versus that of white students at Primarily White Institutions (PWIs), shaping and representing students in such a way that creates a clear power hierarchy.

While the HSI designation is presented as an opportunity to improve Hispanic educational attainment, and the purpose of Title V is to assist institutions that are educating Hispanics and other low-income individuals, much of the language used in the Higher Education Amendment of 1998 that provided for the creation of the Hispanic Serving Institution designation describes existing concerns associated with the education of Hispanics, institutions attended by Hispanics, and education in general, such as:

- (1) At high risk of not enrolling or graduating from institutions of higher education (Hispanic students)
- (2) Disparities between the enrollment of non-Hispanic white students and Hispanic students in postsecondary education are increasing (education in general)
- (3) Under funded (post secondary institutions attended by Hispanics)
- (4) Low income (Hispanic students and their families)

These terms are necessary because of the importance of emphasizing issues that prevent or reduce educational attainment, issues that could be addressed with help from HSI funds, however the normalization of the use of these statements as part of the Hispanic identity can reinforce existing structures of power and identity. This analysis will examine whether or not reinforcement of existing structures appear to hinder or help Hispanics' educational advancement. This discourse, along with other HSI-related discourse, contains elements that highlight ideologies, common contexts, and who or what is most often the focus of the discourse. The discourse will include the Higher Education Act of 1965 and subsequent amendments, in particular, as previously noted, 1986, 1992, and 1998. I will also analyze discourse from a well-known HSI, The University of Texas at El Paso (UTEP), and HSI-related literature. An analysis is fundamental to understanding underlying – and sometimes intended - consequences to power and identity.

1.6 Chapter Summary

Chapter Two, the literature review, provides an overview of the HSI-related literature. This literature highlights the narrow scope of HSI-related reviews, providing information related to more operational aspects of Hispanic-Serving Institutions: what they are doing right, and what they should be doing differently. The literature also provides information about Hispanic

students, primarily those attending HSIs. Student characteristics, a history of their academic attainment – both positive and negative, and what helps them succeed or holds them back. Some of this is institutional-related while some is linked to the schools they attend prior to college. Lastly, the literature touches on family and culture, and how this affects student success. Chapter Three details the methodology used in my analysis where, as mentioned before, Norman Fairclough’s methods and questions play a predominant role. Lloyd Bitzer’s Rhetorical Situation is also important to the methodology chapter; this analysis would not be complete without the rhetorical connection. Bitzer’s Rhetorical Situation helps make the important rhetorical connections within my analysis of the HSI-related discourse, helping to tease out the impact of this discourse on Hispanic students and HSIs. An important link between Fairclough’s methodology and Bitzer’s Rhetorical Situation will be the topic of constraints; a discussion point in my analyses and also in my discussion of the rhetorical situation.

Chapter Four is a detailed reporting of my analysis where connections will be made, providing a clear structure from which an understanding of the representation and shaping of Hispanic identity and the assignment of power can be gained. Chapter Five provides a complete discussion of my findings and touches on the implications of my results. The final chapter, Chapter Six, draws out the “next steps” from my analysis results.

1.7 Terminology

The various artifacts use different terms for the population I refer to as Hispanics. When using a direct quote I will, of course use the wording directly from the document or article, but in all other instances I will use “Hispanic”. In many places I specifically note that the discourse I analyze is written discourse. However, because it can become cumbersome to add this word each

time I mention HSI-related discourse, it should always be assumed that the discourse I refer to is written.

Chapter 2 - Literature Review

2.1 Overview

In this chapter, I review HSI and Hispanic student-related academic literature that covers multiple topics related to HSIs and Hispanic¹ students. These articles were initially divided into three broad categories: college completion, HSIs-Institutions, and policy, with the majority of the articles categorized as ‘HSI-Institutions.’ After further review, the articles were separated into the following sections for analysis:

- Power and identity
- Benefits and expectations of the HSI designation
- Socially generated and educational student characteristics
- Challenges for HSIs

Information from the articles was spread across all four sections. Much of the existing literature addresses what HSIs should be doing, discussing institutional challenges and social factors that inhibit student success at HSIs, and whether or not the institutions are successfully addressing these concerns. The remainder of the literature is distributed throughout the other sections. This dissertation will examine existing HSI-related literature, but will also address the gap in the literature - the effect HSI-related discourse has on the representation and shaping of the Hispanic identity, and the assignment of power. The information about this topic is scarce, and I consider this a significant gap.

2.2 Power and Identity

There is quite a bit of discussion in academic literature related to power and identity. Citing the importance of examining power, Michel Foucault claims that what is needed is “a

¹ Academic literature uses a variety of different labels to refer to students of color such as Latino/a, Chicano/a, and Hispanic. I use the term Hispanic except when using a direct quote.

study of power in its external visage, at the point where it is in direct and immediate relationship with that which we provisionally call its object, its target, its field of application... where it installs itself and produces its real effects” (Foucault, *Power/Knowledge* 97). He believes power is employed and implemented in the form of a chain, and stresses that power is not localized in the ‘State apparatus,’ which includes the military, prison system, the police, and the judiciary (Foucault, *Power/Knowledge* 98, 60). Power should be seen as a productive network that runs the length of the social body, rather than only a repressive, negative occurrence (Foucault, *Power/Knowledge* 119).

Relations of power are interwoven with other kinds of relations in the social body, and these interconnections outline general conditions of domination. They must extend beyond the limits of the State, because the State cannot be the only home for power relations, and also because the State must operate on the basis of already existing power relations (Foucault, *Power/Knowledge* 119). Power relations are capable of being utilized in strategies; there are not relations of power without resistances, and these resistances are formed right at the point where relations of power are exercised (Foucault, *Power/Knowledge* 142). Foucault notes that multiple power relations are not necessarily easy to spot, explaining that they are “perhaps the best hidden things in the social body” (Mills 36). Sara Mills claims that Foucault believes power is enacted in every interaction and hence subject to resistance in each of these interactions, making power a “much less stable element” (Mills 52). Foucault contends that nothing in society will be changed “if the mechanisms of power that function outside, below and alongside the State apparatuses, on a much more minute and everyday level, are also not changed” (Foucault, *Power/Knowledge* 60). It is critical to distinguish among relevant events, differentiate the networks and levels they

belong to, and revise the lines along which they are connected (Foucault, *Power/Knowledge* 114).

Narrowing the focus to rhetoric, Victor Villanueva also addresses resistance to power stating “rhetoric, after all, is how ideologies are carried, how hegemonies are maintained. Rhetoric, then, would be the means by which hegemonies could be countered” (121). He expands on this, noting that Gramsci believes consent, which is granted ideologically, is necessary for hegemony (Villanueva 123). Every culture contains ideologies, some are common to cultures within a society and are common to cultures that include the dominant groups (Villanueva 123). Villanueva explains that we “accept commonly held worldview as truths. The dominant does more than accept; it capitalizes” (123).

Another element associated with power is constraints, a form of restriction. Foucault contends that discourse should be seen as something that constrains perceptions (Mills 55). He states that discourses are groups of statements dealing with the same topic, which seem to produce a similar effect (Mills 64). These statements may be grouped together because of institutional pressure or association, or because of a similarity of origin or function (Mills 64). A statement should be considered an authorized proposition or action through speech (Mills 65). Mills believes Foucault forces us to reconceptualize the role individuals play in power relations, whether they are subjected to oppression or if they play an active role through their relations with others and with institutions (Mills 35). Foucault explains that in an analysis it is necessary to look at the way institutions operate and the way they are constrained, by the demands and resistance of individuals within an organization and also individuals and groups outside of the organization (Mills 50). Power can also be understood through its connections to identity; they are often interconnected and interdependent.

Villanueva highlights the identity struggle of people of color, stating “people of color carry the colony wherever we go” (xiv). He notes how concerns still exist for minorities, stating that some racial inequalities cannot be overcome, “there can be no denying that some minorities cannot transcend their race or even their ethnicity, even when vying for the Supreme Court or the Presidency” (Villanueva 30). Making a connection between power and identity, Villanueva asserts that the current state of Hispanic power is a relative lack of power, noting that there have only been two Hispanics in presidential cabinets in two hundred years (47).

Addressing Hispanic students specifically, some scholars highlight historical context they believe continues to affect these students. Dulcinea and Antonio Lara note that historians have argued, “as an integral part of colonization, education is one of the classic first steps toward the assimilation of a newly ‘acquired’ people” (176). They go on to claim that the assimilation model has not been successful for Hispanics who wish to maintain their cultural ties (Lara and Lara 176). Highlighting how this is still relevant today, Lara and Lara summarize a recent (2012) statement made by an HSI administrator:

[Latino] population growth will also lead to political influence, and it is a group that higher education needs to work carefully and closely with... We want them to be good citizens and good contributors... Which means we cannot turn our back on them for education or services...(36).

They further note that the statement, although seemingly supportive of Hispanics’ educational struggle, “harkens back to early ideas that Mexicans need to be guided and groomed to be good citizens and assumes that this group is not a ‘good’ citizenry” (Lara and Lara 177).

Identity issues related to other minorities can be interpreted in the broad context of minority students. W.E.B. Du Bois, a respected, early twentieth century scholar, highlights the

student of color's struggle with identity through his use of a veil as a metaphor. He describes the feeling of difference, and likened it to being shut out from their (whites) world with a 'vast veil' (Du Bois 2). He used the veil to describe what he called his gift of second-sight, seeing himself "through the revelation of the other world" (Du Bois 3). The struggle is further expressed in his statements that all he wanted was to "make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face" (Du Bois 3). Also addressing the connection between race and social identity, Villanueva contends, "a person thus handicapped ought not to be asked to race with the world, but rather allowed to give all its time and thought to its own social problems" (31). He further notes that there are many American minorities who do not experience equal status with their peers, even when equal within the class system (Villanueva 31). Leonardo concurs, stating that people are born with certain bodies that are inscribed with social meaning (31). "As long as white perspectives on racial matters drive the public discourse, students receive fragmented understandings of our global racial formation" (Leonardo 36). He goes on to claim that "modern racism occurs when the rules of the dominant culture are imposed in diverse peoples in the name of integration" (Leonardo 36).

M. Lane Bruner provides a timely perspective on identity in his discussion of national identity, claiming that a national identity manifests itself legally through language and immigration laws, culturally through public memories and dominant ideologies, and through educational systems, among others (403). He also believes that it manifests itself ethnically through the construction of imagined communities based on physical and genetic traits (Bruner 403). Bruner argues that "all human subjectivity, including collective identity (e.g. politically consequential conceptions of race, class, gender and nation), is thoroughly rhetorical, inasmuch

as human meaning and identity presupposes entry into symbolic worlds whose overwhelming influence usually goes unrecognized” (404). He believes that these symbolic environments are chosen for us “even before we are born, and this is equally the case with our national identities” (Bruner 405).

Tara Yosso believes that racism visibly shaped U.S. social institutions at the beginning of the twentieth century and continues to do so to the present time (70). In a connection to both power and identity, Yosso notes that Bourdieu believed that the “knowledges of the upper and middle classes are considered capital valuable to a hierarchical society” (70). Building on the assumption that people of color lack the social and cultural capital necessary for social mobility, Yosso contends that “as a result, schools most often work from this assumption in structuring ways to help ‘disadvantaged’ students whose race and class background has left them lacking necessary knowledge, social skills, abilities, and cultural capital” (70).

2.3 Benefits and Expectations of the HSI Designation

A significant portion of literature addressing Hispanic-Serving Institutions (HSIs) discusses institutional and student benefits of the designation, and expectations for change within HSIs. Some of the literature examined presents the HSI designation as a social justice opportunity, a chance to shift the balance of power and change negative perceptions of Hispanic intellectual capacity through changes in pedagogy, ultimately generating an increase in the number of Hispanic graduates. Other articles examine the benefits linked to potential funding associated with the designation, although some view the designation as a public relations ploy to either help an institution become an HSI in order to gain dedicated funding, or a way to obtain funding for existing Hispanic student populations without a real concern to improve their educational attainment. Much of the literature claims the funding is put to good use, helping

Hispanic students as intended, however some believe HSI funding is obtained for self-serving reasons. A final, less explored consideration is whether the designation is a reflection of the Hispanic identity, of an existing institutional identity, or both. Although these last options appear to highlight a direct connection to identity, all of these options are important and will be analyzed for links to identity and power.

Examining the HSI designation as a social justice opportunity emphasizes the existing challenges for Hispanic students, both in and out of HSIs. Hermán García points out the personal connection between HSIs and their students, not viewing attendance at HSIs as solely an academic experience. García believes HSIs are in a position to challenge the way Hispanic students are educated, modifying the use of “Western-centric knowledges and epistemologies” (198). He further claims HSIs can generate positive change, change that extends beyond the institutions to the Hispanic communities. García contends that HSIs must help these communities move past current marginal educational practices, to pedagogies that incorporate the Hispanic culture (198). Frances and Gilbert Contreras also perceive the role of HSIs as broader than the focus on Hispanic students’ educational success, although they believe that is the primary emphasis (153). They argue that strategic investments in these institutions will increase the number of Hispanic student graduates, transforming subsequent generations and their communities (Contreras and Contreras 153). Greene et al. agree, stating that HSIs can be part of a fundamental change in educational practices, propelling a move toward “meaningful and sustainable social transformation” (145). They also note that as current “local, state, and national political conversations focus on issues that bring Latinos to center stage...higher education can become the vantage point from which many of these social questions may find possible solutions” (Greene et al. 145).

Another claim within the literature is that the HSI designation provides an opportunity to focus on the pedagogical changes that are needed to help Hispanic students progress in their education. García stresses the importance of the need for HSIs to take a stance against the system of education that is “subtractive and dismissive to the Latin@ community” (199). Greene et al. concur, stating that the “HSI phenomenon as a designation was created to compensate for existing educational disparities and to recognize the educational achievement gaps of Hispanics” (146). Contreras and Contreras note that much research on HSIs emphasized the potential of these institutions, and believe HSIs are now in a position to influence access and degree completion for many Hispanic students (154).

Tomás Arciniega points out that it is not enough to be a Hispanic-Serving Institution, “it is imperative to be a Hispanic-graduating institution” (156). Berta Vigil Laden believes HSIs have made positive strides, claiming that HSIs are successful Hispanic-graduating institutions; “not only do HSIs provide greater college access to Latinos and other racial and ethnic students, they also grant more associate and bachelor degrees to these students than all other American colleges and universities” (181). Deborah Santiago analyzes these institutions by examining the meaning of HSI; she believes the definition of Hispanic-Serving Institution is a political construct that reflects “a national interest in addressing the low college-going and educational attainment of Hispanics in the United States” and recognizes that Hispanics enroll in a small number of institutions “with limited resources” (163).

When considering institutional or student assignment of power in general, curriculum is often believed to be a factor. García believes that “cultural knowledge borne from diverse sectors of a society are, to a large degree, ideologically neutered by grand narratives offered in institutional curricula” (196). He further states, “for racial, gendered, ethnic, and disaffected

children and youth whose social, cultural, and linguistic needs are not met or respected in schools, the achievement gap widens considerably” (García 196). As an example, García explains that bilingualism is not recognized as a gift as related to Hispanics, yet “middle-class Whites who learned and speak a second language are considered gifted and held in high esteem” (198).

Degree completion is not seen as the only marker of success. Lara and Lara believe HSIs should address more than just intellect, stating that a goal of these institutions should be “to support the intellectual as well as mental well-being of its students” (178). Santiago notes that most students at HSIs do not even realize their institution is a Hispanic-Serving Institution; that is generally not part of the criteria for selecting a college or university. Contreras and Contreras feel that strategic investments in HSIs to produce a greater number of graduates could help transform “the next generation of Latino families and the communities in which they live” (153). Teasing out the importance of institutional identity while addressing degree completion, García contends that HSIs must take a “stance of courage against a system of education that is subtractive and dismissive to the Latin@ community” (199). HSIs need to not only enroll Hispanic students, but to also serve them in order to best facilitate educational and social success (García 199). An alternate perspective of the HSI designation focuses on what can be perceived as a self-serving aspect, the HSI designation as a public relations opportunity.

The potential funding an HSI can receive is a much-discussed topic in HSI literature. While funding itself is not relevant to my analysis, stereotypes associated with the receipt of HSI-related funding are. When considering the funding available for HSIs, some question how institutions use those funds, and whether they use the funding to provide significant educational assistance to Hispanic students. Contreras and Contreras note that the HSI designation enables

institutions to apply for funds through Title V, and believe that if the institutions also serve economically disadvantaged Hispanic students, these institutions can contribute to their educational success (154). Greene et al. believe that HSIs can be part of a systemic paradigm shift; but question how practices of “privileging “ HSIs with grant funding serves Hispanics in and out of these institutions (145). García also questions the way institutions use awarded HSI funding, stating that “colleges and universities are quick to take HSI grant dollars but extremely quiet about how they utilize the money to support Hispanic students, faculty, and staff,” reflecting the belief that some institutions promote HSI status in an attempt to gain Hispanic students without a true concern for the educational attainment of these students (199).

A focus on the HSI designation as more of a public relations ploy runs contrary to the perceptions of social justice opportunities, but a significant amount of literature discusses funding opportunities related to institutional use of public relations. Some do not see the benefit of the HSI designation as an opportunity to target ways to improve Hispanic student success, but rather a way to improve the success of all students who attend HSIs. The literature highlights a concern that improving the success of all HSI students, rather than just Hispanic students, does not provide significant benefits for the Hispanic students.

Some contend that when addressing the institution as a whole with HSI dollars, Hispanic students’ needs are not a priority and often not significantly addressed. Dana Greene and Heather Oesterreich call the HSI designation a “moniker based on a Latin@ student body count” and claim that it is primarily used for public relations and access to funds earmarked for HSIs (169). They feel that while the funds are used in HSIs, many of these institutions are still primarily white institutions (PWIs) with a mainly white professoriate (Greene and Oesterreich 169). While Contreras and Contreras believe that HSIs can contribute to Hispanic student success, they also

believe that Hispanics are “often treated as commodities by campuses, where the HSI identity is utilized to seek federal funding opportunities” (154). They further state that many campuses use HSI grants to improve the entire institution, with only minimal attention to raising Hispanic student achievement” (Contreras and Contreras 154).

Subsequent literature focuses on the desire of some institutions to become HSIs, solely because of the expected financial benefits of the designation. Ann Schnobelen documents the case of Notre Dame de Namur University (NDNU) in Belmont, CA, an institution that actively pursued an HSI designation (1). She notes that the university president believed the promotion of the university as a potential HSI contributed to a record high enrollment and retention rates (Schnobelen 1). The university already considered itself to be Hispanic-serving, even before reaching the required percentage of Hispanic students, but does not expand on why that would be, given the small percentage of Hispanic students at NDNU (Schnobelen 1). NDNU was recognized as a Hispanic-Serving Institution in 2011, and was awarded a Title V grant that same year. According to NDNU’s abstract submitted in their funding request, their intent was to (1) improve student retention and academic success and (2) enhance the NDNU endowment. The abstract further states that activities designed to support these goals were designed to increase the capacity of NDNU to support the success, retention, and graduation of its Hispanic and low-income students (<https://www2.ed.gov/programs/idadeshsi/funding.html>). The available funds designated for HSIs in the Higher Education Act, Title V, are awarded to support Hispanic students’ educational success, however Schnobelen states that the president of NDNU believed the HSI grant they received allowed them to “strengthen the whole institution and provide services for more than just a designated population” (2).

Santiago believes that institutions are deliberate in their choice to serve Hispanic students, pointing to an awareness of the growth in the Hispanic student population. The intentional link between the HSI designation and identity is highlighted in Santiago's claim that a "fundamental premise" for creating the HSI designation is the expectation that the size of the Hispanic student population at many institutions motivates these institutions to implement changes to better serve this student population (163). This subsequently generates or strengthens the link between an institutional identity and a Hispanic identity, depending on the percentage of Hispanic students at an institution. Lara and Lara believe HSIs must honor students' cultural communities while simultaneously helping them to complete their college education. They feel that quality education is about the connection between the students, their lived experiences, and their studies (Lara and Lara 179). Also, as noted by Vigil Laden, "not only do HSIs provide greater college access to Latinos and other racial and ethnic students, they also grant more associate and bachelor degrees to these students than all other American colleges and universities" (181).

2.4 Socially Generated and Educational Student Characteristics

The discussion of perceptions of Hispanic students' characteristics is essential to teasing out power and identity within HSI discourse. Existing literature on this topic can be separated into two sections: student characteristics associated with education, and societally assigned student characteristics. It must be kept in mind, however, that students' educational characteristics can also be socially generated characteristics. Hispanic student characteristics associated with socially generated characteristics include societal discomfort with Hispanic students' upward educational mobility, perception of bilingualism as a deficit, inequality, discrimination, racism, and the effect of the connection to family. Anne-Marie Nuñez and

Elizabeth Murakami-Ramalho address this, noting, “even when they are accepted to a university, Latinos are often denied opportunities to connect with their cultural backgrounds and to communicate in Spanish” (33).

Socially generated characteristics are further addressed by Susan Iverson’s analysis, which reveals “four predominant discourses shaping images of people of color as outsiders to the institution, at risk before and during participation in education, and dependent on the university for success in higher education” (586). She calls this the *discourse of disadvantage*, and notes this is characterized by “descriptions of people of color as at risk before entering institutions of higher education and remaining at risk once a member of the university – at risk for educational failure” (Iverson 596). Schnobelen feels there is reticence on the part of HSIs to claim a Hispanic identity because of student characteristics such as these. She argues that “the ambivalence of Hispanic-Serving Institutions to fully and publicly claim the identity...is related to our societal discomfort with issues that have to do with marginalized populations, inequality, discrimination, racism, and the fear of alienating students from non Latino backgrounds” (Schnobelen 3).

An important social factor when discussing issues related to the education of Hispanic students is socioeconomic status. García addresses the concern that Hispanic students are not prepared for college, claiming that “most often, what comes from mainstream theories and practices of schooling do not fit the needs of disaffected families whose children and youth struggle to subsist on the margins of society” (198). Specifically addressing Hispanic students at New Mexico State University, Green and Oesterreich contend that Hispanic students at this institution “inhabit one of the highest poverty rates in the United States,” further noting that although the institution is in the top 100 for granting bachelor’s and master’s degrees to Latinos, the graduation and retention rates hover around 30% (169). Societal characteristics are more

often qualitative while educational characteristics are primarily quantitative. Educational characteristics include information about the number of students attending college, educational attainment, time to degree, and the amount of college preparation students have received. When considering Hispanic college students, it should be noted that they are often described as “non-traditional;” non-traditional students attend college part-time, are older than traditional students, and/or work over 20 hours while attending college (Contreras and Contreras 152). HSIs serve many non-traditional students with “diverse attendance patterns” (Santiago 165). While these diverse patterns are not necessarily a negative student attribute, the connection of these patterns to Hispanic students again highlights a difference between Hispanic students and other students. Social and educational characteristics cannot be completely separated in this discussion, as highlighted by Santiago:

The definition of Hispanic-Serving Institution (HSI) in federal legislation is a political construct. This construct reflects a national interest in addressing the low college-going and educational attainment of Hispanics in the United States along with the recognition that Hispanics enroll in a small number of institutions with limited resources (163).

Greene et al. describe their perception of the implication of a HSI designation:

The HSI designation encompasses many markers – ideological, logistical, procedural, visual, concealed, marked, and unmarked – that privilege the success of, particularly, White and middle or upper class students and impede the success of others, namely students of color and poor students, demarcations shamefully intertwined into the socioeducational fabric of the United States (Greene et al. 145).

Another important social factor in this equation is culture. Lara and Lara note the existence of an “inherent bond” between students at HSIs and their “respective barrios, pueblos, and familias”

(Lara and Lara 176; Cuellar 502). Identity and sense of belonging are tied to family connections, and Vasti Torres and Desiree Zerquera contend that this often conflicts with school demands (261). Socioeconomic status is also said to play a significant role in Hispanic students' academic self-confidence (Cuellar 502).

Educationally, Hispanic students are often perceived as unprepared for higher education. Although Hispanics are projected to make up 30% of the United States population by 2050, as a group they still have “the lowest educational attainment of any racial or ethnic group” (Nuñez and Murakami-Ramalho 34; Vigil Laden 182). The literature addressing this concern focuses on the belief that the students are not provided the level of education needed to continue on to higher education, and on the concern that pedagogy is geared toward traditional white students. García argues that federal policies, such as the No Child Left Behind Act, are in place to address the achievement gap, but in reality are ideological policies that widen this gap (197). He claims that HSIs have had only measured success, demonstrated by the “significant number of Latin@ students” who continue to leave the institutions before completing their education (García 195). A factor in the time it takes to earn a degree is that Hispanic students are more likely to enroll as part-time students, lengthening their time to degree, and in some cases discouraging the completion of their program (Contreras and Contreras 152).

A social factor in this part-time status is the greater academic and financial needs of Hispanic students. Many students work over 20 hours per week while attending college due to their low socioeconomic backgrounds (Contreras and Contreras 156). Contreras and Contreras also touch on institutional identity and potential student power when claiming that their study found that the majority of HSIs “show lower college completion rates between Latino students and their peers despite promising persistence rates and college units earned” (151). Cuellar

highlights an element of the Hispanic students' educational struggle, explaining that "unfortunately, many Latina/os who enter four-year institutions directly from high school encounter challenges in navigating these post-secondary environments and frequently doubt their academic abilities" (500). She goes on to say that these students are "especially vulnerable to lower academic self-concepts because of their lower status position in American society" (Cuellar 500). Hispanic students also prioritize proximity to home when making decisions about where to attend college, highlighting a strong family orientation (Torres and Zerquera 261). Hispanic parents tend to prefer that their children attend college locally, which "has been associated with a lack of knowledge about U.S. higher education" (Torres and Zerquera 262).

Another issue that affects the way that Hispanic students are perceived is the lack of Hispanic professors. Christine Sleeter contends a large number of teachers are not well equipped to teach "racially, ethnically, and linguistically diverse students," further claiming that the production of teachers is a "product of racist systems designed to meet White needs" (157). García highlights the whiteness factor as well in his observation about multi-lingual students. He notes that "middle-class whites who learned and speak a second language are considered gifted and held in high esteem" while poor and ethnic children who are born into bilingualism are "typically considered cognitively and socially deficient" (García 198).

2.5 Challenges for HSIs

HSI-related literature also addresses institutional challenges in which two concerns stand out: 1) the question of what an HSI should address and, 2) social factors that inhibit Hispanic student success at HSIs. Several scholars have strong ideas about what HSIs should do; some feel HSIs are not doing enough to foster student success while others believe HSIs are making positive steps but should do more. This literature highlights expectations about adaptations that

should be made in HSIs for the Hispanic population, as a result of cultural and educational differences. The second concern is addressed in the examination of the implications of social factors on Hispanic student success at HSIs, and the underlying dynamics believed to inhibit student success.

Fostering Hispanic student success

Low college completion and attrition rates are two of the most visible challenges for HSIs, given that Title V of the Higher Education Act was created specifically to help foster Hispanic student success. Student success is addressed in literature discussing HSIs, but rarely specifically defined. Patrick Valdez is one of the few authors who directly defines the meaning of HSI success by touching on institutional success, stating “the most significant indicator of success or failure of these institutions... manifests itself in student retention and graduation rates” (*Anatomy* 57). Contreras and Contreras mention, but do not define, success by noting that “the central issue and challenge for Latinos is academic success in college and degree completion” (152). They argue that degree completion is the central issue and challenge for Hispanic college students (Contreras and Contreras 152). The definition, or lack thereof, is important to this discussion because several authors discuss student and institutional success. For the purposes of this dissertation I will regard student success broadly as college completion.

College completion rates at the majority of HSIs are lower for Hispanic students than for their peers (Contreras and Contreras 51). Because many reasons given for this lack of success are socially related, HSIs have an opportunity to identify the challenges that can be addressed by their institution (Sleeter 161). An example is course scheduling; courses are generally scheduled for students who can attend classes Monday through Friday during the day (Sleeter 161). Post-traditional students may struggle with this; some have a full-time job, or families, and are not

able to take any or some of the classes during traditional school hours. Because institutions control class scheduling, individual institutions can address concerns such as these (Contreras and Contreras 152).

Another high profile challenge is the overrepresentation of Hispanics in remedial courses; the use of “remedial” in itself is problematic because it implies learning difficulties, when often the reason students are in these courses is that they are adjusting to learning in a language that is not their primary language (Contreras and Contreras 155). García draws out this concern, contending the narrowing of definitions of academic success has widened the achievement gap revolving around math and English competency tests (197). These are especially challenging for Hispanics whose primary language is often Spanish (García 197). He further notes, “the achievement gap occurs as part of an undemocratic design that fails to assess academic proficiency outside of Western epistemological measures” (García 197). Contreras and Contreras findings suggest that traditional models of success may not be as relevant for Hispanic students in “predicting college success and 4-year degree completion” (151). As Santiago notes, “given the diverse missions, admissions, tuition and fees, and student populations served by HSIs, identifying useful, valid, and universal measures of institutional success is a challenge” (164). These are challenges associated with a post-traditional student population.

Challenges to college completion are, however, more than an adjustment of course scheduling, and many are not easily controlled or managed by individual institutions. One such challenge is an institution’s financial support, intended to assist their students. Contreras and Contreras note that HSIs with large percentages of low-income students are often challenged to draw in adequate resources to assist with student support, a term that the authors do not define (154). Santiago explains that the majority of HSIs are public institutions, “continually pressed to

increase efficiency while managing growth in nontraditional student enrollment and a relative decrease in State financial support per students” (164). While HSI grants are not in great supply, when awarded they can bolster students’ support where other funding has been reduced. However, some researchers have questioned the effectiveness of HSI grants and whether they make a significant contribution to Hispanic student success (Schnobelen 2).

A less prominent challenge is increasing the number of minority faculty at HSIs. Schnobelen explains that the number of minority faculty members at HSIs has not increased in tandem with the Hispanic student population (3). The concern associated with non-minority faculty members is their lack of understanding of first-generation “backgrounds, cultures, or lived experiences of the students they are expected to teach” (Contreras and Contreras 158). The hiring of minority faculty can be the purview of the institution, but whether or not the existing faculty lacks understanding of the institution’s students is not. Sleeter argues that “most teachers” attributed students’ academic difficulties to the students and their families, rather than pedagogical factors that the teachers or institution can control (156). García expands on this, explaining that a challenge faced by U.S. educational institutions is “provinciality of knowledges” (196). He feels that cultural knowledges are “ideologically neutered by grand narratives offered in institutional curricula” (García 196). Lara and Lara contend that a key to student success is making a connection between the student, their lived experiences, and the discipline they are studying, this would be more likely with faculty from backgrounds similar to the students (179).

Sleeter examined teacher education programs, and contends the programs attempt to prepare predominantly white cohorts to teach racially and ethnically diverse students through only a few courses on subjects such as multicultural education or teaching English language

learners (156). The inclusion of multicultural or social justice content in teacher education programs does not appear to have significantly altered the deficit lens teachers use to understand their students (Sleeter 156). Sleeter further contends that teacher certification tests at the university level “contribute to keeping the teaching profession disproportionately White” and reinforce white dominance (161).

The significance of white versus minority faculty is addressed in research that shows Hispanic students frequently doubt their academic abilities, a concern that may be reinforced by the lack of understanding of their needs. White teachers who assume difficulties are intellectual or familial problems are using their deficit lens to evaluate students rather than finding other paths to assist in the learning process, through recognition of their cultural strengths and intellect (Sleeter 156). Marcela Cuellar claims that Hispanics are especially “vulnerable to lower academic self-concepts because of their lower status position in American society, underrepresentation at many college campuses, and the disconnect between the cultural expectations at colleges and universities and their home cultures” (500). Nuñez and Murakami-Ramalho believe that vulnerability to media stereotypes about Hispanics can have a negative effect on Hispanic students’ achievements and college completion rates (35). It is important that HSIs receive targeted support that recognizes how significant these students are to the future well being of the country (Arciniega 153).

Greene et al. brings this all together, stating that Cultural Citizens within and for HSIs need to “reinvision the possibilities HSIs can create” (144). Lara and Lara argue that “this is the HSI challenge – to be premier institutions HSIs must simultaneously honor the community cultural wealth that students bring from their lived experiences while also graduating them with college degrees” (178). “HSIs have to move beyond being Hispanic-enrolling and become

Hispanic-serving in a provocative sense of the word” (García 199). Santiago completes this thought, stating “...the intentionality of HSIs in serving Hispanic students beyond enrollment must also be considered in accountability” (165).

Social factors inhibiting Hispanic students’ success at HSIs

García clearly addresses social factors inhibiting Hispanic student success, contending “the archeology of success or failure for Latin@ students in American colleges...is constituted between two incompatible languages: one language addresses access and points toward a decent and socially redeeming life; the other language speaks of denial of basic civil rights and opportunities in the direction of a diminished life on the margins” (195). Greene et al. believe the HSI designation is comprised of many markers that are “intertwined into the socioeducational fabric of the United States;” they believe that these indicators primarily privilege the success of white and middle – or upper class students and impede the success of students of color and poor students (146). García argues that the achievement gap will only continue to widen for racial and ethnic youth whose cultural, social and linguistic needs are not met or respected in schools (196). He further notes that the traditional measure of achievement will ensure that this gap is not reduced (García 196). “For outsiders to this hegemonic Western science it is nearly impossible to participate, let alone compete in it” (García 197). García explains that the achievement gap is affected by perceptions, claiming knowing is “measured with specific informational characteristics, blurring categories such as cognition and understanding that originate from entirely different and distinct human ecological settings” (197).

The projected increase in the Hispanic population, and the subsequent increase in Hispanic students in higher education, generates a concern about institutional and student power. Arciniega believes that “nothing is more central to securing a brighter future for our country than

increasing dramatically the number of Latinos we graduate from our colleges and universities over the next decade” (152). He further states that all institutions of higher education must not lose sight of “what this future wave of Latina/o demographic reality represents for our world” (Arciniega 152). By 2050, Hispanics are projected to make up 30% of the U.S. population (Nuñez and Murakami-Ramalho 34). Nuñez and Murakami-Ramalho, however view this from a different angle, stating “...the broader political, economic, and social climate in the United States has become increasingly hostile for Latinos as new policies opposed to immigrant rights, affirmative action, and ethnic studies programs have emerged” (Nuñez and Murakami-Ramalho 33).

Financial concerns are also connected to the HSI designation, painting the institutions as using the designation in order to gain funding, without a real interest in helping to promote Hispanic educational success. “Colleges and universities are quick to take HSI grant dollars but extremely quiet about how they utilize the money to support Hispanic students, faculty, and staff” (García 199). Greene et al. expand on this thought, stating “the practice of privileging HSI-designated colleges and universities with additional competitive grant funding begs the question: How do these practices serve Hispanics in and out of higher education?” (Greene et al. 145). Arciniega, however, believes it is essential that HSIs receive “the type of targeted support that recognizes...how significant and important these students are to the future well-being of our country” (153).

Another element of financial concerns is that of the students’ process of paying for their college costs. Contreras and Contreras explain that the “low socio-economic backgrounds of Latino students, coupled with their debt averse approach to college have resulted in a large population of Latino students working greater than 20 hours per week” (156). The fact that

Hispanic students work considerably more hours than their peers is an additional reason for low Hispanic student completion rates (Contreras and Contreras 156). Torres and Zerquera explain that proximity to family limits many financial concerns and increases degree attainment for Hispanic students (262).

Perception directly affects Hispanic students, as can be seen in the discussion of bilingualism (García 198). García provides an example, contending that schools rarely recognize bilingualism as a cognitive gift, instead perceiving it as a problem (198). Nuñez and Murakami-Ramalho claim that even when Hispanic students are accepted to an institution, many do not have the opportunity to communicate in Spanish (33). Mari J. Matsuda believes people are contextualized in numerous ways, referring to “tags” which include race, gender, class, and geography as well as “the invisible impress of dominant accents that create unquestioned majoritarian narratives” (Greene et al. 144). Iverson draws this all together, noting that people of color have exchange or economic value (599).

Perception is also reflected in the framing, or context of a problem. Iverson explains that how a problem is framed determines the range of available solutions (Iverson 605). The framing can make options visible, or can conceal viable solutions. She argues that assumptions associated with the “problem” should be questioned. Perception can be used as a tool to wield power and, as Iverson further states, it is necessary to consider who has the power to shape perception (Iverson 588).

2.6 Summary

The reviewed literature discusses the different HSI-related topics that are covered in literature reviews: power and identity, benefits and expectations of HSIs, student characteristics, and challenges associated with HSIs and their students. It is important to keep in mind that,

according to Foucault, “discourse transmits and produces power: it reinforces it, but also undermines it and exposes it, renders it fragile and makes it possible to thwart it (*History of Sexuality Vol 1* 100-101). While this literature contributes significantly to our understanding of what is expected of HSIs, social factors that affect HSIs and the Hispanic students who attend these institutions, characteristics of these students, and indirect associations with power and identity, there is an important topic that is not addressed. This topic, the gap in the literature, is the effect HSI-related literature has on the representation and shaping of the Hispanic identity and the shaping of student and institutional power. With this dissertation I hope to draw together previous discussions and analyses and add my analysis, providing a more holistic understanding of HSIs and the Hispanic students who attend these institutions, augmenting the existing body of knowledge.

Chapter 3 - Critical Discourse Analysis and The Rhetorical Situation

In the previous chapter I reviewed HSI-related academic literature in order to establish a theoretical framework for use in the discussion of my analysis. Through my review I identified a gap in HSI-related research, specifically associated with the Hispanic identity and the assignment

of power. Gaps in academic literature are to be expected because there are always new ideas to explore and new perspectives to work with; however the gap I identified is exceptionally wide. I found no academic literature directly addressing the important topic of how HSI-related discourse represents and shapes the Hispanic identity and assigns power.

The purpose of this research is to assess the impact of HSI-related discourse on the representation and shaping of the Hispanic identity and the assignment of power, and I will do so using Bitzer's definition of a rhetorical situation in conjunction with Fairclough's method of critical discourse analysis. Because there is no existing research on this topic my research does not build off of another scholar's work, instead my analysis will form what may be one of the first conclusions on this topic.

For my analysis I selected the following artifacts because they provide a well-rounded representation of three specific types of HSI-related discourse that address three distinctly different audiences:

- Amendments to the 1965 Higher Education Act
- Select HSI-related academic literature
- Convocation speeches by Dr. Diana Natalicio, President of The University of Texas at El Paso from 1987 to the present time

To analyze these artifacts, I developed questions that were informed by Bitzer's *The Rhetorical Situation* and Fairclough's method of critical discourse analysis. This analysis will provide insight into the effect of HSI-related discourse on the Hispanic identity and assignment of power.

3.1 The Rhetorical Situation

The inclusion of a rhetorical component is critical to understanding the impact of HSI-related discourse on the Hispanic identity and assignment of power; for this analysis Bitzer's

discussion of a rhetorical situation best encompasses this need. Bitzer explains that rhetoric is situational if discourse is generated as a response to a situation, and discourse is rhetorical when it functions as a response to a situation that needs and invites discourse (6). A rhetorical situation is comprised of three elements: exigence, audience, and constraints.

- Exigence: A need or urgency intrinsic to a certain event. In a rhetorical situation there is at least one dominant exigence that dictates the audience that should be addressed.
- Audience: The audience in a rhetorical situation is composed of people who, when influenced by the discourse, can mediate change.
- Constraints: A rhetorical situation contains constraints that have the power to constrain both decisions and actions needed to address the exigence.

Bitzer's discussion of the rhetorical situation helps me to identify and explain elements of the rhetorical situation, identified for these artifacts, which generated the discourse. The concept of a rhetorical situation is also important to this analysis because it brings forward details about the context of a rhetorical situation, examining the nature of the contexts in which writers or speakers create rhetorical discourse (Bitzer 1). The rhetorical situation for this analysis is that Hispanic students are graduating in far lower numbers than their peers.

An understanding of HSI-related legislation, academic literature, and written convocation speeches does not come only from the context of the meaning in which the discourse is located, it also comes from the situation that generates the discourse (Bitzer 3). A work of rhetoric functions to produce action or change in the world, and my analysis will benefit from using the framework of Bitzer's rhetorical situation to point out those expected or potential actions and changes.

3.2 Critical Discourse Analysis

Discourse analysis is a general term that covers a number of approaches used to analyze written language, among other forms of discourse. Fairclough's Critical Discourse Analysis (CDA) is a specific type of discourse analysis, an interdisciplinary approach to the study of discourse that views language as a form of social practice; it is known for its focus on the relationship between language and society. I chose CDA for my discourse analysis because the selected HSI-related discourse is best interpreted through the lens of language as a form of social practice. There are many versions of CDA, but Norman Fairclough's methods are respected, well known, and appropriate to my analysis.

Fairclough sees discourse analysis as moving back and forth between a focus on specific texts and a focus on what he calls the 'order of discourse', "the relatively durable social structuring of language which is itself one element of the relatively durable structuring and networking of social practices" (Fairclough, *Analysing Discourse* 3). The way texts are analyzed in CDA creates a link between what happens with continuity and change at this more structural level, and with what happens in particular texts (Fairclough, *Analysing Discourse* 3).

Fairclough defines CDA, explaining:

By 'critical' discourse analysis I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts; and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. Critical discourse analysis aims to explore various opaque relationships of 'causality and determination' (*CDA and the Marketization* 135).

My focus, the affect of HSI-related discourse on the representation and shaping of the Hispanic identity and the assignment of power, and the importance of using critical discourse analysis, is highlighted by Blommaert and Bulcaen's statement that CDA "concerns itself with relations of power and inequality in language" (447). Blommaert and Bulcaen also believe that CDA exhibits an interest in theories of power, an important element of my analysis (451). Highlighting the social aspect of CDA, they further note that in CDA discourse is "socially constitutive as well as socially conditioned" (Blommaert & Bulcaen 448). CDA's focus on connections between social structures and discourse will provide an important perspective on the relationships between discourses, power, and identity.

3.3 The Rhetorical in Critical Discourse Analysis

Lastly, my analysis would not be complete without exploring the rhetorical in Critical Discourse Analysis, and in particular the role of critical rhetoric. To this end, I look at the connections, commonalities, and differences between CDA and critical rhetoric. Raymie McKerrow notes that in practice, a critical rhetoric "seeks to unmask or demystify the discourse of power" (91). Critical rhetoric will play an important role in teasing out relations of power, as well as the representation and shaping of identity, which is often an outcome of power relations.

Both CDA and critical rhetoric assume that language, among other things, is socially constructed. CDA requires the "overlay of social theoretic discourses for explaining and explicating the social contexts, concomitants, contingencies and consequences of any given text or discourse" (Luke 102). CDA shows discourse as both socially constituted and socially conditioned (Blommaert & Bulcaen 448). The aim of critical rhetoric, then, can be understood as an element of CDA, a piece of the larger puzzle CDA helps to unravel, because the objective of critical rhetoric is to "understand the integration of power/knowledge in society – what

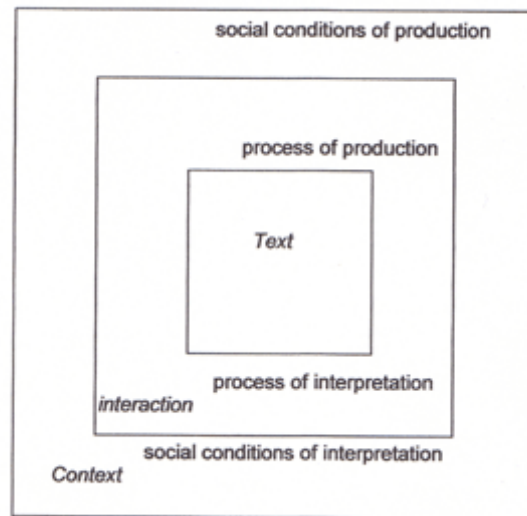
possibilities for change the integration invites or inhibits and what intervention strategies might be considered appropriate to effect social change” (McKerrow 91).

In my adjustment of Fairclough’s methods, I merged critical rhetoric and CDA to fit the discourse I will analyze. CDA was developed by linguists, and generally drills down in discourse, while ultimately focusing on linguistic patterns; critical rhetoric analyzes the discourse of power from a macro level as it serves to maintain the privilege of the elite and to maintain social relations across a broad spectrum of human activities (McKerrow 91). Because my analysis would not benefit from the examination of grammar and words, but rather more often from the examination of phrases, sections, and paragraphs, my analysis examines exactly that. Using CDA to analyze HSI-related discourse will highlight the rhetorical aspect of the analysis, uncovering, in this analysis, how discourse shapes and represents identity, and assigns power. Ultimately, what I am using is CDA with a critical rhetoric slant.

3.4 Linking CDA and the Rhetorical Situation

I draw on Bitzer’s definition of a rhetorical situation to make the important rhetorical connections within my analysis of the HSI-related discourse, incorporating the elements of a rhetorical situation into the critical discourse analysis to better understand the impact of this discourse on Hispanic students and HSIs. Critical discourse analysis, an approach that views language as a form of social practice, is the best method to use to analyze these artifacts, in particular the methods set forth by Fairclough who was a pioneer in this field. A key component in Fairclough’s methods is the matrix (see figure 3.1) he developed to address discourse as a social practice (*Language and Power* 21).

Figure 3.1 Fairclough's Matrix



This matrix is used to draw out the effect of social conditions, in particular how social conditions shape production and interpretation of discourse. I use the matrix to build a framework for the relationships between the three dimensions of discourse in the matrix - text, interaction, and context - and also the dimensions' three corresponding stages - description, interpretation, and explanation.

Questions related to the matrix are combined with Fairclough's extensive list of questions to analyze the discourse. All of these questions are applied to the discourse, but they are used to examine phrases and whole sentences or discourse blocks, rather than specific words. Specific words are important to this analysis, but the impact on power and identity comes from the meanings that in this case are often reflected by more than single words. A key commonality from Bitzer's *The Rhetorical Situation* and Fairclough's methodology is the topic of constraints; this will be an important discussion point in my analyses as well as in my discussion of the rhetorical situation.

3.5 The Approach: Critical Discourse Analysis

In *Language and Power*, Fairclough's stated purpose is to try "to explain existing conventions as the outcome of power relations and power struggle" (1). He believes that a crucial step in the use of CDA is to find assumptions embedded in the discourse, because these assumptions are ideologies, which are linked to power (Fairclough, *Language and Power* 2). Fairclough's methodology focuses on "two major aspects of the power/language relationship, power *in* discourse, and power *behind* discourse" (*Language and Power* 36).

Power in discourse, power behind discourse

Power in discourse is exhibited when powerful participants control and constrain the contributions of non-powerful participants (Fairclough, *Language and Power*). In particular, power is drawn from three types of constraints:

- *contents*, on what is said or done;
- *relations*, the social relations people enter into in discourse;
- *subjects*, or the 'subject positions' people can occupy

The concept of power behind discourse is that "the whole social order of discourse is put together and held together as a hidden effect of power" (Fairclough, *Language and Power* 46). Standardization is one way this happens. Fairclough explains that when minimal variation exists, those who present the definition hold power through their determination of who falls within and outside of that definition, thus dividing society (*Language and Power* 48).

Elements of text analysis

As noted earlier, Fairclough identifies text, interaction, and social context as three elements of text analysis, and presents a procedure for CDA based on three stages: description of text, interpretation of the relationship between text and interaction, and explanation of the

relationship between interaction and social context (Fairclough, *Language and Power* 91). My analysis questions are developed from these elements, supplemented by a version of his ten main questions that can be asked of a text.

Values of formal features

Elements of Fairclough’s ten questions are essential when considering the impact of HSI-related discourse on power and identity; the examination of the discourse is important to understanding whether the impact is positive or negative, limited or broad. These questions in his methodology help to draw out distinctions between three types of value that formal features may have: experiential, relational, and expressive (see table 3.1) (*Language and Power* 93). A formal feature with experiential value, derived from contents, knowledge, and beliefs, is reflected in the way the text producer’s experience of the natural or social world is represented (Fairclough, *Language and Power* 93). A formal feature with relational value, derived from relations and social relationships, is linked to the social relationships that are represented in the discourse. Lastly, a formal feature with expressive value, resulting from subjects and social identities, highlights the “producer’s evaluation of the bit of the reality it relates to” (Fairclough, *Language and Power* 93). A formal feature may also have connective value, connecting together various parts of a text (Fairclough, *Language and Power* 93).

Table 3.1 Values of Formal features

Value of formal feature	Choice from available options in discourse types
Experiential	Representation of text producer’s experience of the natural or social world
Relational	Derived from relation and social relationships
Connective	Connects various parts of a text

Fairclough’s approach to discourse analysis is “based upon the assumption that language is an irreducible part of social life, dialectically interconnected with other elements of social life, so that social analysis and research always has to take account of language” (*Analysing Discourse 2*). This analysis specifically looks at the shaping and representation of the Hispanic identity and the assignment of power in HSI-related discourse, and Fairclough’s CDA methodology is clearly an approach that can help tease that out.

3.6 CDA and the Rhetorical Situation: Power and Identity

Using three types of artifacts, my research strives to understand how Hispanic students’ and HSIs’ power and identity are affected by HSI-related discourse. Generally, I will attempt to uncover whose power and identity is affected; specifically my intent is to explain how that happens. This analysis requires a solid methodology that examines the discourse at societal, contextual, and situational levels. Fairclough’s methodology was selected for my analysis because his framework includes these levels; his approach to CDA incorporates discourse-as-text, discourse-as-practice, and discourse-as social practice. Also central to this analysis are the rhetorical connections; Bitzer’s definition of a rhetorical situation will draw out how discourse was generated in response to rhetorical situations, i.e. HEA amendments, academic literature, and elements of UTEP convocation speeches.

3.7 Analysis Questions

The analysis questions (see table 3.2) are developed using all the information discussed in this chapter, but specifically Fairclough’s matrix and a version of Fairclough’s ten main questions.

Table 3.2 Analysis Questions

	ANALYSIS QUESTIONS
TEXT	1. Who is this discourse a product for?

	2. Who is this discourse a resource for?
CONTEXT	3. Define the social conditions of interpretation
	3.1 What's going on?
	3.2 Who's involved?
	3.3 In what relations?
	3.4 What is the role of language?
	4. Define the social conditions of production
	4.1 What social situations are reflected in the discourse?
	4.2 What social institutions are included in the discourse?
	4.3 How does this reflect society as a whole?
DESCRIPTION	5. What experiential values do words have?
	5.1 Are there words that are ideologically contested?
	6. What relational values do words, phrases, or sections of text have?
	7. What expressive values do words, phrases, or sections of text have?

3.8 Research Questions

The research questions selected are key to a successful analysis, and these questions were formulated to provide clear, specific information as a result of the analysis.

1. How are Hispanic student and HSI identities represented in and shaped by written HSI-related discourse?
2. How does written HSI-related discourse assign power to Hispanic students and HSIs?
3. How does the way Hispanic students and HSIs are represented in this discourse assign power and shape their identities?

The objective of this chapter was to clearly describe the process I used in my analysis so that it is scientifically repeatable. While nothing is ever completely objective, the use of a proven methodology helps to support the outcomes of the analysis. My results highlight the effect HSI-related discourse has on the Hispanic identity and the assignment of power. My analysis will contribute to the existing body of knowledge related to the Hispanic identity in general, but specifically will contribute to the knowledge of the shaping and representation of the Hispanic identity as well as the assignment of power.

Chapter 4 – Societal Impact on Hispanic Identity and Power

My analysis of the artifacts I chose for this study will be conducted using the Critical Discourse Analysis methodology detailed in Chapter 3, Critical Discourse Analysis and The Rhetorical Situation. In this chapter I provide the results of the analysis of the selected HSI-related discourse, summarizing the findings in each section of the analysis that will then be discussed in Chapter 5, The Hispanic Identity and the Assignment of Power. There are two distinct pieces to this analysis: the Rhetorical Situation (Bitzer) and the Critical Discourse Analysis (Fairclough). Both are fundamental to understanding the representation and shaping of the Hispanic identity and the assignment of power associated with HSI-related discourse.

For the purposes of this study I analyzed HEA amendments, academic articles, and written convocation speeches from The University of Texas at El Paso.

- Amendments to the Higher Education Act (HEA) of 1965: these three HEA amendments have had a significant impact on Hispanic-Serving Institutions, and it is essential to include each of these in my analysis.
 - Public Law 99-498-Oct. 17, 1986
 - Public Law 102-325-July 23, 1992
 - Public Law 105-244-Oct. 7, 1998
- Academic articles selected from my literature review: An artifact from each of the following categories was selected: policy, college completion, and Hispanic-Serving Institutions. These categories were determined based on the literature topics, and the articles were selected based on the most prevalent topics.
 - The Crucial Role of Hispanic-Serving Institutions in the Education of Latino/a Youths (Tomás Arciniega)

- Hispanic-Serving Institutions: Myths and Realities (Berta Vigil Laden)
- Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates (Frances and Gilbert Contreras)
- President Diana Natalicio’s convocation speeches from The University of Texas at El Paso (UTEP): Convocation speeches are the yearly “State of the Institution” speeches for UTEP in which the President of UTEP discusses significant events from the previous year. I selected the 1987, 1997, and 2007 convocation speeches for analysis; the 1987 convocation speech was delivered the year after the first HEA amendment (1986) included in this analysis, and was also President Natalicio’s first convocation speech. I then selected the convocation speeches given ten years later, in 1997, and ten years after that, in 2007. This date range also spans the three amendments, allowing time for UTEP to experience the effects of the HSI-related discourse.
 - 1987 Convocation Speech - UTEP
 - 1997 Convocation Speech - UTEP
 - 2007 Convocation Speech - UTEP

This chapter documents the results of my analysis, providing a framework to use in the interpretation of the results, and from which an understanding of the representation and shaping of the Hispanic identity and the assignment of power can be gained.

4.1 Creation of analysis process

My analysis is two-part:

- (1) Responses to questions based on Bitzer’s *Rhetorical Situation* draw out the contexts in which speakers or writers create rhetorical discourse, and characteristics of

situations that inspire rhetorical discourse. These responses are intended to help with the understanding of the rhetorical situation associated with this dissertation.

- (2) Responses to the questions developed from Fairclough’s matrix and ten vocabulary-related questions that highlight social aspects of the representation and shaping of the Hispanic identity and the assignment of power.

4.2 Rhetorical Situation

The blending of responses to questions associated with Bitzer’s rhetorical situation and Fairclough’s methodology provides an understanding of what, in HSI-related discourse, represents and shapes Hispanic identity and assigns power.

Rhetorical Situation defined

Understanding the rhetorical situation related to the selected discourse is important to understanding the results of the analysis. A rhetorical situation may be defined as “a complex of persons, events, objects, and relations presenting an actual or potential exigence which can be completely or partially removed if discourse, introduced into the situation, can so constrain human decision or action as to bring about the significant modification of the exigence” (Bitzer 6). Simply put, a rhetorical situation is a situation that calls discourse into existence (Bitzer 2).

Table 4.1 provides the components of the rhetorical complex for one of each type of artifact. The full table of responses is located in Appendix A.

Table 4.1 Components of Rhetorical Complex by Artifact

	<u>Persons</u>	<u>Events</u>	<u>Objects</u>	<u>Relations</u>
1986 HEA Amendment	Hispanic and other low-income students	HEA of 1965	HSIs	Federal and institutional representatives
	<u>Persons</u>	<u>Events</u>	<u>Objects</u>	<u>Relations</u>

Academic Literature (Arciniega)	Minority students	Passage of legislation to assist HSIs	HSIs	HSI and Department of Education
1987 Convocation Speech	<u>Persons</u> UTEP administrators	<u>Events</u> Celebration of UTEP's 75 th anniversary	<u>Objects</u> UTEP	<u>Relations</u> UTEP administrators and faculty

Understanding the Rhetorical Situation

Using the questions below, based on Lloyd Bitzer's article, *The Rhetorical Situation*, I extracted information from each artifact that supports and helps us understand the identified rhetorical situation.

1. What is the exigence?
2. What are the persons, institutions, events, and relations as related to the exigence?
3. Who comprises the rhetorical audience?
4. What are the constraints of the rhetorical situation – set of constraints: persons, institutions, events, relations – which are part of the situation because they have the power to constrain decision and action needed to modify the exigence?
5. How does the creation of the rhetorical discourse (i.e. response to rhetorical situation) “change reality through the mediation of thought and action?”
6. How is this rhetorical discourse a fitting response to the rhetorical situation?

These responses address elements of the rhetorical situation, highlighting the different but connected focuses that exist in the artifacts and speak to the exigence of the rhetorical situation.

Constituents of Rhetorical Situation

There are three constituents of a rhetorical situation that contribute to the creation and presentation of discourse, discourse that is a response to the rhetorical situation.

- 1) Exigence: In a rhetorical situation there is at least one controlling exigence that specifies the audience to be addressed and the change to be affected (Bitzer 7). For the exigence to be fully or partially removed, discourse must constrain decisions and actions.
- 2) Audience: A rhetorical situation's audience consists of "those persons who are capable of being influenced by discourse and of being mediators of change" (Bitzer 8).
- 3) Constraints: Constraints are "persons, events, objects, and relations which are parts of the situation because they have the power to constrain decision and action needed to modify the exigence" (Bitzer 8).

4.3 Artifact Analysis - Rhetorical Situation

Understanding the rhetorical situation for these artifacts is critical to understanding the analysis results. The exigence embedded in the rhetorical situation is the reason these discourses were created and it provides context for each piece of rhetorical discourse.

Overarching rhetorical situation

The overarching rhetorical situation is that Hispanic students are graduating in much lower numbers from postsecondary institutions than their non-minority peers. In the academic year 1976-77, 89.5% of post-secondary graduates were white and 2.1% were Hispanics. In the academic year 1980-81, 88.5% of the graduates were white students as compared to 2.4% Hispanics. In the academic year 1990-1991, 85.8% college graduates were white and 3.5% were Hispanics (National Center for Education Statistics). Rhetorical discourse comes into existence as a response to a rhetorical situation; in this analysis the selected artifacts respond to the rhetorical situation identified above.

Exigence

Exigence is the urgency associated with a rhetorical situation, and is the key to responses to a rhetorical situation. The material within the selected artifacts highlight how concerns associated with a rhetorical situation can be addressed from many different angles, showing that multiple perspectives exist when considering an issue. In these artifacts, the exigence is critical to understanding the representation of HSIs and Hispanic students because the representation builds off of the exigence.

The exigence is emphasized in different ways within the selected artifacts. The 1998 HEA amendment notes that Hispanics are at high risk of not enrolling or graduating from institutions of higher education. This concern is echoed by Contreras and Contreras who claim that Hispanic students continue to experience low college attainment rates (152). UTEP's 1997 convocation speech also touches on the exigence by highlighting the makeup of the student population. Dr. Natalicio explained that undergraduate students represent 85% of UTEP's student population, a population that in 1997 was 69% underrepresented minority (The University of Texas at El Paso Fact Book 1997-98). Taken together, these statements support the concern that Hispanic students, at institutions such as UTEP where they hold a considerable majority, are in danger of not earning a college degree.

What are the persons, institutions, events, and relations as related to the above exigence?

The responses to each component of this question contribute to our understanding of the rhetorical situation by providing context. It is then possible to see similarities and differences in concerns related to the rhetorical situation.

Persons

Within like artifacts, the responses to each component of this question are often similar, for instance persons referred to in the HEA amendments include minority low-income students, federal legislators, Department of Education employees, and HSI faculty, staff, and administrators. Taking the article by Contreras and Contreras, the persons are similar to the first artifact mentioned: HSI faculty, staff, and administrators, as well as federal legislators and Hispanic students. When looking at the persons connected to UTEP convocation speeches I find UTEP faculty, staff, and administrators, Dr. Natalicio, and representatives from The University of Texas system.

Institutions

Institutions highlighted in the artifacts are similar: HSIs, MSIs, and institutions interested in minority-serving institutions. The 1986 HEA amendment defines institutions related to the exigence when it defines institutions eligible to receive funding related to the HEA, and the 1998 HEA amendment defines Hispanic-Serving Institutions specifically. When examining the academic articles, Laden Vigil emphasizes the role HSIs play in the education of Hispanic students (182). Similarly, Contreras and Contreras address the fact that a high percentage of Hispanics are educated at HSIs (154). UTEP's convocation speeches include references to many institutions that contribute to the educational achievements of Hispanic students including The University of Texas System, the Texas Higher Education Coordinating Board, and El Paso Community College. Each of these artifacts refers both broadly and specifically to HSIs; the difference is the perspective each takes on the topic of Hispanic postsecondary education.

Events

Events are important to understanding context, an important element of a rhetorical situation. In these artifacts the events are clearly connected yet there are not many similarities. HEA Amendments specifically address low post-secondary graduation rates for low-income minority students, decreases in resources to minority-serving institutions, a strong national interest in assisting MSIs to “solve their problems,” and federal legislation that provides different opportunities for minority students. A significant event linked to the 1998 HEA amendment is the establishment of Title V, which directly addresses Hispanic-Serving Institutions. The academic articles highlight the importance of passage of legislation, the importance of the publication of information about HSIs, and claims that the P-12 education system is not preparing Hispanic students for college settings. Lastly, the convocation speeches draw on many events that have occurred over the previous year, such as faculty joining UTEP from prestigious institutions, the establishment of an advising center, scheduling of evening classes to accommodate non-traditional students, and the moonwalk of a UTEP alum. While these are different, they all link to the needs of Hispanic students.

Relations

The last element of this question is about the relations associated with the exigence. There are many types of relations, but one to keep in mind is power relations. Power relations impact both the representation and shaping of the Hispanic identity as well as the assignment of power. The dynamic associated with power relations represents the identities of the parties involved, and ultimately shapes the identity. This representation also affects the assignment of power, specifically whether power is assigned or withheld.

When analyzing the artifacts for relations there are many similarities. Relations within the HEA amendments include relations between the Department of Education and the HSIs, institutional faculty and staff, institutional administrators and students, and institutional staff and students. Relations highlighted within the academic articles include relations between the Department of Education and HSI administrators, communities and HSIs, HSIs and organizations that disseminate information about HSIs, Hispanic students and their peers, and community colleges and 4-year institutions. UTEP convocation speeches highlight relations between the institution and students, The University of Texas System, the community, the larger academic community, the El Paso Community College, and the Texas Legislature. Examining the relations in the artifacts show that even one artifact has quite a few relations – some obvious but others more obscure. Identifying the many relations is important to gaining an understanding of the rhetorical situation.

Rhetorical audience

Carefully considering the rhetorical audience is key to understanding a rhetorical situation and the responses it generates. Although the intended rhetorical audience may seem to be easily identified, it is important to carefully consider all potential members of a rhetorical audience. The rhetorical audience for HEA amendments consists of employees and students of institutions with a large concentration of minority, low-income students, employees of the Department of Education, and federal legislators. Academic articles highlight a different rhetorical audience, due to the expectation that members will be primarily academics. In the academic literature the rhetorical audience is made up of academics interested in MSIs and HSIs, academics interested in social justice as related to Hispanic student education, academics interested in Hispanic student access to education, academics interested in Hispanic student

success, HSI administrators, and Hispanic students. Convocation speeches are directed at a rhetorical audience comprised of UTEP administrators, faculty, and staff, Texas legislators, and representatives of The University of Texas System. Defining the rhetorical audiences for the different artifacts helps in the understanding of how HSIs and Hispanic students are represented in the discourse.

Constraints of the rhetorical situation

Constraints narrow the focus of a discourse. Persons, institutions, events, and relations have the ability to constrain a rhetorical situation, and are part of a rhetorical situation because they have the power to constrain decision and action needed to modify the exigence. In HEA amendments, identified constraints related to persons include legislators, as well as institutional administrators, Department of Education employees, and minority low-income students within the institutions. ‘Person’ constraints related to the academic articles also include legislators, institutional administrators, faculty, staff, and students. For convocation speeches, the highlighted ‘person’ constraints are UTEP administrators, faculty, staff, and students, University of Texas System representatives, and legislators.

Institutional HEA constraints are the people within institutions such as HSIs and the federal government who have the ability to put boundaries in place that limits the discourse. As related to the academic articles, the institutions constraints result from HSIs, non-HSIs, the federal government, state governments, and system level administrators that oversee HSIs. For the convocation speeches, institutional constraints come from within the educational sphere: The University of Texas System, UTEP, and the Texas Higher Education Coordinating Board.

Events can also constrain exigences. Relevant events in HEA amendments include low postsecondary graduation rates for minority low-income students in institutions with large

concentrations of these students, a decrease in resources to assist the institutions, and voting cycles that generate changes in federal representation. Within the academic articles are events that can constrain, such as changes in institutional administrators, publication of HSI-related data, and conventional class scheduling within HSIs. Finally convocation speeches document event-related constraints that result from changes in institutional administration, student assistance program closure, and the amount of funding received from outside sources.

Relations are very important and can generate positive interactions, but they can also constrain positive action. Looking again at HEA amendments, the relations highlighted include relations between legislators and institutional representatives, relations between Department of Education representatives and institutional representatives, and relations between institutions and its students. Relational constraints in the academic articles are relations between faculty and students, between institutional administrators and faculty, between HSIs and those who disseminate institutional data, between community colleges and 4-year institutions, and between Hispanic students and their peers. When examining the convocation speeches the highlighted relational constraints include relations between UTEP and The University of Texas System, between faculty and students, UTEP and the Texas Higher Education Coordinating Board, between UTEP and El Paso Community College, between UTEP staff and students, and between UTEP and Texas legislators. Identifying and understanding the potential constraints is also important to the understanding of a rhetorical situation. Constraints are a complex component of a rhetorical situation and, as will be discussed later, are also relevant to critical discourse analysis.

Creation of the rhetorical discourse

The creation of rhetorical discourse is critical to change; it is a response to a rhetorical situation and can “change reality through the mediation of thought and action” (Bitzer 4). The HEA amendments highlight how the creation of rhetorical discourse can change reality through the mediation of thought and action by providing opportunities for improvement in minority, low-income students’ educational opportunities, by providing opportunities for access to funding to assist these students through the institutions, through their statement about the “nation’s” desire to help improve postsecondary educational opportunities, by addressing HSIs’ need for grants and other related assistance, and by highlighting the disparities between Hispanic students and their peers.

Potential changes associated with the creation of rhetorical discourse identified in the academic articles include stressing the need to improve access to education. The academic discussion focuses on what actions can be taken to remedy this, producing information in the rhetorical discourse that provides support for changes. The discussion also focuses on reasons for problems with college completion, and issues to be addressed in order to help Hispanic students complete college.

Convocation speeches emphasize how the creation of rhetorical discourse “changes reality through the mediation of thought and action” by addressing important events that occurred in the past year, emphasizing needed changes, praising successes, and highlighting the effect of good relations. Each type of artifact presents a different perspective on how rhetorical discourse can mediate change; this is important because it demonstrates the many ways topics, and in this case exigences, are addressed.

Rhetorical discourse: a fitting response to the rhetorical situation

The selected artifacts document different types of rhetorical discourse that can provide fitting responses to the rhetorical situation. The HEA amendments are fitting responses because they directly address the needs of HSIs and Hispanic students. They are also fitting responses because they assist institutions in solving students’ problems and help stabilize management of institutions, highlight the available assistance for HSIs to help with problems related to their ability to survive, and address multiple issues related to educational disparities between Hispanic and white students. This discourse changes the existing reality, mediating change through the opportunities for improvement. The selected academic articles also provide examples of fitting responses to the rhetorical situation. These articles pinpoint areas for improvement, highlight what can be done to level the playing field, analyze policy to highlight improvements in progress, clarify misinformation, and describe deterrents to college completion. The convocation speeches emphasize possibilities, focusing on the events, people, institutions, and relations that contribute to student success. This focus guides discussion to positive outcomes, constraining decisions and subsequent actions. Table 4.2 provides one set of responses from each type of artifact that supports different elements of the rhetorical situation, as well as examples of the constituents of the rhetorical situation. The full table of responses related to the rhetorical situation is located in Appendix B.

Table 4.2 Composition: Rhetorical Situations

1986 HEA Amendment
Statement Supporting the Rhetorical Situation: 1. These institutions play an important role in the American system of higher education, and there is a strong national interest in assisting them in solving their problems and in stabilizing their management and fiscal operations, and in becoming financially independent.”
Constituents of Rhetorical Situation

<p><u>Exigence</u></p> <p>Institutions and universities with large concentrations of minority low-income students face declining enrollment, scarce resources, and a need to enhance their role in providing access and quality education to these students.</p>	<p><u>Audience</u></p> <p>Employees of institutions with large concentrations of minority, low-income students</p>	<p><u>Constraints</u></p> <p><u>Persons</u> Legislators <u>Institutions</u> Staff, faculty administrators, students within the institution <u>Events</u> Voting cycles <u>Relations</u> Legislators and institutional representatives</p>
---	---	--

Academic Literature: The Crucial Role of Hispanic-Serving Institutions (Arciniega)

Statement Supporting the Rhetorical Situation:
1. “The urgent need to improve access to education among this historically underserved population (Hispanic)” (150)

<p><u>Exigence</u></p> <p>The need to improve the state of higher education for minorities</p>	<p><u>Audience</u></p> <p>Academics interested in MSIs/HSIs/ minority students</p>	<p><u>Constraints</u></p> <p><u>Persons</u> Federal legislators <u>Institutions</u> HSIs <u>Events</u> Change in institutional administration <u>Relations</u> Department of Ed employees and HSI staff/administrators</p>
---	---	---

1987 Convocation Speech

Statement Supporting the Rhetorical Situation:
Creating educational opportunities and access

<p><u>Exigence</u></p> <p>“UTEP has an obligation to change the stereotype of minority institutions and to set a tone for other universities whose student populations will become increasingly</p>	<p><u>Audience</u></p> <p>UTEP students</p>	<p><u>Constraints</u></p> <p><u>Persons</u> UTEP administrators <u>Institutions</u> UTEP <u>Events</u> Celebration of 75th anniversary (UTEP) – longevity</p>
--	--	---

4.4 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is known for its focus on the relationship between language and society. Fairclough defines CDA as a discourse analysis that aims to methodically explore often obscure relationships of ‘causality and determination’ (*CDA and the Marketization* 135). As noted in Chapter 3, *Critical Discourse Analysis and The Rhetorical Situation*, my questions for this analysis are based on Fairclough’s matrix, and his ten questions associated with vocabulary, that should be asked of a text. Fairclough believes that the use of the matrix and the questions are necessary for an effective critical discourse analysis.

Fairclough’s Matrix

Fairclough’s matrix provides the framework of the relationship between text, interaction, and context, the three main components of the matrix. These terms are important to the analysis and I feel it necessary to provide definitions of each.

- Context: the social conditions of interpretation and the social conditions of production combine to form the context of the discourse.
 - Social conditions of interpretation look at what conditions require interpretation of the text and drills down into the details of the situation.
 - Social conditions of production tease out the social environment contributing to production of the text, and relate to three different levels of social organization: social situation, social institution and society as a whole.
- Explanation: Concerned with the relationship between interaction and context

- Addresses relationships between interactions and more durable social structures which shape and are shaped by these events (Fairclough, *Language and Power* 22)
- Concerned with relationship between social events and the social determination of processes of production and interpretation, and their social effects (Fairclough, *Language and Power* 22).
- Interaction: Bridge between context and text
 - Generated by social relationships and social structure
- Interpretation: Interpretation of context and of text
 - Interpretation of text by discourse participants
 - The use of social order to interpret situational context
 - The use of Interactional history to interpret intertextual context
 - Comprehensive interpretation generated through a combination of what is in the text and what is in the interpreter (Fairclough, *Language and Power* 118)
- Text: the process of production and process of interpretation combine to form interaction, which generates the text that is the discourse I will analyze.
 - Process of production asks who the discourse is a product for
 - Process of interpretation asks who the discourse is a resource for
- Description: Major component of text
 - Consists of identifying and labeling, and is concerned with the formal properties of the text
 - Creates descriptive framework (Fairclough, *Language and Power* 22)

Context

The first section of the analysis is related to context, examining the social conditions of interpretation and the social conditions of production. This is where the differences between the types of artifacts broaden significantly. The questions related to context incorporate ‘explanation,’ a stage of the matrix. Explanation is concerned with the relationship between context and interpretation, and examines the social determination of processes.

Social Conditions of Interpretation

The social conditions of interpretation ask four situational questions to help break down the context surrounding the text:

1. What’s going on?
2. Who’s involved?
3. In what relations?
4. What is the role of language?

What’s going on?

When examining amendments to the HEA of 1965, ‘what’s going on’ is a legislative process that generates an amendment to the HEA. This process can include testimony from various factions, information that may or may not have been sought out. The process is affected by the current social environment related to minorities and education, and translates into the offering of additional or less assistance for HSIs and Hispanic students. The 1986 HEA amendment added a Hispanic enrollment percentage as an eligibility requirement for Title III funding, set at 25%. Title III, Institutional Aid, is intended to provide funds to strengthen institutions with a high minority student population. A subsequent amendment, in 1992, introduced the definition of Hispanic-Serving Institution. The social environment encourages

change, such as the creation of the official definition of Hispanic-Serving Institution, resulting from a socially expressed desire to ensure this growing, underserved population receives educational assistance. The 1998 HEA amendment also contains elements important to this discussion. Within this amendment are Congressional findings about Hispanic students. One of the findings is that Hispanic Americans are at high risk of not enrolling or graduating from institutions of higher education. Another finding is that the disparities between the enrollment of non-Hispanic white students and Hispanic students in postsecondary education are increasing (1998 HEA amendment).

‘What’s going on’ varies for academic literature, because the reason for publication is dependent on the focus of the journal, and is therefore impacted by social context. The journal’s focus reflects its perception of what is currently important and relevant. For example, the article by Tomás Arciniega, *The Crucial Role of Hispanic-Serving Institutions*, was published in a 2012 special edition of the *Journal of Latinos and Education*. Arciniega discusses the role of HSIs in Hispanic students’ lives, suggesting Hispanic graduates are central to the future of our country. Also important is what of significance took place that evoked a need for this special edition.

Vigil-Laden’s 2004 article, *Hispanic-Serving Institutions: Myths and Realities*, addresses the importance of HSIs for Hispanic Students, as well as the challenges Hispanic students face before and during college. She discusses prevalent myths that exist about Hispanic students and HSIs, addressing the increasing number of Hispanic students attending college, and whether the role of HSIs is understated. Myths can serve to reinforce perceptions about HSIs and Hispanic students, and her clarification of misunderstandings alters the representation of Hispanic students and HSIs, allowing the Hispanic identity to be shaped in a different way.

Contreras & Contreras' article, *Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates*, examines the connection between HSIs and college completion rates. The article claims that the central challenge for Hispanic students is college and degree completion, and so 'what's going on' for them is an investigation into how HSIs affect Hispanic students' college completion rates.

Convocation speeches are very different from the previous two types of artifacts. These are more personal, but are also traditional and an expectation for accountability for the university president. Dr. Natalicio's (UTEP President) first convocation speech was given in 1987; this is significant given that she is still UTEP's President. The 1987 speech touched on faculty successes in obtaining research grants, publications, and staff and student dedication to the university. In 1997, the President celebrated all things associated with the opening of a new building on campus, the Undergraduate Learning Center (UGLC), and the benefit of this structure to the students. In 2007, her speech was much more extensive. The 2007 speech highlighted the successful space flight and space walk of UTEP graduate and astronaut Danny Olivas, UTEP's commitment to access and excellence, and celebrated the institution's 10-year re-accreditation by the Southern Association of Colleges and Schools.

Who's involved?

Federal legislators are involved in the process of amending the HEA, but outside entities also provide testimony for or against the proposed changes. These entities can be state or institutional representatives, or outside organizations invested in Hispanic success such as the Hispanic Association of Colleges and Universities (HACU).

Involvement in the publication of HSI-related academic articles is narrow, restricted to authors and representatives of the publication itself, such as editors and publishers. However

when considering this topic, HSIs, Hispanic students, and faculty members are also involved when they use the articles as a resource. It is important to keep in mind that both aspects of involvement – production of the artifact and use of the artifact as a resource – need to be considered and the connections between the sides exposed in order to have a clear picture of the overall involvement. This is true for all types of artifacts.

The convocation speeches are primarily the product of UTEP's President, however additional help is needed to get out the word about the speech. This requires the involvement of the President's office staff, and others throughout the university. Those who had a part in the various events of the past year are also involved. Their actions, such as Danny Olivas' space flight or the planning of construction of the UGLC, are included in the convocation speeches. Other participants in the year's events, such as representatives of The University of Texas System and The University of Texas Board of Regents, are recognized in the speeches because they made an important contribution to the successes, either through their financial support or through agreements to institutional changes.

In what relations?

Relations referred to here can be relations of power or social distance. Relations of power are internal power relations, while social distance is the level of acceptance people have of others outside their own social group or class. When considering HEA amendments, legislators have the final word; they make the decision on passage or denial of an amendment. In some ways, the publication of academic literature can be seen as similar to the creation of legislation. Both are representative of existing societal beliefs about a topic, in this case the education of Hispanics. The difference is that an author either responds to a specific call for papers from a journal, or submits an article based on what the journal represents. As noted earlier, the convocation

speeches are very different from the other two types of artifacts. These speeches are specifically related to The University of Texas at El Paso; the primary relationship is between UTEP's President, Dr. Natalicio, and the students, but there are also the relations between the President and faculty and staff. Social distance should be considered here because although the speeches have a personal tone, it must be remembered that this is the President of a large institution addressing students, faculty, and staff. This relation also impacts both identity and power.

What is the role of language?

In HEA amendments, language is used to express legislative changes. Language in government documents uses government-defined terms in conjunction with the requisite legal verbiage and frozen register. The discourse also represents HSIs and Hispanic students by defining both in the documents. Language is used to convey the author's beliefs in the academic articles, providing information about specific HSI-related topics, and addressing various issues related to Hispanic students. Convocation speeches encourage, clarify, and define. They convey the President's thoughts and beliefs about the past year and the year to come, sharing institutional and student successes. These speeches present what the President sees as the connections between the events of the past year and the UTEP students, and the institution; this is her representation of the institution.

Social Conditions of Production

I next analyzed the social conditions of production, an important component of context. I examined each artifact for statements that emphasize a social situation, social institution, or society as a whole, as related to HSIs or Hispanic students that could drive production of the discourse.

Social Situations

Within the HEA amendments, an example of a social situation is that the 1986 HEA amendment was crafted partially as a response to concerns that the HEA as written did not always meet the development needs of HBCUs and institutions serving large concentrations of minorities. The social conditions of production are reflected in academic literature through specific examples from the literature itself. Arciniega mentions the “exploding growth of Latinos in America,” clearly a social situation that affects Hispanic students and HSIs (150). The 1987 convocation speech highlights social situations when noting that there is a large Hispanic student population at UTEP, and also when praising the excellence demonstrated by UTEP students in major national contests.

Social Institution

A condition of a social institution is the definition of the need for “eligible institutions” to serve an enrollment that includes at least 20 percent Hispanic students, included in the 1986 HEA amendment (1292). In the academic articles, a social institution is highlighted in discussions about specific aspects related to HSIs. Contreras and Contreras state that not all HSIs “consider the concept of Hispanic-serving central to their institutional identity” (152). The social institution is also highlighted in the 2007 convocation speech through the mention of Danny Olivas’ wearing a UTEP shirt in space and signaling the Miner pick during his space walk.

Society as a Whole

Society as a whole is reflected by proponents of Hispanic higher education coming together to gain political and congressional support for passage of HSI legislation through the HEA amendments. In the academic articles, society as a whole is highlighted by Laden-Vigil’s comment that the low Hispanic educational attainment rates reveal a “bleak outlook for their

potential social, economic, and educational gains unless a number of dramatic changes occur” (80). Lastly, society as a whole is depicted in the 1987 convocation speech when the President highlights the increase in UTEP’s student population and the need for society to see UTEP students’ positive contributions.

Description

Description is associated with text, one of the three primary components of Fairclough’s matrix, in particular through identifying and labeling. In this analysis I searched for experiential, relational, and expressive values of words and phrases using questions that help draw out the ways Hispanics and HSIs are identified and labeled. This translates to the representation and shaping of the Hispanic identity and the assignment of power. When looking for the experiential values within the artifacts I stayed true to Fairclough’s methods and considered the way the text producer’s experience of the natural or social world is represented; this includes asking if there are words or phrases that are ideologically contested. Relational values are represented by social relations expressed in the text, and consideration of how a text’s choice of wordings depends on, and helps create, social relationships between participants. Finally, when examining the text for expressive values I looked for persuasive language.

Experiential values

Starting with experiential values, the three HEA amendments are consistent when it comes to the text producer (Congress) and the text producer’s experience of the natural or social world. The Hispanic student and HSI-related changes in the HEA amendments reflect changes in the social and natural world. As an example, when the HEA was first introduced in 1965, the focus was on students attending HBCUs; Hispanics are not mentioned. As time passed and Hispanic students’ education became a concern, HEA amendments reflected this change in the

social world. This is relevant because the social world is also the reason that these changes are needed, it contributes to the reinforcement of minority identities, and plays a role in both poverty and social mobility, both of which are associated with power and identity. This dichotomy will be teased out more thoroughly in my discussion of my analysis.

Academic literature has quite a bit of variance in the text producer and the experience of the natural or social world, as reflected in the different HSI-related topics. Arciniega's experience with the social world can be understood to converge with his experience in the natural world over time, due to his extended focus on HSIs. Vigil-Laden's experience of the natural and social world are reflected in her work. Her focus was on informing the higher education community of the unique mission of HSIs, and the successes or lack thereof that Hispanic students experienced. The extensive body of HSI-related work she produced reflects her experiences of the natural and social world. Although all of these academic articles are related to HSIs, the authors and topics cover quite a bit of varied information and ultimately reflect different aspects of social and natural worlds.

Experiential values resulting from convocation speeches are somewhat consistent because the same person is the text producer for all three speeches. The changes in experiential values are a reflection of the changes in the President's social, natural, and professional worlds, which are highlighted in each convocation speech. While the President's experiences change over time, the changes may not be as significant within the speeches because of her continued association with the university.

Relational values

Relational values expressed in the artifacts are wide-ranging, even within the same type of artifacts. The relational values in HEA amendments touch on concerns such as meeting the

developmental needs of institutions with high minority student populations, claiming that there is a strong national interest in helping Hispanics improve educational attainment, and the connection between HSIs and low-income Hispanic students. Examples of relational values in the academic articles include social justice concerns such as the link between an activist legacy and a desire to improve educational opportunities for Hispanic students, the differences between Hispanic students' and other students' success, and the link between educated Hispanics and success. In convocation speeches relational values touch on more personal connections such as the association between universities and student success, the positive attributes students bring to the institution, and the connection made by astronaut Danny Olivas between UTEP students and UTEP - the HSI he graduated from.

Expressive values

Expressive values were not as prevalent in the artifacts, however the context is significant when identifying expressive values as compared to experiential and relational values. This does not mean context is more important overall for expressive values, just that they are more important in identifying expressive values. Expressive values within HEA amendments are conveyed in statements about self-sufficiency, needy students, high percentages of minorities enrolled in HSIs, and the risk associated with Hispanic students' graduation possibilities. The academic articles express the urgency of the article's topic, such as addressing the urgent need to improve access to education for Hispanic students, or the power of the Hispanic population. The sentiments expressed in convocation speeches have a positive tone, highlighting the benefits of earning a college education, and the talent students bring with them.

Text

Text is the result of several processes: the process of production and process of interpretation. These separately contribute to the formation of interaction, but when combined generate the texts that are the discourses I have analyzed.

Who are the artifacts a product for?

Each type of artifact is directed at a specific population, but the combinations and intersections of these populations are significant to the outcomes of my analysis. Through their interpretation of and use for the artifacts, these audiences contribute to the shaping and representation of Hispanic identity as well as to the assignment of power, and this is where the combinations and intersections become even more important. By itself, the audiences' interpretation of the HEA amendments is very narrow, but if that same audience also reads academic literature related to HSIs and perhaps also reads one of Dr. Natalicio's convocation speeches, a broader and more cohesive interpretation of the texts is developed. It is also possible that someone may only work with two of the three types of artifacts, and this is where there may be intersections and various combinations resulting from the combinations of the artifacts accessed by the audiences.

HEA Amendments

The HEA Amendments are produced by the federal government, for the U.S. Department of Education, as well as for institutions of higher education that are "struggling for survival and are isolated from the main currents of academic life," and have large concentrations of minority, low-income students, especially Hispanic students (HEA 1965). The HEA amendments have a narrow audience; they are primarily directed at institutions serving a high minority student population. They are also produced for the U.S. Department of Education, allowing the

government to oversee and direct the assignment of funds for HSIs, and also to provide guidelines for the assistance provided to these minority-serving institutions. It is important to keep in mind that initially the HEA was focused mainly on Historically Black Colleges and Universities (HBCUs); the amendments were a way to draw in HSIs and other institutions with majority-minority student populations. The amendments are also a resource for HSIs. The guidelines embedded in the amendments enable these institutions to understand the assistance that should be provided by the federal government, thereby providing a resource for questions about assistance to HSIs.

Academic Literature

It is relatively easy to determine whom the academic articles are a product for, partially due to the constraints associated with accessing academic literature. The academic literature is produced for the specific journal in which they are published, academia in general and, more specifically, academics interested in Hispanic-Serving Institutions or Minority-Serving Institutions. This literature initially stresses whom the articles are for through the journal's identity; the scholarship within each journal relates to a particular academic discipline and is often narrowed further by the topic. Academic literature is accessed primarily by academics: students, faculty, and researchers. In particular, articles are produced for and accessed by academics that have an interest in the topics covered within the articles. Academic literature is produced for the journal in which it is published, and for people interested in HSIs and MSIs. However, within this group are subgroups of people interested in specific aspects of a topic. The articles I selected highlight what the readers are interested in, for example some are interested in the social justice aspect of HSIs, some in college completion, and others have focused their research on how HSI funding is managed. Academic literature is produced as a touchstone for

other work in a similar or same field, and is a product for those who want to expand their knowledge, in general, about the various subjects and viewpoints associated with HSIs. As my analysis progresses, the examination of the discourse in the articles will highlight how the Hispanic identity is presented and shaped, and how power is assigned.

Convocation Speeches

Convocation speeches focus on HSIs from a completely different angle than HEA amendments or the academic articles. These speeches come from a factual, yet more personal place. The speeches are produced by the President of UTEP for students, faculty, staff, and other interested or invested parties, to ensure they are aware of the impactful events that have occurred at the institution over the previous year. The convocation speeches are directed at people who attend and work for UTEP, as well as those who are not directly connected to the university but have contributed in some way over the past year.

Who are the artifacts a resource for?

Next is asked who the artifacts are a resource for. The amendments are a resource for the Department of Education, HSIs, state governments, and those researching minority funding within higher education. The academic articles are a resource for academics: academics researching HSIs, or researching topics such as educational policy, social justice and Hispanics, minority access to postsecondary education, college completion and retention as related to Hispanics. The convocation speeches are useful and informative for historians, potential students, the community, leadership in other entities in the community, and documentation; they are a good resource for research related to postsecondary education and specifically for HSI-related research.

HEA amendments are a resource for the Department of Education, because employees can refer to the amendments when responding to questions related to the HEA. The amendments are also a resource for HSIs and for those who are conducting research related to HSIs specifically, or minority-serving institutions generally. State governments can utilize the HEA amendments when discussing state-level legislation related to minority-serving institutions, possibly in regards to funding.

Academic articles are a key resource for research because they contain a broad range of information, in this case information related to HSIs and Hispanic students. This provides a more expansive resource that can augment the use of HEA amendments as a resource. The articles I selected for the analysis have varying topics and within each article are multiple aspects of interest related to that particular topic, depending on the research focus. Tomás Arciniega's article, *The Crucial Role of Hispanic-Serving Institutions in the Education of Latino/a Youth*, analyzes policy issues related to missions of HSIs, and offers recommendations about their role. The article also addresses the effect of the activist legacy of early Hispanic leaders on the education of Hispanic students. The second article, Vigil-Laden's *Hispanic-Serving Institutions: Myths and Realities*, discusses the largely unrecognized role that HSIs play in the education of Hispanic youths, and myths and realities associated with HSIs. Vigil Laden's article also touches on HSI history, emerging HSIs, and minority-majority institutions. The third article is *Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates*, by Contreras and Contreras. This article presents as a resource for those examining the success, or lack thereof, of HSIs.

Convocation speeches are the third and final type of artifact, and their use as a resource may be more limited than the other two types, because they are specific to a particular institution.

The convocation speeches may be a resource for people interested in various aspects of HSIs, such as social issues or Hispanic identity concerns, and will of course be a resource for those specifically interested in this institution – in UTEP.

The questions associated with the matrix are critical to understanding the representation and shaping of the Hispanic identity and the assignment of power, and the details above provide context for the responses to the questions. Table 4.3 provides one example of the responses to questions associated with the matrix for each artifact. The full table of responses is located in Appendix C.

Table 4.3 Responses - Fairclough’s Matrix

Amendments to the Higher Education Act of 1965	
1986 Amendment	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	Legislative process of amending HEA of 1965
Who’s involved?	HSI representatives
In what relations?	Legislators make final decision
What’s the role of language?	Discourse used to express legislative changes to the HEA
<i>Social conditions of production</i>	
Social situation	To assist institutions in equalizing educational opportunity through a program of federal assistance.
Social institution	Define ”Enrollment of Needy Students” – an enrollment of an institution of higher education which includes – “at least 50 percent of the degree students so enrolled who are receiving need-based assistance under title IV of this Act...”
Society as a whole	None
INTERACTION	
Who is this a product for?	HSIs
Who is this a resource for?	Researchers of minority higher education issues
Text = Result of Context and Interaction	
Academic Literature	

The Crucial Role of Hispanic-Serving Institutions (Arciniega)	
CONTEXT	
<i>Social conditions of interpretation</i>	
What's going on?	Article written for Journal of Latinos and Education special issue on HSIs (2012)
Who's involved?	HSIs referenced in the article
In what relations?	Editors can send article back for revision, with suggestions and requirements
What's the role of language?	Conveys author's beliefs about this topic
<i>Social conditions of production</i>	
Social situation	Part "rich historical legacy of early Latino leaders who worked to ensure the inclusion of Hispanics in American higher education" (150)
Social institution	"But I am confident that most of our university and college leaders today do recognize that they must continue to give high priority and commit their resources to the significant number of Latinos and other low-income minorities in their institutions" (153).
Society as a whole	Increasing substantially the number of Hispanics enrolling in colleges and universities
INTERACTION	
Who is this a product for?	Academics (general) – primary audience
Who is this a resource for?	Academics researching educational policy related to minorities, specifically Hispanics
Text = Result of Context and Interaction	
UTEP Convocation Speeches	
1987 Convocation Speech	
CONTEXT	
<i>Social conditions of interpretation</i>	
What's going on?	Dr. Natalicio (UTEP's President) prepared a speech for Fall 1987, her first convocation speech as President
Who's involved?	Students, staff, faculty
In what relations?	Relations between Dr. Natalicio, staff, students, and faculty
What's the role of language?	Conveys Dr. Natalicio's beliefs about how UTEP helps students
<i>Social conditions of production</i>	
Social situation	High Hispanic population at UTEP
Social institution	"UTEP has an obligation to change the stereotype of minority

	institutions” (4).
Society as a whole	Need for society to see the positive contribution these students make
INTERACTION	
Who is this a product for?	UTEP Students
Who is this a resource for?	Those performing HSI-related research
Text = Result of Context and Interaction	

The information gained through this analysis provides a broad spectrum of information due to the varied type of artifacts, yet generates specifics associated with different components of HSIs through the individual analyses. In the next chapter I will draw this information together and discuss the ways that the Hispanic identity is shaped and represented, and how it appears that power is assigned.

Chapter 5 – The Hispanic Identity and the Assignment of Power

In this chapter I use the results of my analysis to discuss the impact of written HSI-related discourse on the Hispanic identity for Hispanic students and HSIs, and the assignment of power. When starting my dissertation, I expected to find connections between the different types of artifacts in relation to identity and power, but instead found that similarities in the discourses produced different effects. The artifacts represent and shape identities in very distinct ways and for different reasons, ways that are particular to each type of artifact. The assignment of power is also, for the most part, distinct to each of the different types of artifacts. With this in mind, using discourse analysis I discuss power and identity in order to explain how written HSI-related discourse both represents and shapes the Hispanic identity, and assigns power.

Before progressing any further in this discussion let me provide my definitions of identity and power, so my use of the terms is clear. In order to have a good working definition of these terms I searched for various definitions of both, accessing dictionaries, academic articles, and general internet searches, to gain a broad understanding of the different ways these terms are used and defined. I considered how I perceive identity and power as related to the selected discourse and then developed my working definitions of each.

- Identity is the quality, beliefs, and characteristics that distinguish a person or institution. Identity can be assigned to a person, group of people, or to institutions without their agreement through the use of common beliefs or perceptions.
- Power as the possession of control, authority, or influence over others, or over oneself, for any length of time. Having power means that a person, or group of people, has the ability to act and produce a desired effect. An assignment of power occurs when

opportunities for change are offered to someone. This involves an element of consent because the opportunity must be accepted and utilized for change to occur.

5.1 How are HSI and Hispanic student identities represented in and shaped by written HSI-related discourse?

The shaping of the Hispanic identity is directly related to and builds off of the representation. The representation of the Hispanic identity is a snapshot of a perception at a certain point in time; the shaping of the Hispanic identity takes the snapshot and either uses it to reinforce existing perceptions, or uses it to build up an evolving identity, the beginnings of a change in perception. In these artifacts, there is a clear connection between the representation and the shaping of the Hispanic identity.

The representations of the Hispanic identity are a direct result of the way each author responds to the rhetorical situation, the concern that Hispanic students are graduating from postsecondary institutions in much lower numbers than their peers. A response to the rhetorical situation is also a response to current social issues that need to be addressed. Fairclough's inclusion of the question 'what's going on?' in a critical discourse analysis is directly related to the rhetorical situation in that discourse is affected by what is going on in the world around us. The rhetorical situation highlights a focus, a concern that is societally significant. Responses are distinct to the type of artifact, and reflect the way each author or authors use discourse to mediate change. The HEA amendments legislatively address Hispanic student and HSI deficits, the academic articles highlight Hispanic student and HSI deficits, and the convocation speeches encourage, praise, and inform.

The HEA amendments represent Hispanic students and HSIs using deficit terms and, because an intent of the HEA and its amendments is to provide assistance to HSIs and Hispanic

students in need, this is appropriate. Hispanic students are represented as needy, from low-income backgrounds, and at high risk of not enrolling or graduating from institutions of higher education; HSIs are represented as struggling for survival and isolated from the main currents of academic life (Pub. L. 102-325). These representations reinforce a deficit identity associated with Hispanic students and HSIs. In the HEA amendments, Hispanic students' and HSIs' continued need for assistance, documented for over 50 years in these amendments, serves to reinforce that perception and contribute to the shaping of this deficit identity.

The selected academic articles also represent Hispanic students and HSIs using deficit terms, referring to high attrition, low college completion, Hispanic students who are unprepared for college, and Hispanic students who are not expected to graduate from postsecondary institutions. This reinforces a negative perception, and so contributes to the shaping of a deficit identity. These articles primarily discuss what HSIs should do to help improve Hispanic students' educational attainment. The lack of information about HSI and Hispanic student achievement implies that they are limited or do not exist. This omission highlights an important element of both the rhetorical situation and CDA – constraints. In this instance the constraint, the restricting of decision and action, is the author of the discourse. The authors of the academic articles decide how to represent HSIs and Hispanic students in their discourse through their interpretation of the information they gathered for the article, in conjunction with their own biases. This is significant as related to the analyzed academic articles because of the different ways each author responded to the same rhetorical situation. This is also significant because it reflects existing social situations that allow or encourage reinforcement of this identity.

Contreras and Contreras' representation of Hispanic students focuses on deficiencies, noting that Hispanic students are not making sizeable strides in postsecondary attainment (152).

They claim that outcomes for Hispanic students attending HSIs remain a challenge, and that Hispanic students experience high attrition and low college completion rates (Contreras and Contreras 153). Vigil Laden claims that despite the presence of HSIs, postsecondary attendance rates for Hispanic students remains low as compared to their peers (78). These claims are similar, representing Hispanic students as struggling to complete college. Through these statements, the representation of the Hispanic identity is one of deficiency, that of Hispanic students who continue to graduate from postsecondary institutions in much lower numbers than their peers.

Although the majority of the information in the selected articles openly addresses Hispanic student and HSI deficiencies, the articles also incorporate broad descriptions to highlight potential. Arciniega discusses the “powerful and growing potential power of the Latino population of America,” stating that there is nothing more critical to the country’s future than increasing the number of Hispanic graduates from colleges and universities (152). Vigil Laden states that HSIs have a vital role in contributing to improved national outcomes for minority students, maintaining that the future of HSIs is one of continued growth (88). Contreras and Contreras note that “investing strategically” in HSIs to produce a “greater number of degree completers” might help transform the next generation of Hispanic families and their communities (153). In all of these observations, the authors are shaping the Hispanic identity through their omission of examples of progress. These generalities reinforce the status quo, in this case by not providing information about progress to alter the shaping of the deficit Hispanic identity.

UTEP convocation speeches are distinct from the other types of artifacts in that they provide specific information about this HSI and its students. They include a considerable amount of positive representations of Hispanic students and UTEP. In the speeches, Dr. Natalicio promotes student and institutional achievements and emphasizes student value. In her 1997

convocation speech, Dr. Natalicio notes that many undergraduate students secured co-op and internship positions with high-profile firms such as Raytheon and Texas Instruments. That same year students excelled in major national contests; two UTEP teams tied for first place among more than 200 entries in the Disney Imagineering competition, and a team of UTEP Computer Science students won a major national robotics competition (Natalicio, *1997 Convocation* 4). The President emphasizes the value of students, stating that two major factors in student success is the talent and motivation they bring with them to UTEP. Continuing in her positive representation of UTEP students, she notes that “unlike students in more affluent university settings, they successfully juggle jobs and family obligations, volunteer for community service, and compete for national prizes, while making steady progress toward their degrees” (Natalicio, *1997 Convocation* 5).

Institutional progress, such as the incorporation of the College Readiness Initiative into an enhanced New Student Orientation, is highlighted in her 2007 convocation speech (Natalicio, *2007 Convocation* 2). Dr. Natalicio further lauds the institution’s success by noting that in 1997 UTEP was ranked second in the nation in Hispanic graduates in Business, Engineering, Physical Sciences, and Health Sciences (*1997 Convocation* 4).

Neutral statements in the speeches reference what should be. Dr. Natalicio claims that UTEP has an obligation to change the stereotype of minority institutions, and become a role model for institutions that have or will have high minority student populations (*1987 Convocation* 4). She notes that UTEP must be prepared to experiment with new approaches and new strategies for creating educational opportunities, and be willing to accept the student body as it is, not attempting to change it into a more familiar package (*1987 Convocation* 6). In these speeches the neutral language plays a different role than it does in the academic articles. Rather

than emphasizing what is lacking or missing, it looks to build on existing institutional and student accomplishments that have been included as examples in all the convocation speeches.

5.2 How does written HSI-related discourse assign power to Hispanic students and HSIs?

The analyzed articles all have one thing in common, they are a clear response to the rhetorical situation; they are intended to create change and this is where the assignment of power is visible. As noted earlier, power is assigned when opportunities for change are provided. If the opportunities are accepted and acted on by those they are offered to, change associated with the opportunities can occur. Power can also be taken, and that is when an individual or institution creates opportunities for themselves.

The HEA amendments are intended to help strengthen HSIs, and provide resources for minority students. Through discussion of HSI-related topics in the various articles, the academic articles highlight HSI and Hispanic student needs. Convocation speeches emphasize student and institutional successes, stressing the future possibilities. While some of these artifacts clearly assign power, in others it is important to look at context and consider intent to see the assignment of power.

HEA amendments assign power through their intent to assist HSIs and Hispanic students. However, the strength of the assignment of power is based on the retention of the deficit Hispanic identity. This assignment of power strengthens as subsequent amendments add specifics related to Hispanic students and HSIs, in order to ensure that the assistance is appropriately assigned. An intent of the 1986 HEA amendment is to assist institutions “in equalizing educational opportunity through a program of Federal assistance” (1291). The amendment further states that it will carry out a program to improve the academic quality,

intuitional management, and fiscal stability of these institutions. HSIs and Hispanic students are represented in these amendments using deficit terms, in order to highlight the needed assistance.

The academic articles assign power indirectly through statements such as “HSIs are vital players in educating Hispanic students,” and “research suggests many HSIs offer academic and student support” (Vigil Laden 74). Another statement indirectly assigning power is made by Arciniega who notes that Hispanics, as a “growing demographic force,” have made significant progress toward the equalization of opportunities for minorities (151). By generally promoting the positive role of HSIs in educating Hispanic students, they indirectly assign power to both HSIs and Hispanic students.

Arciniega also assigns power through his belief in the ability of HSIs and Hispanic students to succeed (150). Noting that many college and university leaders must continue to commit resources to the significant number of Hispanic and other minority students in their institutions, Arciniega emphasizes that institutions already recognize and address minority student issues within their institutions. Although he provides no examples, the emphasis on steps that have already been taken assign power through the promotion of these positive steps.

Contreras and Contreras’ assignment of power is obscure, as the primary focus of the article is on deficits associated with HSIs, and with Hispanic students’ educational attainment. Differing from the HEA amendments in the reason for the use of deficit terms, Contreras and Contreras’ representation contributes only to the reinforcement of a deficit identity. Depending on the audience’s interpretation, however, power may be assigned through their discussion of potential improvements to HSIs, as in their claim that investing strategically in HSIs could produce a greater number of Hispanic student postsecondary graduates (Contreras and Contreras 153). This could be interpreted as a belief in the strength of HSIs, but should be seen as a very

weak assignment of power, if at all. The focus on deficits without solutions draws out a relational concern presented by the authors, one of relations of power. The authors are in a position of hierarchical power as related to the subjects of their discourse: HSIs and Hispanic students. Contreras and Contreras' article highlights this relation, in particular because the discourse reinforces a deficit Hispanic identity and raises the question of why the article is one-sided.

Out of the three types of artifacts, the convocation speeches more clearly assign power than the other artifacts, however it is important to keep the audience in mind when considering expected changes resulting from the assignment of power. As noted in a previous chapter (3), the audience in a rhetorical situation is composed of people who, when influenced by the discourse, can mediate change. I analyzed the written version of the convocation speech, and while the written version assigns power, it is important to keep in mind that the audience is much more limited than it is for the spoken speech.

Dr. Natalicio assigns power to the institution and its students by highlighting achievements and outside entities' positive perceptions of the institution. In her 1987 convocation speech she states "UTEP is regarded nationally as a model institution" and notes that minority institutions are traditionally not associated with strong graduate programs and research excellence (Natalicio 4). While the perception of UTEP as a model institution assigns power to the institution, power is also assigned to the students who are affected by perceptions of their institution. The President highlights the strength of the institution, noting that the faculty come from the most prestigious universities in the United States, such as Yale, Harvard, Stanford, and John Hopkins (Natalicio, *1987 Convocation 2*).

Assigning power to students in her 2007 speech, Dr. Natalicio singles out the UTEP Promise Program, a program which offers students with an annual family income of \$25,000 or

less a financial aid package that eliminates all out-of-pocket expenses for tuition and fees (5). The President also assigns power by showing students what has been accomplished by UTEP graduates, such as Danny Olivas, a UTEP alum and NASA Astronaut who completed a space walk in 2007. Another aspect of student empowerment is generated by highlighting the increase in the number of Hispanic graduates. UTEP's high Hispanic graduation rates - second among all U.S. schools in the number of Hispanic graduates - has caught the attention of recruiters, especially those who place a high priority on workforce diversity (Natalicio, *1997 Convocation* 3). In 1997 there was a 20% increase in recruiters who visited the campus to interview UTEP students; recruiters came from high-profile companies such as Intel, Xerox, IBM, and Boeing (Natalicio, *1997 Convocation* 3).

It is difficult to clearly separate the assignment of power to the institution and to the students; they are often interconnected. An example is the power assigned the institution through the number of Hispanic graduates. This also assigns power to the students through the credibility of their degrees from this institution. This is the case in most of the instances where power is assigned through the convocation speeches.

5.3 How does the way Hispanic students and HSIs are represented in this discourse shape their identities and assign power?

The primary element connecting identity and power in the selected HSI-related discourse is achievement, or the lack thereof. In the HEA amendments it is the expectation of achievement. Power assigned to Hispanic students and HSIs, because of low Hispanic student graduation rates, is imbedded in the expectation that the assistance will generate an improvement in Hispanic student graduation rates. Representation of Hispanic students and HSIs using deficit terms contributes to the shaping of the Hispanic identity that drove the rhetorical situation. This is a

reinforcement of the Hispanic identity as one that is struggling, educationally substandard, and needing assistance. Alternatively, when combined with the fact that the Hispanic students and HSIs are expected to improve due to the assistance offered, the Hispanic identity can be perceived as evolving into something different. The assignment of power is strengthened by this deficit identity, rather than weakened, because the strength in the assignment of power resides in the opportunities it provides.

All of the HEA amendments include findings about concerns with Hispanic students' education. The 1998 HEA amendment represents Hispanic students as at high risk of not enrolling or graduating from institutions of higher education. While the HEA continues to provide opportunities for assistance to HSIs and Hispanic students, it is not able to do so without reinforcing a deficit identity, without adding to the definitions of Hispanic students as needy or struggling. By identifying HSIs and their Hispanic students as needing assistance, they assign power by declaring them eligible for funding for institutional improvements, however through the continued representation of HSIs and Hispanic students in deficit terms, they reinforce a continuing need for federal assistance. This ongoing representation shapes the Hispanic identity in deficit terms, and will continue to do so for the life of the HEA.

The majority of the information in the academic articles depicts Hispanics as lagging behind their peers, as struggling in the quest for educational achievement. Although the HEA amendments and academic articles both highlight deficits, the language used in the amendments clearly expresses the intention to assist. The difference between the HEA amendment deficit representation of the Hispanic identity, and that of the academic articles, is intent. The academic articles do not offer solutions, nor do they provide examples of HSI or Hispanic student achievements. For the most part they provide a status update on the state of postsecondary

education as related to Hispanic students and HSIs. The shaping of the Hispanic identity in these articles is reinforcement of the status quo. The assignment of power is minimal to non-existence, although it is possible to consider power assigned through the authors' highlighting the existence of a lot of room for improvement.

The academic articles provide information but do not convey through language, context, or tone, an expectation of empowerment or achievement. Any assignment of power would come through the interpretation of the discourse as promoting an expectation of potential achievements. The information in the academic articles serve instead to emphasize information needed to make a informed assessment of the state of Hispanic post secondary education and the role of HSIs, as related to the individual topics.

In the selected academic articles the authors only minimally discuss Hispanic students and HSI achievements, however some power is assigned, although indirectly, through the shaping of the Hispanic identity. Arciniega represents Hispanics and HSIs in a positive light, highlighting strengths of each, shaping them as strong, improving, and determined. He states that the majority of Hispanic students “fight and scramble” to achieve their dreams, understanding very well what it will take to graduate from college (Arciniega 151). Arciniega mentions the “powerful and growing potential” of the Hispanic population, and although he does not directly refer to them as students, it is implied that Hispanic students are included in this characterization. While he identifies few specifics, his positive attitude and word choice assign power through the belief that Hispanic students' educational opportunities will improve, and HSIs will play a role in that achievement.

The entire focus of Contreras and Contreras' article is on HSI and Hispanic students deficiencies. They highlight Hispanic students' low college completion rates, noting several

reasons for this including the contention that the students are not prepared for college settings. Contreras and Contreras also claim that a study found that HSIs were not “producing equitable opportunities or outcomes” for their Hispanic students (154). They further state that Hispanic students are often treated as commodities, utilized to seek federal funds associated with HSIs, although no examples of this are provided (Contreras and Contreras 154). This discourse clearly does not assign power to the Hispanic student or HSIs, instead shaping the Hispanic identity as one of struggle and incapable of contributing to the improvement of educational attainment for Hispanics.

Vigil Laden’s representation of HSIs as vital to the education of Hispanic students assigns power to both HSIs and Hispanic students; HSIs are shown as having a positive impact on Hispanic students’ education which depicts the students as making progress in their educational quest (74). In another statement she identifies HSIs as producing remarkable outcomes, noting that some offer academic and student support programs. This represents HSIs as concerned about the students, but although Vigil Laden states students are making progress no support is provided for this claim (79). The assignment of power as related to this artifact would also be minimal.

The author’s status in the discipline must be taken into account when considering statements made without significant support. What the audience believes is partially linked to the author’s credibility; if the author is deemed credible then what they introduce in their article will contribute to the shaping of identities and ultimately the assignment of power.

Even with these examples of how the way the Hispanic identity is shaped affects the assignment of power in the academic articles, the focus of the articles are primarily on what HSIs should do, HSI potential, issues with Hispanic students’ college completion, and the size of the

Hispanic student population. In general, Hispanic students and HSIs are represented as struggling.

When considering the third type of artifact, written convocation speeches, the impact of the representation of Hispanic students and HSIs on the shaping of identities and assignment of power is more pronounced. Convocation speeches show the strongest connection between identity and power, due to the way the speeches are structured. All of the speeches contain encouragement and recognition for students, staff, and faculty, and ultimately the institution. Institutional power is student power. The continued reinforcement of student value is especially important in regards to assigning power to students. Dr. Natalicio also includes examples of student successes to show current students what is possible.

Dr. Natalicio's convocation speeches are positive. In these speeches she encourages students, telling them they have value, that they are already successful, and that they can be even more successful going forward. These speeches empower the students through their positive representation, shaping the students' identity as successful in college, reflecting Dr. Natalicio's belief that UTEP students are strong and capable. This optimism affecting the shaping of the Hispanic student identity and the assignment of power is seen in every convocation speech. In her 2007 speech, Dr. Natalicio tells the story of Danny Olivas, a UTEP alum and NASA Astronaut. In 2007, Olivas was part of the crew of the Space Shuttle mission STS-117, flown by Space Shuttle Atlantis. This mission visited the International Space Station and Dr. Olivas completed two spacewalks. Dr. Natalicio praised Dr. Olivas' accomplishments, and used this success to highlight what students can accomplish, stating "Danny Olivas' performance as a NASA Astronaut put a bright spotlight on UTEP's success in providing opportunities to talented young people in this Paso del Norte region" (Natalicio, *2007 Convocation* 3). Dr. Natalicio uses

Danny Olivas to represent UTEP students, and with his success shapes a positive Hispanic identity and assigns power through the implication that success is within reach.

The institutional representation is also significant to identity and power. In her 1987 speech, Dr. Natalicio states that UTEP is regarded as a model institution, and was one of only four universities in the continental United States with a majority Hispanic population. This status indicates that UTEP has broken out of the norms of a Primarily White Institution (PWI), and developed norms associated with UTEP's majority-minority student population. This is further emphasized in UTEP's accolades; the institution is ranked second in the nation in Hispanic graduates in Business, Engineering, and Physical Sciences, and second among all U.S. colleges and universities in the number of Hispanic graduates (Natalicio, *1987 Convocation 5*). The convocation speeches highlight the affect of reinforcing the status quo versus empowerment.

The obvious focus on positivity in these speeches highlights the relations between Dr. Natalicio and the students, staff, and faculty. The clearly hierarchical relationship can have a greater effect on the assignment of power. Dr. Natalicio's conviction in the value and potential of both the students and the institution places more emphasis on the assignment of power, increasing the chances that the opportunities presented will be accepted and acted on.

It is clear that the use and distribution of the different discourses can represent and shape the Hispanic identity and assign power. The HEA amendments and academic articles all focus on deficits, while the convocation speeches focus on achievements. As mentioned earlier in this chapter, the HEA amendments focus on the deficits by necessity, the HSIs' continued need for assistance continually shapes their identity as lacking. The academic literature, however, can and should present a different side to the HSI story. While Arciniega put a positive spin on what HSIs could do, he did not include any examples of HSI and Hispanic student successes.

Contreras and Contreras focused on more elusive and undocumented concerns, such as using Hispanic students as commodities to obtain federal funding, and provide no instances of positive events associated with HSIs or Hispanic students. Vigil Laden's article is more helpful in promoting the reality of HSIs, addressing myths and realities associated with these institutions. While she does provide information about the increase in overall percentages of Hispanic graduates, her focus is primarily on more personal elements such as family and community support, and financial issues. The convocation speeches very clearly are designed to promote student and institutional success.

5.4 Conclusion

Written HSI-related discourse affects the representation and shaping of the Hispanic identity and the assignment of power for HSIs and Hispanic students differently for each type of artifact. I expected some consistency within each type of artifact, and also some consistency across the different types of artifacts. This was true in the representation of Hispanic students and the HSIs, but the reasons for how they are represented differ. In all three types of artifacts Hispanic students and HSIs are represented using deficit terms, although in a limited amount in the convocation speeches, however the shaping of the Hispanic identity and the assignment of power is different for each.

The intent of the HEA amendments is to strengthen institutions striving to further minority students' postsecondary educational attainment. To demonstrate the need for this assistance there must be a focus on associated deficits that need improvement; this generates the need for Hispanic students and HSIs to be represented in the discourse using deficit terms. Because the representation is that of a deficit identity, the shaping results in a reinforcement of the existing perception that drove the rhetorical situation. This is a reinforcement of the Hispanic

identity as one that is struggling, educationally substandard, and needing assistance.

Alternatively, when combined with the fact that the Hispanic students and HSIs are expected to improve due to the assistance offered, the Hispanic identity can be perceived as evolving into something better. Both are accurate. What should be noted is that the assignment of power is strengthened by this identity rather than weakened because the strength in the assignment of power resides in the opportunities it provides. A difference in the assignment of power as related to the use of deficit terms when representing Hispanic students and HSIs using deficit terms, can be seen in the academic articles.

The majority of the information in the selected academic articles depicts Hispanic students and HSIs as lagging behind their peers, as struggling in the quest for educational attainment. The difference between the HEA amendment deficit representation of the Hispanic identity and that of the academic articles is intent. The academic articles do not offer solutions, nor do they provide examples of Hispanic student or HSI achievements. For the most part they provide only a status update on the state of postsecondary education for Hispanic students through their connection to HSIs. The shaping of the Hispanic identity, resulting from the representation, is a reinforcement of the status quo. The assignment of power is minimal to non-existent because of this representation and shaping of the Hispanic identity, and is dependent on the interpretation of the information provided. It is possible to consider that power is assigned by the authors' highlighting the existence of a large amount of room for improvement, although is a stretch. In some instances Arciniega does represent Hispanic students in a positive light, but does so as related to personal characteristics rather than as attributes related to their educational attainment. This does slightly open the door for an assignment of power through the expectation

that the Hispanic students are strong enough to improve, although no direct statements to this effect are included.

The convocation speeches are the only one of the three types of artifacts that clearly represent and shape a positive Hispanic identity, and assigns power in each speech. Deficit terms are used occasionally to highlight perceptions of Hispanic students and minority postsecondary institutions, but they are coupled with a counter argument that highlights the disparities between the claims and the reality for UTEP students and the institution. The representation of the Hispanic identity is consistently one that claims anything is possible and 'it can be done'. This further shapes an evolving Hispanic identity, one that incorporates the changed perceptions of these students and the institution. Much of the power assigned is the result of examples provided. Examples that show students what has been done, linked with the implication that they, too, can succeed. Power is assigned to the institution by highlighting rankings related to graduates of different programs and of the institution as a whole, as well as through the assignment of power to UTEP's students.

This analysis has demonstrated the importance of context when considering how the Hispanic identity is represented and shaped, as can be seen when considering the HEA amendments and academic articles. It is also critical to determine the intent of the discourse, as that contributes to the interpretation of the information provided. Although representations may be similar, very different outcomes may result from the representations. Representation of identity, shaping of identity, and the assignment of power are interdependent and must be considered together to truly understand the implications of the discourse.

5.5 Next Steps

There are many directions a researcher can pursue a result of the results of this analysis; I identified several gaps that should be addressed:

- There is a dearth of material associated with the effect of written HSI-related discourse on various aspects related to Hispanics and education.
- There is a lack of positive information about Hispanic students as associated with HSIs.
- A comprehensive representation of all aspects of Hispanic students and HSIs is important to their future growth and success. The Hispanic population continues to grow, as does the number of Hispanic students attending college.
- An inclusive representation of all aspects of Hispanic students and HSIs will encourage research on other related subjects, drawing out additional key issues.
- Develop models for improvement for HSIs, using examples of institutional and student successes. Whether or not there are many success stories or a few, the sharing of information, including failed attempts and successes, are important to provide as models for other institutions.

Addressing these gaps is critical because it provides the other side of the story currently written using deficit identities. These identities reinforce deficits at multiple levels, representing HSIs and Hispanic students in a negative light; the resultant identities will continue to be that of HSIs or Hispanic students that do not measure up.

Convocation speeches for The University of Texas at El Paso document HSI and Hispanic student successes, highlighting the strides made in the quest for improvements in the educational attainment of Hispanic students. As Foucault notes, the production of knowledge about economically disadvantaged people plays a significant role in maintaining them in this

position” (*Power/Knowledge* 70). There are likely to be other HSIs with success stories as well, and I find that going forward it is critical to draw those out. Discourse “is the thing for which and by which there is struggle; discourse is the power which is to be seized” (Foucault, *The Order of Discourse* 1155).

If this deficit representation is to be changed, the representations must change. There must be discussions about HSIs and Hispanic students as assets rather than the continual discussion of what is wrong. Authors determine what they will write about based on their research, however it is important that they provide support for claims included in their discourse. Some claims that reinforce the deficit identity do not have support, and should not be out there. The acknowledgement of student and HSI accomplishments must also be highlighted, and we should all wonder why they are not. It is important to question and respond to the information included in all the discourses examined, and not take anything at face value. Foucault conveys this thought, stating “we must be very suspicious of any information that is produced...it may play a role in the maintenance of the status quo and the affirming of current power relations” (*Power/Knowledge* 72). The social situation contributes to the reinforcement of a deficit Hispanic identity or shaping of an evolving identity. Given that, I find it curious that I was not able to find academic articles that highlight Hispanic students and HSI successes.

This research opens the door for a vast amount of additional research on the impact of HSI-related discourse. Broadly, individual analyses of different types of HSI-related discourse to determine their impact on the Hispanic identity and the assignment of power would be beneficial. However, because my results show a significant assignment of power associated with UTEP’s convocation speeches, an examination of the impact of institutional discourse would be the best place to start. Another area of research, especially significant given the current political

climate, would be an analysis of written HSI-related discourse from the media. Other areas of research include legislative artifacts, artifacts where the representation contradicts the assignment of power, and very specific topics within academic literature. In my analysis, I included an article from three different HSI-related topics; it would be interesting to focus on one specific topic and see if the results uncover a different impact. This research would also be enhanced by a qualitative study that incorporates respondents from multiple HSIs.

My research addresses the impact of HSI-related discourse on the representation and shaping of the Hispanic identity and the assignment of power, but more importantly, it provides a foundation from which a vast amount of research can be conducted to better identify the impact of discourse on the educational attainment of students and the role of Hispanic-Serving Institutions.

Works Cited

- Arciniega, Tomás. (2012). The Crucial Role of Hispanic-Serving Institutions in the Education of Latino/a Youth. *Journal of Latinos and Education*, 11(1), 157-162.
- Bitzer, Lloyd. (1968). The Rhetorical Situation. *Philosophy and Rhetoric*, 1(1), 1-14.
- Bizzell, Patricia, and Bruce Herzog, editors. *The Rhetorical Tradition: Readings from Classical Times to the Present*. Bedford St. Martin, 2000.
- Blommaert, Jan. & Bulcaen, Chris. (2000). Critical Discourse Analysis. *Annual Review of Anthropology*, 29, 447-466.
- Contreras, Frances. & Contreras, Gilbert J. (2015). Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates. *Journal of Hispanic Higher Education*, 14(2), 151-170.
- Cuellar, Marcela. (2014). The impact of Hispanic-Serving Institutions (HSIs), emerging HSIs, and non-HSIs on Latina/o academic self-concept. *The Review of Higher Education*, 37(4), 499-530.
- Dayton, Boualoy, et al. (2004). Hispanic-Serving Institutions Through the Eyes of Students and Administrators. *New Directions for Student Services*, 105, 29-40.
- Donoghue, Matthew. Beyond Hegemony: Elaborating on the Use of Gramscian Concepts in Critical Discourse Analysis for Political Studies. *Political Studies*, 65(2), 392-408.
- Du Bois, W.E.B. *The Souls of Black Folk*. Vintage, 1990.
- Fairclough, Norman. (1993). Critical discourse analysis and the marketization of public discourse: the universities. *Discourse & Societies*, 4(2), 133-168.
- Fairclough, Norman. *Language and Power*. Routledge, 1989.
- Fairclough, Norman. *Analysing Discourse: Textual Analysis for Social Research*. Routledge, 2003.
- Foucault, Michel. *The Archeology of Knowledge*. Vintage Books, 1972
- Foucault, Michel. *History of Sexuality Volume 1*. Vintage Books, 1990.
- Foucault, Michel. *Power/Knowledge*. Vintage Books, 1972.
- Garcia, Hermán. (2012). Hispanic-Serving Institutions and the Struggle for Cognitive Justice. *Journal of Latinos and Education*, 11, 195-200.

- Greene, Dana et al. (2012). Cultural Citizenship in Hispanic-Serving Institutions: Challenges for Transformation. *Journal of Latinos and Education*, 11(3), 143-149.
- Greene, Dana, & Oesterreich, Heather A. (2012). White Profs at Hispanic-Serving Institutions: Radical Revolutionaries or Complicit Colonists? *Journal of Latinos and Education*, 11(3), 168-174.
- Higher Education Act of 1965. Pub. L. 89-329. 8 Nov 1965.
- Higher Education Act of 1965, reauthorization. Pub. L. 99-498. 17 Oct. 1986
- Higher Education Act of 1965, reauthorization. Pub. L. 102-325. 23 July 1992.
- Higher Education Act of 1965, reauthorization. Pub. L. 105-244. 7 Oct. 1998.
- Iverson, Susan. (2007). Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies. *Educational Administration Quarterly*, 43(5), 586-611.
- Janks, Hilary. (2005). Deconstruction and Reconstruction: Diversity as a productive resource. *Discourse: studies in the cultural politics of education*, 26(1), 31-43.
- Jarratt, Susan. *Rereading the Sophists: Classical Rhetoric Refigured*. Southern Illinois University Press, 1991.
- Laden, Berta Vigil. (2004). Hispanic-serving institutions: What are they? Where are they? *Community College Journal of Research and Practice*, 28(3), 181-198
- Lara, Dulcinea, & Lara, Antonio. (2012). From “Hell No!” to “¿ Que Pasó?”: Interrogating a Hispanic-Serving Institution Possibility. *Journal of Latinos and Education*, 11(3), 175-181.
- Leonardo, Zeus. (2002). The Souls of White Folk: critical pedagogy, whiteness studies, and globalization discourse. *Race Ethnicity and Education*, 5(1), 29-50.
- Luke, Allen. Beyond Science and Ideology Critique: Developments in Critical Discourse Analysis. *Annual Review of Applied Linguistics*, 22, 96-110.
- Mckerrow, Raymie. Critical Rhetoric: Theory and Praxis. *Communication Monographs*, 65(2), 91-111.
- Mills, Sara. *Michel Foucault*. Routledge, 2003.
- National Center for Education Statistics
https://nces.ed.gov/programs/digest/d17/tables/dt17_322.20.asp

- Nuñez, Anne-Marie. & Murakami-Ramalho, Elizabeth. (2012). The demographic dividend. *Academe*, 98(1), 32.
- Nuñez, Anne-Marie et al. (2010). Pedagogy for equity: Teaching in a Hispanic-serving institution. *Innovative Higher Education*, 35(3), 177-190.
- Plato. *Gorgias*. Translated by Robin Waterfield. Oxford University Press, 1994.
- Plato. *Phaedrus*. Translated by Robin Waterfield. Oxford University Press, 2002.
- Santiago, Deborah. (2006). Inventing Hispanic-Serving Institutions (HSIs): The Basics. *Excelencia in Education*, 1-22.
- Schnobelen, Ann. (2013). Why One University Became a Hispanic-Serving Institution. *Chronicle of Higher Education*, 59(29), A8.
- Sleeter, Christine. (2017). Critical Race Theory and the Whiteness of Teacher Education. *Urban Education*, 52(5), 155-169.
- The University of Texas at El Paso Fact Book
<http://cierp2.utep.edu/pastfactbooks/UTEP%20Fact%20Book%201997-98.pdf>
- Torres, Vasti and Zerquera, Desiree. (2012). Hispanic-Serving Institutions: Patterns, Predictions, and Implications for Informing Policy Discussions. *Journal of Hispanic Higher Education*, 11(3), 259-278.
- Valdez, Patrick L. (2015). Anatomy of the Hispanic-Serving Institution (HSI) Designation: An Overview of HSI Policy Formation.
- van Dijk, Teun. (1993). Principles of Critical Discourse Analysis. *Discourse & Society*, 4(2), 149-183.
- Villanueva, Victor. *Bootstraps: From an American Academic of Color*. National Council of Teachers of English, 1993.
- Yosso, Tara. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

Appendix A - Components of Rhetorical Complex by Artifact

	<u>Persons</u>	<u>Events</u>	<u>Objects</u>	<u>Relations</u>
1986 HEA Amendment	<ol style="list-style-type: none"> 1. Hispanic and other low-income students 2. Institutional administrators of institutions with large concentrations of minority students 3. Federal legislators 4. Federal employees (specifically those associated with the Department of Education) 5. Educators of minority low-income students 6. UT System employees 	<ol style="list-style-type: none"> 1. HEA of 1965 2. 1986 amendment 3. Low Hispanic graduation rates 	<ol style="list-style-type: none"> 1. HSIs 2. Non-HSIs 3. UT System 4. THECB 5. Federal government 6. State government 	<ol style="list-style-type: none"> 1. Federal and institutional representatives 2. Hispanic student advocates and Federal representatives 3. Hispanic students and institutional administrators and faculty
1992 HEA Amendment	<ol style="list-style-type: none"> 1. Hispanic and other low-income students 2. Institutional administrators of institutions with large concentrations of minority students 3. Federal legislators 4. Federal employees (specifically those associated with the Department of Education) 5. Educators of minority low-income students 6. UT System employees 	<ol style="list-style-type: none"> 1. HEA of 1965 2. 1986, 1992 HEA amendments 3. Low Hispanic graduation rates 4. Federal legislation that provides assistance to “enable Hispanic-serving institutions to enable such institutions to improve their capacity to serve Hispanic and low-income students” (473) 	<ol style="list-style-type: none"> 1. HSIs 2. Non-HSIs 3. UT System 4. THECB 5. Federal government 6. State government 	<ol style="list-style-type: none"> 1. Department of Education and HSIs/MSIs 2. Institutional administration and faculty 3. Institutional administration and staff 4. Institutional administration and students 5. Faculty and staff 6. Faculty and students 7. Staff and students
1998 HEA Amendment	<ol style="list-style-type: none"> 1. Hispanic and other low-income students 2. Institutional administrators of institutions with large concentrations of minority students 3. Federal legislators 4. Federal employees (specifically those 	<ol style="list-style-type: none"> 1. HEA of 1965 2. 1986, 1992, 1998 HEA amendments 3. Low Hispanic graduation rates 4. Changes to Federal legislation that provides for the establishment 	<ol style="list-style-type: none"> 1. HSIs 2. Non-HSIs 3. UT System 4. THECB 5. Federal government 6. State government 	<ol style="list-style-type: none"> 1. Department of Education and HSIs 2. HSI administration and faculty 3. HSI administration and staff 4. HSI faculty and staff 5. HSI administration and staff

	associated with the Department of Education) 5. Educators of minority low-income students 6. UT System employees	of Title V within the HEA of 1965, especially Part A which addresses HSIs		
Academic Literature (Arciniega)	<u>Persons</u> 1. Minority students 2. Institutional administrators 3. Legislators 4. University and college leaders 5. HSIs 6. Hispanic professors 7. Hispanic administrators	<u>Events</u> 1. Passage of legislation to assist HSIs	<u>Objects</u> 1. HSIs	<u>Relations</u> 1. HSI and Department of Education 2. HSI and Government representatives 3. Community and HSI 4. Administrators and faculty 5. Faculty and students 6. Students and administrators
Academic Literature (Vigil Laden)	<u>Persons</u> 1. Those who decide which institutions are nationally recognized 2. Those who disseminate information related to institutional achievements/recognitions 3. Students attending these institutions	<u>Events</u> 1. Publication of information	<u>Objects</u> 1. HSIs 2. MSIs 3. Institutions that develop criteria to determine educational progress and success	<u>Relations</u> 1. Institutions and organizations and institutions that develop criteria to determine progress and success 2. Institutions and organizations and institutions that disseminate information about educational progress and success
Academic Literature (Contreras & Contreras)	<u>Persons</u> 1. Hispanic students 2. Hispanic community 3. HSI faculty 4. HSI administrators 5. HSI staff	<u>Events</u> 1. Latino students work a considerably greater number of hours while going to college than their peers 2. P-12 system not preparing Latino students for college settings 3. Latino students more likely to enroll part-time 4. Number of HSIs poised to expand alongside the unprecedented growth that the Latino population is experiencing	<u>Objects</u> 1. HSIs 2. Institutions Latino students attend before college	<u>Relations</u> 1. Latino students and their peers 2. HSIs and Latino population 3. Community colleges and 4-year HSIs 4. P-12 system and Latino students 5. Latino students and their families 6. Latino students and financial need 7. Latino student employment and completion rates

		across the nation		
1987 Convocation Speech	<p><u>Persons</u></p> <ol style="list-style-type: none"> 1. UTEP administrators 2. UTEP faculty 3. UTEP students, especially Hispanic students 4. Reporters of UTEP-related information 5. El Paso community and region 6. UTEP staff 	<p><u>Events</u></p> <ol style="list-style-type: none"> 1. Celebration of UTEP's 75th anniversary 2. Faculty joining UTEP from prestigious universities 3. Funding from important sources such as National Endowment for the Humanities, NASA, and others 	<p><u>Objects</u></p> <ol style="list-style-type: none"> 1. UTEP 2. Minority institutions, especially HSIs 	<p><u>Relations</u></p> <ol style="list-style-type: none"> 1. UTEP administrators and faculty 2. UTEP faculty and students 3. UTEP students and administrators 4. UTEP and community 5. UTEP and academic community 6. UTEP and UT System 7. UTEP and foundations that offer grants 8. UTEP and Mexico re: academics 9. UTEP and Hispanic community 10. UTEP and THECB 11. UTEP and business community (local and worldwide)
1997 Convocation Speech	<p><u>Persons</u></p> <ol style="list-style-type: none"> 1. UTEP administrators 2. UTEP faculty 3. UTEP students, especially Hispanic students 4. Reporters of UTEP-related information 5. El Paso community and region 6. UTEP staff 	<p><u>Events</u></p> <ol style="list-style-type: none"> 1. Opening of new UGLC 2. Student success at national contests 3. Strengthening of ties between UTEP and EPCC 4. Integration of programs in Academic Affairs with those in Student Affairs 5. Total grant commitment to UTEP of over \$99 million 	<p><u>Objects</u></p> <ol style="list-style-type: none"> 1. UTEP 2. UT System 	<p><u>Relations</u></p> <ol style="list-style-type: none"> 1. UTEP and EPCC 2. UTEP faculty and students 3. UTEP administrators and students 4. UTEP staff and students 5. UTEP faculty and grant providers
2007 Convocation Speech	<p><u>Persons</u></p> <ol style="list-style-type: none"> 1. Danny Olivas 2. UTEP administrators 3. UTEP faculty 4. UTEP students, especially Hispanic students 5. Reporters of UTEP-related information 	<p><u>Events</u></p> <ol style="list-style-type: none"> 1. UTEP's accreditation by SACSCOC 2. Creation of Quality Enhancement Plan 3. CIERP in-depth analysis of the academic progress of a cohort of 	<p><u>Objects</u></p> <ol style="list-style-type: none"> 1. UTEP 2. EPCC 	<p><u>Relations</u></p> <ol style="list-style-type: none"> 1. UTEP and UTS 2. UTEP and Texas Legislature 3. UTEP faculty and students 4. UTEP staff and students 5. UTEP administrators and students 6. UTEP faculty and

	6. El Paso community and region 7. UTEP staff	UTEP students 4. BMS degree 5. UTEP Promise program 6. \$65 million for building for Chemistry and Computer Science 7. \$50 million for COHS and SON facility from UTS and TX legislators 8. Improvements to campus		grant providers
--	--	--	--	-----------------

Appendix B – Composition of Rhetorical Situations

1986 HEA Amendment
<p>Statements Supporting the Rhetorical Situation:</p> <ol style="list-style-type: none"> 1. “The Title III program prior to 1985 did not always meet the specific development needs of Historically Black Colleges and Universities and other institutions with large concentrations of minority low-income students.” 2. “Many institutions of higher education in this era of declining enrollments and scarce resources face problems which threaten their ability to survive.” 3. “The solution of the problems of these institutions would enable them to become viable, fiscally stable and independent, thriving institutions of higher education.” 4. “Providing a minimum level of assistance to all categories of eligible institutions will assure the continued participation of the institutions in the program established in Title III and enhance their role in providing access and quality education to low-income and minority students.” 5. These institutions play an important role in the American system of higher education, and there is a strong national interest in assisting them in solving their problems and in stabilizing their management and fiscal operations, and in becoming financially independent.” 6. “There is a particular national interest in aiding those institutions of higher education that have historically served students who have been denied access to postsecondary education because of race or national origin and whose participation in the American system of higher education is in the Nation’s best interest so that equality of access and quality of postsecondary education

opportunities may be enhanced for all students.”

7. “It is the purpose of this title to assist such institutions in equalizing educational opportunities through a program of Federal assistance.”

8. “The Secretary shall carry out a program, in accordance with this part, to improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”

Constituents of Rhetorical Situation

<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. Institutions and universities with large concentrations of minority low-income students face declining enrollment, scarce resources, and a need to enhance their role in providing access and quality education to these students. 2. The need to help equalize postsecondary educational opportunities for minority low-income students in institutions with high enrollments of these students	1. Employees of institutions with large concentrations of minority, low-income students 2. Employees of the Department of Education 3. Federal legislators	<u>Persons</u> 1. Legislators 2. Institutional administrators 3. Dept. of Ed employees 4. Minority low-income students in the institutions <u>Institutions</u> 1. Staff, faculty administrators, students within the institution <u>Events</u> 1. Voting cycles 2. Changes in administration and staff at institutions <u>Relations</u> 1. Legislators and institutional representatives 2. Department of Ed administrators and institutional administrators and staff

1992 HEA Amendment

Statement Supporting the Rhetorical Situation:

“There are a significant number of institutions of higher education serving high percentages of minority students and students from low-income backgrounds, that face problems that threaten their ability to survive.”

<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. HSIs need to expand and improve their capacity to serve Hispanic and other low-income students	1. Employees of institutions with large concentrations of minority, low-income students 2. Employees of the Department of Education 3. Federal legislators	<u>Persons</u> 1. Hispanic and other low-income students 2. Institutional administrators 3. Department of Ed employees 4. Educators of minority low-income students 5. UT System staff 6. Federal legislators 7. State legislators <u>Institutions</u> 1. HSIs 2. MSIs 3. UT System

		4. THECB 5. Federal government 6. State government <u>Events</u> 1. Federal legislation that provides assistance to “enable Hispanic-serving institutions to enable such institutions to improve and expand their capacity to serve Hispanic and other low-income students” (473) <u>Relations</u> 1. Department of Ed and HSIs/MSIs 2. Institutional administration and faculty 3. Institutional administration and staff 4. Faculty and staff 5. Faculty and students 6. Staff and students
--	--	--

1998 HEA Amendment

Statements Supporting the Rhetorical Situation:

1. “Expand educational opportunities for, and improve the educational attainment of, Hispanic students” (186).

2. “Expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.”

<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. Hispanic Americans are at high risk of not enrolling or graduating from institutions of higher education 2. Disparities between the enrollment of non-Hispanic white students and Hispanic students in postsecondary education are increasing 3. Despite significant limitations in resources, Hispanic-serving institutions provide a significant proportion of postsecondary opportunities for Hispanic students 4. Relative to other institutions of higher education, Hispanic-serving institutions are	1. HSI administrators 2. HSI staff 3. HSI faculty 4. HSI students 5. Department of Ed employees 6. Federal legislators	<u>Persons</u> 1. Federal and state legislators 2. Institutional administrators 3. Department of Ed employees 4. Minority low-income students attending HSIs 5. HSI faculty 6. HSI administrators 7. UTS reps 8. THECB reps <u>Institutions</u> 1. HSIs 2. Federal government 3. State government 4. UT System 5. THECB <u>Events</u> 1. Change in institutional administration 2. Voting cycles <u>Relations</u> Department of Ed employees and HSI administrators

underfunded		Institution and system (i.e. UTS)
Academic Literature: The Crucial Role of Hispanic-Serving Institutions (Arciniega)		
Statements Supporting the Rhetorical Situation:		
<p>1. “The urgent need to improve access to education among this historically underserved population (Hispanic)” (150)</p> <p>2. Need to level the playing field</p> <p>3. Need to “equalize opportunities for Latinos and other minorities in America” (151)</p> <p>4. “Nothing is more central to securing a brighter future for our country than increasing dramatically the number of Latinos we graduate from our colleges and universities over the next decade” (152).</p>		
<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. The need to improve the state of higher education for minorities	<p>1. Academics interested in MSIs/HSIs/ minority students</p> <p>2. Hispanic students</p> <p>3. Academics interested in social justice as related to Hispanic education</p>	<p><u>Persons</u></p> <p>1. Federal legislators</p> <p>2. State legislators</p> <p>3. Institutional administrators</p> <p>4. Institutional faculty</p> <p>5. Hispanic students</p> <p>6. White students</p> <p><u>Institutions</u></p> <p>1. HSIs</p> <p>2. Federal government</p> <p>3. State government</p> <p>4. System level administrators (when applicable)</p> <p><u>Events</u></p> <p>1. Change in institutional administration</p> <p><u>Relations</u></p> <p>1. Department of Ed employees and HSI staff/administrators</p> <p>2. Local educators and HSIs when in same city</p> <p>3. Hispanic community and HSIs when in same city</p> <p>4. Institutional administrators and faculty</p> <p>5. Institutional administrators and students</p> <p>6. Faculty and students</p>
Academic Literature: Hispanic-Serving Institutions: Myths and Realities (Vigil Laden)		
Statement Supporting the Rhetorical Situation:		
“HSIs play a key but largely unrecognized role in the higher education attainment of Hispanics, and should not be underestimated” (74).		
<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. It is important to	1. Academics interested in	<u>Persons</u>

<p>acknowledge how HSIs and assisting Hispanic students in their educational attainment</p> <p>2. The recognition is key to the acknowledgement – throughout the US – of the progress that is being made as related to Hispanic students educational attainment</p>	<p>HSIs / MSIs</p> <p>2. Academics interested in Hispanic student success</p> <p>3. Academics interested in college access for Hispanic students</p> <p>4. Academics interested in the “rising presence of Hispanic students” in universities (75)</p>	<p>1. People working for institutions that develop criteria for analysis of educational success and attainment</p> <p>2. People who make decisions about dissemination of information</p> <p>3. Institutional administrators</p> <p>4. UTS personnel who work with data</p> <p>5. Institutional personnel who work with data</p> <p><u>Institutions</u></p> <p>1. HSIs</p> <p>2. UT System</p> <p>3. Federal government offices pertaining to education</p> <p><u>Events</u></p> <p>1. Publication of data in various publications related to HSIs and student success</p> <p><u>Relations</u></p> <p>1. Between HSI and institutions developing criteria</p> <p>2. HSI and those who disseminate information</p>
---	--	---

Academic Literature: Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates (Contreras & Contreras)

Statement Supporting the Rhetorical Situation:
 The majority of HSIs show lower college completion rates between Latino students and their peers despite promising persistence rates and college units earned.

<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
<p>1. The central issue and challenge for Latinos is academic success in college and degree completion</p>	<p>1. Latino students</p> <p>2. Families of Latino students</p> <p>3. HSI faculty</p> <p>4. HSI administrators</p> <p>5. HSI staff</p>	<p><u>Persons</u></p> <p>1. HSI administrators</p> <p>2. HSI faculty</p> <p>3. HSI staff</p> <p>4. Latino students</p> <p>5. P-12 personnel</p> <p><u>Institutions</u></p> <p>1. HSIs</p> <p>2. Non-HSIs</p> <p>3. P-12s</p> <p><u>Events</u></p> <p>1. Changes in institutional requirements re: degree plans</p> <p>2. Changes in HSI admission requirements</p> <p>3. Conventional class schedule</p> <p><u>Relations</u></p> <p>1. Latino students and their peers</p> <p>2. Community Colleges and HSIs</p> <p>3. HSI faculty and Latino students</p> <p>4. HSI administrators and Latino</p>

		students 5. HSI staff and Latino students
1987 Convocation Speech		
Statement Supporting the Rhetorical Situation:		
1. Creating educational opportunities and access 2. Constantly striving for greater excellence 3. Balance between institutional quality and accessibility 4. Get rid of UTEP’s “collective inferiority complex” (2) 5. Create community respect for UTEP		
<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. “UTEP has an obligation to change the stereotype of minority institutions and to set a tone for other universities whose student populations will become increasingly minority” (4)	1. UTEP students 2. UTEP administrators 3. UTEP staff 4. UTEP faculty 5. UTS representatives 6. UTEP President	<u>Persons</u> 1. UTEP administrators 2. UTEP faculty 3. UTEP students, especially Hispanic students 4. Reporters of UTEP-related information <u>Institutions</u> 1. UTEP 2. Other minority institutions, especially HSIs 3. Institutions that distribute data on higher education especially MSIs, HSIs, UTEP 4. UT System <u>Events</u> 1. Celebration of 75 th anniversary (UTEP) – longevity 2. Faculty joining UTEP from prestigious universities 3. Funding from important sources such as National Endowment for the Humanities, and NASA 4. Established Advising Center to maximize success 5. Scheduling of evening classes 6. Established Retention Council
1997 Convocation Speech		
Statement Supporting the Rhetorical Situation:		
UTEP commits to meeting the present and future educational needs of undergraduate students		
<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. Undergraduate students represent 85% of UTEP’s student population, and “in both numbers and institutional mission, they are our	1. Institutional administrators 2. Institutional faculty 3. Institutional staff 4. UT System reps	<u>Persons</u> 1. UG students at UTEP 2. UTEP faculty 3. UTEP administrators 4. UTEP staff <u>Institutions</u>

primary constituents” (1)		1. UTEP 2. UT System <u>Events</u> 1. Opening of new UGLC 2. Student success at national contests 3. Strengthening of ties between UTEP and EPCC 4. Integration of programs in Academic Affairs with those in Student Affairs 5. Total grant commitment to UTEP of over \$99 million <u>Relations</u> 1. UTEP and EPCC 2. UTEP faculty and students 3. UTEP administrators and students 4. UTEP staff and students 5. UTEP faculty and grant providers
---------------------------	--	---

2007 Convocation Speech

Statements Supporting the Rhetorical Situation:

1. UTEP alum Danny Olivas – astronaut – during his space walk signaled Miner pick. UTEP flag and shirt in Space Station
2. UTEP re-accredited by SACSCOC
3. Creation of Quality Enhancement Plan
4. CIERP in-depth analysis of a cohort of students
5. Partnerships with EPCC and all ISDs in the region
6. Enhanced New Student Orientation
7. Reducing degree plans (most) to 120 SCH
8. Creation of BMS
9. Calculation of graduation rates
10. Express train vs. commuter train
11. UTEP Promise program
12. New sources of revenue to invest in building excellence
13. External grant funding
14. College accomplishments

<u>Exigence</u>	<u>Audience</u>	<u>Constraints</u>
1. UTEP’s mission of access and excellence. To	1. UTEP administrators 2. UTEP faculty	<u>Persons</u> 1. Danny Olivas

<p>provide students with a quality education. But important to show the different elements key to students success</p>	<ol style="list-style-type: none"> 3. UTEP staff 4. UT System reps 5. TX legislators 	<ol style="list-style-type: none"> 2. UTEP faculty 3. UTEP administrators 4. UTEP staff 5. UTEP students 6. CIERP employees <p><u>Institutions</u></p> <ol style="list-style-type: none"> 1. UTEP 2. EPCC <p><u>Events</u></p> <ol style="list-style-type: none"> 1. UTEP's reaccreditation by SACSCOC 2. Creation of Quality Enhancement Plan 3. Enhancement Plan 4. CIERP in-depth analysis of the academic progress of a cohort of 5 UTEP students 5. BMS degree 6. UTEP Promise program 7. \$65 million for Chemistry and Computer Science building 8. \$50 million for COHS and SON facility 9. Improvements to campus 10. Grants obtained <p><u>Relations</u></p> <ol style="list-style-type: none"> 1. UTEP and UT System 2. UTEP faculty and students 3. UTEP staff and students 4. UTEP administrators and students 5. UTEP faculty and grant providers
--	---	--

Appendix C – Responses to Fairclough’s Matrix

Amendments to the Higher Education Act of 1965	
1986 Amendment	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	Legislative process of amending HEA of 1965
Who’s involved?	<ol style="list-style-type: none"> 1. Federal legislators 2. U.S. Department of Education 3. HSI representatives 4. Outside entities that advocated for changes
In what relations?	<ol style="list-style-type: none"> 1. Legislators make final decision 2. Institutional representatives whose power depends on institutional status and social visibility 3. Organizations advocating for educational improvements for Hispanics
What’s the role of language?	<ol style="list-style-type: none"> 1. Discourse used to express the legislative changes to the HEA 2. Language within the HEA presents definitions of HSIs and Hispanic students
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. Response to concerns that “the Title III program prior to 1985 did not always meet the specific development needs of historically Black colleges and universities and other institutions with large concentrations of minority, low-income students.” 2. “To assist institutions (described above) in equalizing educational opportunity through a program of federal assistance.”
Social institution	<ol style="list-style-type: none"> 1. Define (redefine/update) “eligible institution” to include: “any institution of higher education which has an enrollment of which at least 20 percent are Mexican American, Puerto Rican, Cuban, or other Hispanic students, or combination thereof, and which also satisfies the requirements of sub-paragraph (A) and (B) of paragraph (1)” 2. Define “Enrollment of Needy Students” – an enrollment of an institution of higher education which includes – “at least 50 percent of the degree students so enrolled who are receiving

	need-based assistance under title IV of this Act..."
Society as a whole	None
INTERACTION	
Who is this a product for?	1. U.S. Dept. of Education 2. HSIs 3. Students who currently attend, or may attend, HSIs
Who is this a resource for?	1. U.S. Dept. of Education 2. HSIs 3. State governments 4. Researchers of minority higher education issues
Text = Result of Context and Interaction	
1992 Amendment	
CONTEXT	
<i>Social conditions of interpretation</i>	
What's going on?	1. Legislative process; amending HEA of 1965 and 1986 Amendment 2. Changes in societal perception of majority Hispanic institutions result in changes to HEA. More clearly defining components of HEA.
Who's involved?	1. Federal legislators 2. U.S. Department of Education 3. Outside entities / people that pushed for change 4. Institutional representatives 5. State legislators from states that would benefit from these changes
In what relations?	1. Legislators have final decision. Power in their hands but there are also power relations within the legislature 2. Institutions who could be affected may testify and their power will depend on school stature, school visibility, social status of person representing the institution 3. Organizations associated with Hispanics, HBCUs, other minorities may testify. They are at the mercy of legislators. 4. Power relations between organizations and legislators may be linked to societal concerns
What's the role of language?	1. Language/ discourse used to express the legislative changes to HEA 2. In this instance only discourse related to HSIs is examined 3. Language within HEA presents definitions of HSIs and Hispanic students
<i>Social conditions of production</i>	
Social situation	1. HHEC "broad-based coalition of Latino educators, leaders, and organizations to develop testimony focused on increasing federal funding IHEs serving large numbers of Latino students" (Valdez diss 75) 2. "HACU is credited as the organization that moved Congress to pass HSI legislation in 1992..." (Valdez diss 75-76) 3. "The data revealed that the idea of a percentage designation to make colleges and universities serving Latino students eligible for Title III originated in 1979, and that the 1992 25% designation was largely shaped by a thirteen year policy formation process" (Valdez diss 172) 4. "There are a significant number of institutions of higher

	education serving high percentages of minority students and students from low-income backgrounds, that face problems that threaten their ability to survive” (PL 102-325, 106 STAT.472) 5. “Providing assistance to eligible institutions will enhance the role of such institutions in providing access and quality education to low-income and minority students” (PL 102-325, 106 STAT.472)
Social institution	1. “The Secretary shall provide grants and related assistance to Hispanic-serving institutions to enable such institutions to improve and expand their capacity to serve Hispanic and other low-income students” (PL 102-325, 106 STAT.472) 2. Resistance from HBCUs to expansion of Title III to any “new” IHE. (Valdez diss 70)
Society as a whole	1. Result of Congressional testimony starting in 1979, arguments by Hispanic proponents “employed to argue that Title III of the HEA be expanded to increase federal funds to IHEs with large numbers of Hispanic students (Valdez diss 14). 2. Proponents of “Hispanic higher education coalesced to gain political and, ultimately, congressional support for the passage of HSI legislation in 1992” (Valdez diss 15)
INTERACTION	
Who is this a product for?	1. US Department of Education 2. Institutions of higher education that are “struggling for survival and are isolated from the main currents of academic life” (HEA 1965) 3. Institutions of higher education with “large concentrations of minority, low-income students” (HEA 1986 amendment) 4. Institutions with an enrollment of needy students (HEA 1986 amendment) 5. Any institution of higher education which has an enrollment of which at least 20 percent are Mexican-American, Puerto-Rican, Cuban or other Hispanic students, or combination thereof...” (HEA 1986 amendment) 6. Needy students – at least 50% of the degree students so enrolled who are receiving need-based assistance under Title IV of this Act (1986)
Who is this a resource for?	1. US Department of Education 2. HSIs 3. State governments 4. Those researching minority funding within higher education
Text = Result of Context and Interaction	
1998 Amendment	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	1. Legislative process: amending HEA of 1965 (testimony associated with the amendment) 2. Congressional finding – Hispanic Americans are at high risk of not enrolling or graduating from institutions of higher education (1998) 3. Congressional finding – Disparities between the enrollment of non-Hispanic white students and Hispanic students in

	postsecondary education are increasing (1998)
Who's involved?	<ol style="list-style-type: none"> 1. Federal legislators 2. U.S. Department of Education 3. Outside entities / people who pushed for the change 4. Institutional representatives 5. State legislators from states that would benefit from the changes 6. Hispanic students who will be affected by charges 7. Institutional administration of HSIs that will be affected by the changes
In what relations?	<ol style="list-style-type: none"> 1. Legislators have final decision 2. Institutions that could be affected may testify and their power will depend on school stature, school visibility, social status of person representing the institution 3. Organizations associated with Hispanics, HBCUs, other minorities may testify. They are at the mercy of legislators.
What's the role of language?	<ol style="list-style-type: none"> 1. Language/discourse used to express the legislative changes to the HEA 2. Language within the HEA presents definitions of HSIs and Hispanic students
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. There is a national interest in remedying the disparities between Hispanic and white student enrollment in postsecondary education
Social institution	<ol style="list-style-type: none"> 1. Despite significant limitations in resources, Hispanic-serving institutions provide a significant portion of post-secondary opportunities for Hispanic students (H.R. 186) 2. Relative to other institutions of higher education, Hispanic-serving institutions are underfunded. Such institutions receive significantly less in state and local funding, per full-time equivalent student, than other institutions of higher education 3. Hispanic-serving institutions are succeeding in educating Hispanic students despite significant resource problems
Society as a whole	Hispanic Americans are at a high risk of not enrolling or graduating from institutions of higher education
INTERACTION	
Who is this a product for?	<ol style="list-style-type: none"> 1. US Department of Education 2. Institutions of higher education that are “struggling for survival and are isolated from the main currents of academic life” (HEA 1965) 3. Institutions of higher education with “large concentrations of minority low-income students” (HEA 1986 amendment) 4. Institutions with an enrollment of needy students 5. “Any institution of higher education which has an enrollment of which at least 20 percent are Mexican-American, Puerto Rican, Cuban or other Hispanic students, or combination thereof...” (1986) 6. Needy students – at least 50% of the degree students so enrolled who are receiving need-based assistance under Title IV of this Act (1986)
Who is this a resource for?	<ol style="list-style-type: none"> 1. US Department of Education 2. HSIs 3. State governments

	4. Those researching minority funding within higher education
Text = Result of Context and Interaction	
Academic Literature	
The Crucial Role of Hispanic-Serving Institutions (Arciniega)	
CONTEXT	
<i>Social conditions of interpretation</i>	
What's going on?	1. Article written for Journal of Latinos and Education special issue on HSIs (2012)
Who's involved?	1. Editors of journal 2. Dr. Arciniega, author of article 3. HSIs referenced in the article 4. Hispanic students 5. Hispanic faculty 6. Hispanic administrators
In what relations?	1. Publisher has final say on what is published 2. Editors can send article back for revision, with suggestions and requirements 3. Focus on academics, unlikely publication will be read by those outside academia 4. Academia much higher percentage of people non-minority, so publication interpreted more often through different lens (non-minority lens)
What's the role of language?	1. Conveys author's beliefs about this topic 2. Highlights publication's perspective about the topic 3. Rallying call for action for change for Hispanics – increase accessibility for higher education 4. Promote social justice aspect of HSIs 5. Attempt to bring people together to work to improve educational opportunities for Hispanic students, and HSIs in particular can help
<i>Social conditions of production</i>	
Social situation	1. Part “rich historical legacy of early Latino leaders who worked to ensure the inclusion of Hispanics in American higher education” (150) 2. “...exploding growth of Latinos in America” (150). 3. “...the critical importance and massive impact that the growing Latino presence is having on our country” (151) 4. “Nothing is more central to securing a brighter future for our country than increasing dramatically the number of Latinos we graduate from our colleges and universities over the next decade” (152). 5. “Regarding the country's labor force, it is projected by 2020, 1 out of every 6 workers in the United States will be Hispanic” (152). 6. “Rising wave of Latino students attending our institutions” (153). 7. “We can best ensure this (remaining true to the core ideals and values of the civil rights movement by our actions and the stances we take as leaders on issues of equity and social justice faced by our nation today, that our actions pass muster in the best sense of our civil rights tradition” (155).
Social institution	1. “...it is essential that the HSIs of America receive the type of

	<p>targeted support that recognizes, in a national sense, how significant and important these students are to the well-being of our country” (153).</p> <p>2. “But I am confident that most of our university and college leaders today do recognize that they must continue to give high priority and commit their resources to the significant number of Latinos and other low-income minorities in their institutions” (153).</p> <p>3. “I believe that needs to be the new bugle call for America as we see HSIs continue to grow and prosper – guarantee everyone a free college education in the same way we proclaimed guaranteed free public schooling through high school for everyone more than a half century ago” (155).</p> <p>4. “...it is not enough to be a Hispanic-serving Institutions it is imperative to be a Hispanic-graduating institution” (156).</p>
Society as a whole	<ol style="list-style-type: none"> 1. Increasing substantially the number of Latinos enrolling in colleges and universities 2. Ensuring better graduation numbers for Latino students and other minorities 3. Ensuring we provide needed increase in student support services 4. Role models are key- ensure MSIs provided federal support to recruit and hire faculty and administrators 5. Ensuring increase in financial aid support for Latinos and other minority students in next decade 6. Continue to provide special earmarked support to MSIs 7. “...increased support, federal and state, being provided to HSIs across the nation” (153). 8. “The scope of change and the increased presence of Latinos at all levels is the most obvious change taking place in the Latino reality in this era” (155). 9. “It is not enough to call it a level playing field by any means, but enough to acknowledge and recognize that change for the better is happening that we are indeed reaching a critical enough mass to enable us to begin to drive the direction of future changes and shape that important, emerging reality” (155).
INTERACTION	
Who is this a product for?	<ol style="list-style-type: none"> 1. Journal of Latinos and Education 2. Academics (general) – primary audience 3. Academics dealing with educational policy (secondary audience)
Who is this a resource for?	<ol style="list-style-type: none"> 1. Academics researching HSIs 2. Academics researching educational policy related to minorities, specifically Hispanics 3. Research re: social justice and Hispanics 4. Research re: access to education
Text = Result of Context and Interaction	
Hispanic-Serving Institutions: Myths and Realities (Vigil Laden)	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	<ol style="list-style-type: none"> 1. HSIs are important to the education of Hispanic students 2. The role of HSIs is understated

	<ol style="list-style-type: none"> 3. Increasing number of Hispanic students attending college 4. Hispanic Association of Colleges and Universities (formed 1986) is key to the promotion of HSIs and changes to HEA in 1992 and 1998 specific to HSIs
Who's involved?	<ol style="list-style-type: none"> 1. Editors of Peabody Journal of Education 2. HACU-Hispanic Association of Colleges and Universities 3. HSIs 4. Hispanic students 5. Berta Laden-Vigil, author of article
In what relations?	<ol style="list-style-type: none"> 1. Editors of journal can recommend or require changes 2. Publishers select the genre, article topics that best connect to their perceived audience. 3. HACU discussed in the context of power held that allowed them to negotiate changes to HEA that are significant to HSIs, Hispanic students, all students at HSIs. Demonstrates the narrowing of social distance between legislators and HSIs/Hispanic student advocates 4. HSIs in this article portrayed as still struggling, partially due to funding and partially due to underprepared students. This shows the social distance between HSI students and non-HSI students is wide. The social distance between the legislators and Hispanic students is large.
What's the role of language?	<ol style="list-style-type: none"> 1. Conveys author's point of view about the status of HSIs 2. Highlights journal's lean regarding the article topic. Articles will fit within the journal's beliefs and interests 3. Language used to highlight the importance of HSIs to minority – especially Hispanic – students. 4. Language used to document the percentage of degrees awarded to Hispanics as compared to all others, highlighting the need for improvement. 5. Language used to dispel myths about Hispanic students and their families.
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. "1992, HACU succeeded in getting HSIs recognized as part of the reauthorization of the Higher Education Act, Title III, which also allowed them to apply for federal funds" (75). 2. The author felt it was important to examine some prevailing myths and critical realities about Hispanics and HSIs (80).
Social institution	<ol style="list-style-type: none"> 1. "The majority of HSIs were not created to serve this specific population; rather, they evolved over the last 30 years due primarily to their geographic proximity to Hispanic populations" (74). 2. "They (HSIs) clearly cannot address all the social ills that have plagued Hispanics and other minorities. They can, however, offer models of what is possible" (80).
Society as a whole	<ol style="list-style-type: none"> 1. "Hispanic-serving institutions (HSIs) play a key but still largely unrecognized role in the higher education attainment of Hispanics" (73) 2. "...lack of national recognition..." (73) 3. "...Hispanics currently constitute 12.5% of the US population (in 2001) and are projected to rise to 22% by the year 2015" (74) 4. "...Hispanics pose educational and economic challenges that will not go away in light of current and projected numbers" (74).

	5. “The low Hispanic educational attainment rates...still reveal a bleak outlook for their potential social, economic, and educational gains unless a number of dramatic changes occur” (80).
INTERACTION	
Who is this a product for?	1. Peabody Journal of Education HSIs 2. Emerging HSIs 3. Academics studying and researching HSIs 4. Academics studying and researching minority-majority institutions
Who is this a resource for?	1. Academics researching HSIs 2. Academics researching minority-majority institutions 3. Research on HSI history 4. Research on the HEA 5. Research on higher education funding for institutions that serve a high percentage of minorities 6. Research on college access for Hispanics
Text = Result of Context and Interaction	
Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates (Contreras & Contreras)	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	1. “The majority of HSIs show lower college completion rates between Latino students and their peers despite promising persistence rates and college units earned” (151). 2. “Traditional models of success may be less relevant for Latino students in predicting college success and 4-year degree completion” (151) 3. “The issue for Latino students is not one of access – there are plenty of open access institutions throughout the nation” (152). 4. “The central issue and challenge for Latinos is academic success in college and degree completion” (152). 5. “Not all HSIs consider the concept of ‘Hispanic-serving’ central to their institutional identity. The literature on HSIs frames HSI status as largely accidental or due to state and regional Chicano/Latino demographic growth” (152).
Who’s involved?	1. Editors of Journal of Hispanic Higher Education 2. HSIs 3. California HSIs 4. Hispanic students 5. Contreras & Contreras, authors of this article
In what relations?	1. Editors of journal can recommend or require changes 2. “The Latino community remains in danger of becoming an expansive underclass with limited economic mobility and community sustainability options” (152). 3. “...not all HSIs consider the concept of ‘Hispanic-serving’ central to their institutional identity” (152). “Whites are also more likely than Latinos to be enrolled in a selective institutions” (152). 4. “HSI status enables institutions to apply for distinct federal funding programs, such as Title V or the Developing HSI

	<p>program, as long as these institutions also serve Latino students who are economically disadvantaged” (153).</p> <p>5. “Latinos are often treated as commodities by campuses where the HSI identity is utilized to seek federal funding opportunities” (154).</p> <p>6. “Faculty plays a key role in student experiences and success in higher education through the courses they teach, informal and formal mentoring, and their research agendas” (155).</p> <p>7. “In 2014, Latinos will surpass Whites as the largest ethnic group in the state of California” (156).</p>
What’s the role of language?	<ol style="list-style-type: none"> 1. Conveys authors’ research related to college completion and success rates in HSIs 2. Expresses authors’ belief that not enough is done by HSIs to help Hispanic students succeed 3. Highlights the possibility that traditional models of success may be less relevant for Latino students in predicting college success. 4. Suggests new approaches for HSIs to consider in data collection, reporting, and analytical processes. 5. Suggests some HSIs “did not appear to have distinct effort to acknowledge their high Latino and/or minority enrollment or raise the success and completion rates of their critical mass of Latino students” (154). 6. Suggests Latinos are used as commodities so HSIs can access/seek federal funding opportunities (154).
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. “While HSIs provide access to higher education for Latinos, student success, persistence, and completion rates remain low” (151). 2. “Latino students continue to experience low college attainment rates, with bachelor’s degree attainment remaining largely flat over the past 25 years” (152). 3. “The majority of Latino students who transition to college are likely to enroll in community colleges (CCs) or public 4-year institutions that are close to home” (152). 4. “Latinos are not prepared for college settings” (152). 5. “Latino students are more likely to enroll in college as part-time students, which lengthens their time to degree” (152). “Proximity to family is a significant factor in the college choice processes of Latino students” (153). 6. “A central argument that has helped to explain low college completion, particularly among Latino Community College students, is the overrepresentation of Latinos in developmental (remedial) education courses” (155). 7. “Another important explanation for low Latino student completion rates is the fact that Latino students work a considerably greater number of hours than their peers while going to college” (156). 8. “California is home to the majority of HSIs in the country...” (156).
Social institution	<ol style="list-style-type: none"> 1. “Hispanic serving institutions (HSIs) in California have the potential to play a key role in raising Latino college completion rates” (151).

	<p>2. “Traditional models of success may be less relevant for Latino students in predicting college success and 4-year completion” (151).</p> <p>3. “Not all HSIs consider the concept of ‘Hispanic-serving’ central to their institutional identity” (153).</p> <p>4. HSI status enables institutions to apply for distinct federal funding programs, such as Title V or the Developing HSI program, as long as these institutions also serve Latino students who are economically disadvantaged” (153).</p> <p>5. “This (HSIs) institutional sector is therefore poised to expand alongside the unprecedented growth that the Latino population is experiencing across the nation” (153).</p>
Society as a whole	<p>1. “The issue for Latino students is not one of access – there are plenty of open access institutions throughout the nation” (152).</p> <p>2. “The Latino community remains in danger of becoming an expansive underclass with limited economic mobility and community sustainability options” (152).</p> <p>3. “In 2014, Latinos will surpass Whites as the largest ethnic group in the state of California” (156).</p>
INTERACTION	
Who is this a product for?	<p>1. Journal of Hispanic Higher Education</p> <p>2. HSIs</p> <p>3. Emerging HSIs</p> <p>4. Academics researching HSIs</p> <p>5. Academics researching minority-majority institutions</p> <p>6. Academics researching college completion, retention</p>
Who is this a resource for?	<p>1. Academics researching HSIs</p> <p>2. Academics researching minority-majority institutions</p> <p>3. Academics researching Hispanic college completion</p> <p>4. Academics researching retention at institutions enrolling a high percentage of Hispanics</p> <p>5. Academics researching Hispanic college success</p> <p>6. Academics researching California HSIs</p>
Text = Result of Context and Interaction	
UTEP Convocation Speeches	
1987 Convocation Speech	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	1. Dr. Natalicio (UTEP’s President) prepared a speech for Fall 1987, her first convocation speech as President
Who’s involved?	<p>1. Dr. Natalicio</p> <p>2. University Communications</p> <p>3. Students, staff, faculty</p>
In what relations?	<p>1. Relation between Dr. Natalicio and students</p> <p>2. Relations between Dr. Natalicio, staff, students, and faculty</p> <p>3. Relations between Dr. Natalicio’s convocation speech and other HSI-related discourse</p>
What’s the role of language?	<p>1. Conveys Dr. Natalicio’s beliefs about what UTEP represents</p> <p>2. Conveys Dr. Natalicio’s beliefs about how UTEP helps students</p> <p>3. Explains how UTEP represents the American Dream in</p>

	relation to opportunity
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. High Hispanic population at UTEP 2. When entering UTEP and beyond 3. Need for students to understand their value when entering UTEP and beyond 4. Strong community support 5. Surrounding community is an asset (8)
Social institution	<ol style="list-style-type: none"> 1. First convocation speech for Dr. Natalicio 2. Need to increase retention 3. Need to increase graduation numbers 4. Ability to provide educational opportunities for students and potential students 5. Successfully recruiting more students to UTEP 6. UTEP “regarded nationally as a model institutions” (3) 7. UTEP one of only four universities in the continental US with a majority Hispanic population (4) 8. UTEP has an obligation to change the stereotype of minority institutions (4)
Society as a whole	<ol style="list-style-type: none"> 1. Need for society to see the positive contribution these students make 2. Minority institutions traditionally not associated with strong graduate programs and research excellence (4)
INTERACTION	
Who is this a product for?	<ol style="list-style-type: none"> 1. UTEP Faculty 2. UTEP Staff 3. UTEP Students 4. Academic community writ large
Who is this a resource for?	<ol style="list-style-type: none"> 1. HSIs 2. Those performing HSI-related research 3. Those performing research related to higher education in general
Text = Result of Context and Interaction	
1997 Convocation Speech	
CONTEXT	
<i>Social conditions of interpretation</i>	
What’s going on?	<ol style="list-style-type: none"> 1. Celebration of grand opening of new building – Undergraduate Learning Center (UGLC) 2. Presentation of Fall 1997 convocation
Who’s involved?	<ol style="list-style-type: none"> 1. Dr. Natalicio 2. University Communications 3. UTEP Staff, students, faculty 4. Those who were part of the design and development of the UGLC
In what relations?	<ol style="list-style-type: none"> 1. Relation between Dr. Natalicio and students 2. Relations among Dr. Natalicio, staff, faculty, and students 3. Relation between Dr. Natalicio’s convocation speech and other HSI-related discourse
What’s the role of language?	<ol style="list-style-type: none"> 1. Conveys Dr. Natalicio’s perception of the importance of the UGLC to UTEP and its students 2. Makes a direct connection between a students and the institution through recognition of a specially-made tapestry from

	<p>Bhutan</p> <ol style="list-style-type: none"> Identifying the students – who are our students? Sharing student successes which are also the institution's successes Defines students as juggling many things, capable of being successful at all Describes the non-traditional student as the norm at UTEP Dr. Natalicio explains how attending UTEP is accessible to many more through the help of financial aid Descriptions of new recreational sports facilities, soccer field and running track highlight renovation of many buildings Convey a positive future for all associated with UTEP
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> Architectural and interior design of UGLC by El Pasoans. Kept local. UTEP students have excelled in major national contests in 1996.
Social institution	<ol style="list-style-type: none"> A new building has been completed (UGLC); it is important to the university for space and technology. Funding assistance from the 1993 Texas legislature. UTEP ranked second in the nation in Hispanic graduates in Business, Engineering, and Physical Sciences. UTEP ranked second among all US colleges and universities in the number of Hispanic graduates.
Society as a whole	<ol style="list-style-type: none"> 15, 166 students enrolled at UTEP fall 1997 Freshman and transfer students enrollment increased The world wide web is providing a new communication link between students and UTEP
INTERACTION	
Who is this a product for?	<ol style="list-style-type: none"> UTEP students UTEP faculty UTEP staff University of Texas System
Who is this a resource for?	<ol style="list-style-type: none"> HSIs Those interested in HSI-related research Those interested in research related to higher education in general
Text = Result of Context and Interaction	
2007 Convocation Speech	
CONTEXT	
<i>Social conditions of interpretation</i>	
What's going on?	<ol style="list-style-type: none"> Celebrating UTEP alumnus and NASA astronaut Danny Olivas' space flight and space walk Celebrating UTEP's 10-year re-accreditation by the Southern Association of Colleges and Schools (SACS) Reinforce UTEP's strong commitment to both access and excellence Make apparent the issues with current data used to reflect graduation numbers
Who's involved?	<ol style="list-style-type: none"> Dr. Natalicio University Communications UTEP faculty

	<ol style="list-style-type: none"> 4. UTEP staff 5. UTEP students 6. Danny Olivas 7. Those who participated in and contributed to the SACS re-accreditation 8. El Paso Community College (EPCC) and all 12 independent school districts (ISDs) in the region 9. Texas legislature 10. The University of Texas System 11. The University of Texas System Board of regents 12. Generous private donors
In what relations?	<ol style="list-style-type: none"> 1. Relations between Dr. Natalicio and students 2. Relations between Dr. Natalicio and University 3. Communications to disseminate her speech 4. Relations between Dr. Natalicio and faculty and staff 5. Danny Olivas and UTEP students 6. UTEP, EPCC, 12 ISDs 7. Texas legislature, UT System, UT System Board of Regents, and Dr. Natalicio as the institutional representative 8. Private donors and UTEP representatives
What's the role of language?	<ol style="list-style-type: none"> 1. To encourage – “Thanks to Danny Olivas we know that our loftiest dreams and ambitions are attainable” (1) 2. To praise – thanks to all who helped with SACS accreditation 3. To show support UTEP gives and support given to UTEP – “partnerships with the El Paso Community College and all 12 independent school districts in this region” (2) 4. To highlight success – praise related to reviews of all degree plans to reduce them to 120 hours. Praise and thanks to those who helped. Encouragement to students because time to degree has been reduced 5. To clarify – “the traditional graduation rate metric presents a severely distorted picture of the performance of most universities, especially those, like UTEP, that serve first-generation and low-income students in large urban settings. The problem is with the metric itself, not with the students or the universities that serve them” (3) 6. To promote – highlighted the many grants obtained by faculty
<i>Social conditions of production</i>	
Social situation	<ol style="list-style-type: none"> 1. Danny Olivas – UTEP alumnus and NASA astronaut flew on a space shuttle mission June 8-22, 2007. On this mission he wore a UTEP shirt and had a UTEP flag; signaled Miner pick during space walk 2. Concern about traditional graduation rate metric because “presents a severely distorted picture of performance of most U.S. universities” (3) 3. “Texas Legislature and The University of Texas System partnered to provide support to expand and upgrade science and engineering core facilities at the heart of the UTEP campus” (7) 4. “The University of Texas System Board of Regents committed \$50 million to construct a new College of Health Sciences and School of Nursing Facility...” (7). 5. “Ann Quiroz Gates, Professor and Chair of Computer Science, was named to Hispanic Business magazine’s ‘100 Influentials

	List'...' (15).
Social institution	<ol style="list-style-type: none"> 1. UTEP re-accredited by SACS 2. Work continued on development of partnership between UTEP and EPCC and 12 ISDs in the region 3. Undergraduate degrees reviewed and modified to fit to 120 hours 4. UTEP Promise program one way UTEP responded to students' financial challenges 5. "UTEP again ranked first among all Engineering programs in the U.S in the number of degrees awarded to Hispanics" (15). 6. "The college was named by Hispanic Business magazine as the #1 engineering graduate school for Hispanics..." (15).
Society as a whole	n/a
INTERACTION	
Who is this a product for?	<ol style="list-style-type: none"> 1. UTEP students 2. UTEP faculty 3. UTEP staff 4. UT System
Who is this a resource for?	<ol style="list-style-type: none"> 1. HSIs 2. Those conducting HSI-related research 3. Those conducting research related to higher education in general 4. Those researching HSIs and student success
Text = Result of Context and Interaction	

Curriculum Vita

Julie Rivera was born in Louisville, Kentucky. She graduated from El Paso High School in El Paso, TX in 1979. Initially attending college part-time, Julie decided to postpone completion of her degree while raising her children. She re-enrolled at The University of Texas at El Paso (UTEP) in fall 2006 and earned a Bachelor of Multidisciplinary Studies in 2008. While working full-time for the City of El Paso, Ms. Rivera began graduate school at UTEP in fall 2008, earning an M.A. in Rhetoric and Writing Studies in 2014. In 2014, she entered the Ph.D. program in Rhetoric and Composition. While pursuing a doctoral degree, Julie worked as the Director of Academic Reports and Curriculum for UTEP, as position she still holds.

Contact Information: jarivera6@utep.edu

This dissertation was typed by Julie Rivera