



**Compañeros en el Camino:  
Preparing Academic  
Advisors to Serve at  
Hispanic-Serving  
Institutions**

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# Executive Summary

Academic advisors at Hispanic Serving Institutions (HSIs) are critical in advancing the success of diverse and underrepresented student populations. This report examines how HSIs prepare academic advisors to effectively serve their students, offering insights into training practices, professional development opportunities, and the alignment of advisor preparation. Drawing on data from 23 HSIs, the findings reveal strengths and opportunities for growth in academic advisors' preparation and professional development.

The study sought to answer the central question: *How do Hispanic Serving Institutions prepare academic advisors to effectively serve their diverse student populations?* To address this question, my research explores how key advising competencies were incorporated into training, the methodologies used to build advisor capacity, and the professional development activities that support advisors in meeting the unique needs of HSI students. Key findings include:

- 1. Desajuste:** While advisors at HSIs receive training in many areas, the frequency of competency-based training varies significantly. This inconsistency highlights a need for better alignment between training programs and the competencies to support diverse students.
- 2. Manos a la Obra:** Training at HSIs prioritizes hands-on skills and immediate advising tasks, often at the expense of theoretical and structured learning approaches. A balance between practical application and foundational knowledge is essential to maximize advisor impact.
- 3. Compadres con Oportunidades:** While advisors prioritize mentorship and connection, there is significant untapped potential for engaging in research, reflective practices, and knowledge generation. These activities could enhance their long-term professional growth and improve student outcomes.

This study underscores the critical importance of preparing advisors to navigate the unique cultural, academic, and institutional contexts of HSIs. By addressing gaps in competency-based training, integrating reflective and research-oriented professional development opportunities, and fostering a deeper theoretical understanding of advising, HSIs can elevate the advisor-student relationship. These improvements directly contribute to student retention, graduation, and the holistic success of Latinx and other underrepresented students.

HSIs have an opportunity to lead the way in redefining academic advising as a tool for equity and student success. By refining advisor preparation and development, HSI, along with other institutions, can ensure that their advising practices meet students' immediate needs and inspire transformative change across the higher education landscape. This report offers actionable insights to support these efforts, helping HSIs align their advising efforts with greater intentionality.

# Introduction

Hispanic-Serving Institutions (HSIs) play a critical role in advancing educational opportunities for Latinx and other racially minoritized students. HSIs are accredited, degree-granting public or private nonprofit colleges and universities where Hispanic undergraduate full-time equivalent (FTE) student enrollment constitutes at least 25% of the total student population (Santiago, 2006). The number of HSIs has surged over the past 25 years, with 411 more institutions in 2023 than in 1994 (Excelencia in Education, 2020). By 2023, this number reached 600, representing 20% of all colleges and universities (Santiago et al., 2024). This rapid growth has spurred researchers to examine these institutions more closely, recognizing their unique characteristics and critical role in advancing student success in higher education.

Today, HSIs enroll two-thirds of all Latino undergraduates (Santiago, et al, 2024). This translates to HSIs also being responsible for advising two-thirds of all Latino undergraduates. As a result, HSIs are uniquely positioned to address systemic inequities and foster inclusive environments that actively counteract negative racialized experiences. To answer this call, many HSIs prioritize transformational practices that embed servingness - an institutional framework that emphasizes that HSIs must adopt intentional practices that are culturally responsive and equity-driven to effectively support Latino, and all, students - into all aspects of their operations, including governance, leadership, curricular and co-curricular offerings, community engagement, and academic advising (Garcia, 2019). Academic advising at HSIs is not merely a transactional process but a pivotal mechanism for fostering familial connections, promoting student learning and growth, and enhancing students' sense of belonging (Bermea, 2024).

## Developing Academic Advisors at HSIs

HSIs, along with other MSIs, have identified several vital competencies—conceptual, informational, relational, cultural, technological, intercultural communication, personal, and antiracism—expected of academic advisors to more intentionally advise their students (Bermea et al., 2023). However, for academic advisors to effectively practice said competencies, HSIs must provide intentional training and professional development. Effective advising requires a comprehensive understanding of institutional policies and cultural competency to address the lived experiences of Latinx students. Scholars have emphasized the importance of equipping advisors with the skills to recognize barriers to student persistence, mitigate potential dropout risks, and build meaningful relationships through culturally affirming practices such as microaffirmations and cultural humility (Ordaz et al., 2020). HSIs must provide formal training upon hiring and continue to offer development opportunities, including culturally affirming workshops and anti-racist training, to empower advisors in their role (Almanzar, 2021).

## Training vs. Professional Development

For the purpose of this study, training focuses on developing specific skills or competencies that employees need to effectively perform their current tasks or roles. It is typically short-term, task-oriented, and designed to address immediate needs learning a new software tool or improving customer service skills. Training can occur through formal workshops or on-the-job methods like mentoring and coaching, and its goal is to enhance an individual's ability to succeed in their present job.

Professional development, on the other hand, is broader and focuses on long-term growth, preparing employees for future roles and career advancement. It involves continuous learning and the development of skills beyond immediate job requirements, including leadership, communication, and strategic thinking. Professional development encompasses a variety of activities, such as attending conferences, pursuing certifications, and engaging in mentorship, to foster career growth and readiness for new responsibilities.



**Table 1. Comparing Training and Professional Development**

<b>Aspect</b>	<b>Training</b>	<b>Professional Development</b>
Focus	Specific skills for current tasks	Long-term career growth and broader skills
Scope	Narrow, task-oriented	Broad, encompassing various career aspects
Duration	Short-term (hours to days)	Long-term (Ongoing)
Context	Formal workshops, on-the-job training	Workshops, conferences, certifications, mentorship
Goals	Improve current job performance	Enhance overall career potential
Examples	Learning new software, customer service training	Leadership training, attending industry conferences, certifications

Research further underscores the need for HSIs to build advisor capacity through professional development. For example, Velazquez (2023) and Vasquez et al. (2019) highlight the importance of training programs that strengthen the advisor-student relationship and foster an environment of trust and support. Additionally, frameworks for training academic advisors at HSIs offer applications for designing and implementing more intentional training to better prepare advisors to advise students (Bermea, 2025). These efforts are integral to operationalizing servingness, as they ensure that advisors are prepared to address the unique challenges Latinx, and all, students face while fostering a sense of belonging. By investing in continuous training, HSIs can advance their mission to serve, ensuring that academic advising serves as a transformative tool for student success.

# Purpose

HSIs are critical in supporting the success of diverse student populations, particularly Latinx students, who often navigate unique cultural, social, and academic challenges in higher education. Preparing academic advisors to serve these students effectively fosters a sense of belonging, mitigates systemic barriers, and ensures positive outcomes. Thus, the primary objectives of this study are to:

- Determine how often the identified competencies are incorporated into training, providing insight into the extent of preparation advisors receive and highlighting potential gaps.
- Investigate the various training methodologies used in HSIs to equip academic advisors with the necessary skills and knowledge, emphasizing methods in fostering professional growth.
- Delineate the professional development activities vital for academic advisors working within HSIs, mindful of the unique contexts that influence their advising practices.

Studying how HSIs prepare advisors is vital to understanding best practices, identifying gaps in training, and enhancing the overall advising experience, ultimately contributing to improved retention, graduation rates, and the holistic success of underrepresented students.

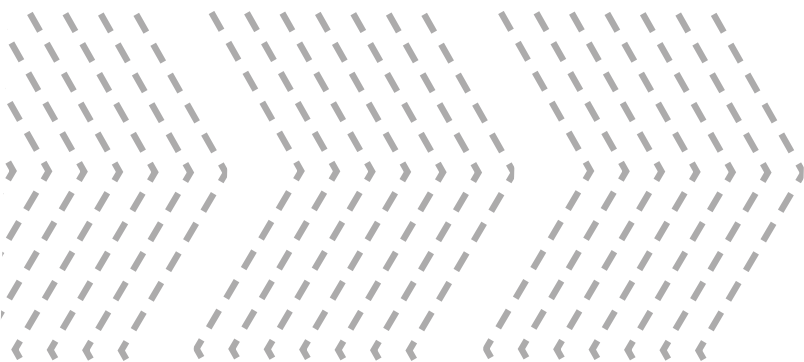


# My Approach

My qualitative study examines the structural components of academic advising at Hispanic Serving Institutions (HSIs), focusing on understanding these elements within the specific context of HSIs and their unique characteristics. To carry out this research, I employed a qualitative questionnaire approach based on Creswell's (2012) methodology, distributed to 23 academic advising leaders at HSIs. The questionnaire covered six key topics: institutional characteristics, advising models and structure, advisor competencies, responsibilities, training and evaluation methods, academic advising technologies, and communication strategies.

Data collection involved reaching out to 46 academic advising leaders from various Minority-Serving Institutions (MSIs), with 32 leaders responding, including 23 from HSIs. This report specifically focuses on the insights gathered from the 23 HSIs. Notably, two participating HSIs had dual MSI identities, combining their HSI status with either Native American-Serving Nontribal Institution (NASNTI) or Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) designations.

For data analysis, I used thematic analysis as outlined by Saldaña (2021), identifying patterns and recurring themes in the responses. Institutions with dual MSI statuses were included in multiple analyses to capture their distinct characteristics while enhancing the overall depth of the study. To ensure the rigor of the research, I engaged in self-reflection through journaling, participated in ongoing discussions with colleagues, and immersed myself in the data for nearly two years. The study's findings are presented using visual tools, such as infographics, to make the results more transparent and accessible.



# Desajuste

HSI variability in how frequently training is provided across competencies — ranging from rarely to sometimes to often — suggests that training programs need to be better aligned with the competencies to ensure comprehensive advisor preparation.

At HSIs, academic advisors play a pivotal role in supporting the diverse needs of their student populations, particularly Latino students. To effectively fulfill this role, advisors must possess a range of competencies that address the academic, cultural, and social dimensions of student success. HSIs and other MSIs acknowledge the importance of several key competencies—conceptual, informational, relational, cultural, technological, intercultural communication, personal, and antiracism (Bermea et al., 2023). While many of these competencies are essential, the extent and frequency of training to develop them vary significantly. This section examines the importance of each competency, the training practices implemented by HSIs, and opportunities to enhance these efforts to better support advisors in their critical work.

## Conceptual Competency:

HSIs recognize conceptual competency as a critical skill for academic advisors, enabling them to understand and articulate the advising profession’s mission, values, and goals. This competency is crucial for aligning advising practices with the institution’s commitment to student success, particularly for Latino students. However, HSIs rarely implement training programs specifically designed to develop conceptual competency. As a result, advisors may need more opportunities to fully engage with the theoretical underpinnings of their work, potentially limiting their ability to make informed, strategic decisions that align with institutional priorities.





### **Informational Competency:**

Informational competency is viewed as a cornerstone of effective academic advising at HSIs. Advisors must be well-versed in institutional policies, degree requirements, and campus resources to guide students effectively. Recognizing its importance, HSIs frequently implement training initiatives to enhance informational competency. These training programs ensure that advisors have the knowledge necessary to navigate complex academic systems and provide accurate, timely information to students. By prioritizing this competency, HSIs empower advisors to serve as reliable and resourceful partners in their students' academic journeys.

### **Relational Competency:**

Relational competency is central to the role of academic advisors at HSIs, where building trust and meaningful connections with students is essential for fostering a supportive advising environment. HSIs often implement training programs to develop this competency, recognizing its impact on student engagement and retention. Through workshops, role-playing exercises, and mentorship opportunities, advisors enhance their interpersonal skills, such as active listening, empathy, and effective communication. These efforts underscore the institution's commitment to creating a student-centered culture that promotes success and belonging.

### **Cultural Competency:**

HSIs place a high value on cultural competency, recognizing its importance in addressing the unique needs of Latino students and fostering an inclusive advising environment. Training programs in this area, however, are implemented only occasionally. While advisors benefit from existing initiatives, the lack of consistent, structured training may limit their ability to engage with students' cultural contexts and experiences fully. Expanding cultural competency training could strengthen advisors' ability to provide culturally relevant support, aligning more closely with the mission of HSIs to promote equity and servingness.

### **Technological Competency:**

In an increasingly digital age, HSIs view technological competency as essential for academic advisors. Effective use of advising platforms, data analytics tools, and communication technologies is vital for streamlining processes and enhancing student support. HSIs frequently implement training programs to develop this competency, ensuring advisors are proficient in using the latest technologies. By doing so, HSIs equip advisors with the tools to improve efficiency, personalize advising interactions, and monitor student progress effectively, furthering their commitment to innovative and data-informed practices.

### **Intercultural Communication Competency:**

HSIs regard intercultural communication competency as a critical skill for advisors, enabling them to navigate cultural nuances and foster meaningful dialogue with a diverse student body. While this competency is highly valued, training to develop it is only sometimes implemented. The lack of consistent training may hinder advisors' ability to address intercultural challenges and foster an inclusive advising environment. Increased focus on this area could enhance advisors' effectiveness in supporting students from various cultural backgrounds, aligning with HSIs' mission of inclusive excellence.

### **Personal Competency:**

HSIs consider personal competency, including self-awareness and emotional intelligence, essential for academic advisors. Advisors with strong personal competency can better manage stress, adapt to challenges, and build positive relationships with students and colleagues. However, training programs to develop this competency are only sometimes offered, leaving advisors to rely on their experiences and resources. More intentional efforts to cultivate personal competency could enhance advisors' overall well-being and effectiveness, ultimately benefiting the students they serve.

### **Antiracism Competency:**

HSIs recognize antiracism competency as an essential skill for academic advisors, reflecting their commitment to social justice and equity. Advisors with this competency are better equipped to challenge systemic inequities and advocate for inclusive practices within the institution. Despite its importance, training to develop antiracism competency is rarely implemented. This gap presents a missed opportunity for HSIs to align their advising practices with their broader mission of fostering an equitable and just educational environment. Prioritizing training in this area could empower advisors to advocate for change and inclusion more effectively.

HSIs are uniquely positioned to lead in fostering innovative and inclusive academic advising practices that address the needs of their diverse student populations. While many competencies, such as informational, relational, and technological, are well-supported through frequent training, others, including cultural, intercultural communication, personal, and antiracism competencies, require more consistent and intentional development. Strengthening training initiatives across all competencies would enhance advisors' effectiveness. By investing in comprehensive advisor training, HSIs can further empower advisors to create meaningful, culturally congruent advising experiences that support student success.

# Manos a la Obra



HSI advisor training emphasizes the practical, hands-on aspects of being an academic advisor rather than learning about academic advising in a theoretical or structured context.

At HSIs, training academic advisors is critical to ensuring they are equipped to effectively support diverse student populations. HSIs employ a combination of on-the-job and off-the-job training methods to prepare advisors for the challenges and opportunities of their roles. By blending practical, workplace-based experiences with structured, external learning opportunities, these institutions provide a comprehensive approach to professional development. This section explores the value, similarities, and differences between on-the-job and off-the-job training methods, highlighting how each contributes to the preparation and effectiveness of academic advisors at HSIs.

## **On-the-Job Training**

At HSIs, training academic advisors is critical to ensuring they are equipped to effectively support diverse student populations. HSIs employ a combination of on-the-job and off-the-job training methods to prepare advisors for the challenges and opportunities of their roles. By blending practical, workplace-based experiences with structured, external learning opportunities, these institutions provide comprehensive methods to training. This section explores the value, similarities, and differences between on-the-job and off-the-job training methods, highlighting how each contributes to the preparation and effectiveness of academic advisors at HSIs.

## **Off-the-Job Training**

Off-the-job training, with 34 occurrences, at HSIs supplements on-the-job learning by offering structured, external opportunities for academic advisors to expand their knowledge and skills. Methods such as computer-based training, classroom instruction, and apprenticeships allow advisors to engage with broader theoretical frameworks and best practices that may not be immediately accessible in their daily roles. For example, computer-based training can provide advisors with data analytics skills to track and assess student progress. At the same time, classroom instruction facilitates more profound understanding of topics like culturally relevant advising or proactive advising models. Although used less frequently than on-the-job methods, off-the-job training complements workplace learning by allowing advisors to step back from their immediate tasks and engage in focused professional growth. This approach ensures that advisors at HSIs are equipped with theoretical knowledge to effectively support Latino, and all, students.



While on-the-job training emphasizes direct, practical learning through immediate workplace involvement, off-the-job training provides opportunities for reflection, theory acquisition, and skill enhancement in a more controlled environment. HSIs rely more heavily on on-the-job methods due to their practical nature and direct applicability to advisors' daily responsibilities. However, both methods are essential and complementary. Together, they create a comprehensive framework that equips academic advisors at HSIs with the tools, knowledge, and confidence to foster student success and fulfill the institution's mission of servingness.



# Compañeros con Oportunidades

HSI advisors prioritize connection and mentorship but have untapped potential to invest in research and reflection professional development opportunities to elevate their impact.

Professional development is a cornerstone of fostering academic advising excellence at HSIs. These institutions play a pivotal role in supporting advisors through targeted activities designed to enhance their skills, foster collaboration, and deepen their understanding of culturally congruent practices. By engaging in high-impact initiatives such as webinars, mentorship programs, and professional learning communities, academic advisors at HSIs are empowered to better serve their diverse student populations' unique needs. This section explores how HSIs intentionally promote professional development opportunities across four key areas—high engagement activities, development and mentorship, professional learning and community, and knowledge generation and reflection—aligning each with their mission of promoting student success.

**High Engagement and Networking Activities:** High Engagement Activities have a total of 59 occurrences, highlighting the strong emphasis on networking and visibility in professional communities. At HSIs, webinars, conferences, professional organizations, and presentations are vital tools for supporting academic advisors. These activities provide accessible opportunities for advisors to enhance their skills, stay informed about best practices, and network with peers who share a commitment to serving diverse student populations. HSIs prioritize these high-engagement activities as they align with their efforts to equip advisors with the knowledge and resources to serve Latino, and all, students better.

**Development and Mentorship:** Development and Mentorship follow with 39 occurrences, reflecting the importance of building capacity through coaching and training. HSIs emphasize training, coaching, and mentoring to strengthen the professional development of academic advisors. These activities are designed to cultivate culturally responsive advising practices and ensure that advisors are prepared to meet the unique needs of Latino students. By offering structured mentorship and ongoing training opportunities, HSIs create a pipeline of skilled professionals equipped to guide students through academic and personal challenges. This intentional focus on mentorship fosters a collaborative culture where advisors can share expertise, support one another, and ultimately enhance the student experience.

**Professional Learning and Community:** Professional Learning and Community comes next with 30 occurrences, indicating structured collaboration's role in professional growth. Seminars, institutes, and professional learning communities (PLCs) are integral to how HSIs support academic advisors. These structured environments enable advisors to engage in focused discussions on servingness, culturally congruent advising, and strategies tailored to Latino, and all, students' needs. HSIs encourage participation in these activities as they promote collaboration, foster innovation, and strengthen the advisor's ability to support students holistically. Advisors can refine their practices while contributing to the collective mission of advancing student success.

**Knowledge Generation and Reflection:** Knowledge Generation and Reflection is the least frequent category, with 17 occurrences, suggesting less focus on research and self-study than other areas. HSIs value the role of publications, self-study, and research in empowering academic advisors to reflect on and improve their practices. Advisors are encouraged to engage in scholarly activities that explore effective advising models, assess outcomes, and share insights with the broader educational community. By promoting evidence-based practices and creating platforms for reflection, HSIs ensure that their advisors remain at the forefront of the field, driving innovation and enhancing the institution's ability to serve Latino students effectively. These activities reinforce a culture of continuous learning and improvement, aligning with the mission of student success at HSIs.

The professional development strategies embraced by HSIs reflect a deep commitment to cultivating the expertise and growth of their academic advisors. From fostering connections through high-engagement activities to building knowledge through reflective practices, these efforts ensure that advisors are equipped to meet the needs of Latino students and contribute to a culture of holistic support. By prioritizing intentional professional development opportunities, HSIs not only enhance the capabilities of their advisors but also reinforce their broader mission of advancing student success and inclusive excellence. Together, these strategies create a sustainable framework for academic advising that is responsive, innovative, and transformative.

# Recommendations

The recommendations outlined in this section aim to enhance the effectiveness of academic advising at HSIs. These recommendations focus on fostering inclusive, culturally affirming, and supportive advising practices by addressing the unique needs of Latinx and minoritized students. Furthermore, they provide actionable strategies to build advisor capacity, promote equity, and operationalize servingness as a core institutional value.

- **Enhance Training Alignment:** HSIs should conduct a comprehensive review and restructuring of their advisor training programs to ensure that content aligns explicitly with identified competencies, particularly those deemed “essential” and “extremely essential” (ex. conceptual and antiracism). This review should involve collecting input from advisors, students, and institutional leaders to identify gaps in knowledge, skills, and behaviors required to serve diverse student populations effectively. Based on this assessment, HSIs can develop tailored training modules focusing on areas such as culturally congruent advising, understanding the unique needs of first-generation students, financial aid literacy, and holistic student development. Additionally, professional development plans should be ongoing, incorporating interactive workshops, case studies, and simulations that reflect real advising scenarios at HSIs. Periodic assessments of the advising experience should guide updates to these training programs, ensuring continuous improvement and alignment with evolving advisor and student needs.
- **Enhance Advisor Engagement in Research:** While some advisors are involved in institutional assessment and occasional research projects, HSIs have an opportunity to cultivate a more robust culture of advisor-led scholarship. Institutions should encourage and support advisors to engage in collaborative and longitudinal research, particularly studies focusing on HSI student success metrics, advising interventions, and the impact of advising practices. Advisors can partner with institutional research offices, faculty members, and national organizations like NACADA to co-author publications and present findings at conferences. Providing release time, research stipends, or professional development funding can incentivize advisor participation. Additionally, creating advising research learning communities (RLCs) within HSIs can foster cross-disciplinary collaborations, allowing advisors to systematically investigate the efficacy of their practices and contribute to both institutional knowledge and the broader field of academic advising.

- **Integrate Reflective Practice Tools in Advisor Development:** While self-study and informal self-reflection are valued in professional growth, HSIs can institutionalize reflective practice as a core component of advisor development. Advisors can be equipped with structured self-assessment tools to evaluate their advising philosophy, cultural competency, and student interaction approaches. Peer observation and feedback programs can create opportunities for advisors to receive constructive input on their advising styles, fostering a culture of continuous learning and mutual support. Reflective journals or digital portfolios can serve as repositories for advisors to document critical advising experiences, student interactions, and personal growth milestones. Incorporating these practices into Professional Learning Communities (PLCs) or advising team meetings can promote collective reflection, helping advisors develop greater empathy, cultural humility, and adaptability in supporting students.
- **Engage in Policy and Advocacy Work Through National Organizations:** HSIs have a well-established presence in national organizations like Hispanic Association of Colleges and Universities (HACU), but there is a growing need for advisors to extend their engagement beyond conference participation to more actively shape advising policy and practice at regional and national levels. Advisors can pursue leadership positions within national committees, working groups, or task forces focused on topics like equity in student success, the professionalization of advising, or competency-based training standards. Additionally, advisors can advocate for policies that ensure adequate institutional funding for advising services, promote equitable student-to-advisor ratios, and address the unique needs of historically underrepresented students. Advisors from HSIs can also amplify the voices of their students by sharing success stories, challenges, and innovative practices through position papers, policy briefs, or testimony at legislative hearings, thereby influencing higher education policies and ensuring the advising profession is recognized as integral to institutional and student success.

Implementing these recommendations will empower HSIs to better serve their diverse student populations, ensuring academic advising is a transformative and supportive experience. By prioritizing continuous training, culturally responsive practices, and organizational accountability, HSIs can create a campus environment that fosters student success and strengthens their commitment to equity and inclusion.



# Conclusion

HSIs are uniquely positioned to foster the success of diverse student populations through culturally responsive practices, including the preparation and development of academic advisors. Central to this work is the concept of servingness—a commitment not only to enrolling and graduating Latinx and other historically marginalized students but also to transforming institutional structures to better support their holistic success (Garcia, 2019). Academic advisors are pivotal in bringing servingness to life through their daily interactions, guidance, and advocacy. This report highlights key insights into advisor training and professional development at HSIs, revealing both areas of strength and opportunities for growth. While many HSIs emphasize practical, hands-on training and mentorship, gaps in competency-based training, reflective practices, and research engagement suggest a need for more comprehensive development efforts. By addressing these gaps, expanding professional development, and promoting a culture of reflection and inquiry, HSIs can further strengthen advising practices grounded in servingness—ensuring they remain leaders in advancing equity, opportunity, and student success.



# Author Biography

**Gabriel Bermea** is an educator, researcher, and advocate in the field of student success and academic advising, renowned for his work on humanistic advising practices that foster student success, particularly within Minority-Serving Institutions (MSIs) and Hispanic-Serving Institutions (HSIs). With over 13 years of experience as an academic entrepreneur, Bermea has led transformative initiatives that expand access, promote opportunity, and drive success in higher education at both institutional and national levels.

A visiting scholar at the Rutgers Center for Minority Serving Institutions, Bermea's research emphasizes the importance of inclusive, student-centered advising structures that reflect the unique needs of diverse student populations. His innovative Humanistic Advising model, rooted in principles of growth, resilience, and self-actualization, provides a holistic approach to advising, one that goes beyond academics to support the personal and cultural dimensions of student development.

Bermea's publications, including "Advising with Intention: Exploring Academic Advising at Minority Serving Institutions" and "Construir el Camino: How HSIs Design and Deliver Academic Advising", are foundational resources in the field. These works highlight best practices and transformative models that guide advisors in creating culturally relevant, intentional advising programs that resonate with students from various backgrounds. His research has not only informed advising strategies but has also paved new pathways in understanding the advising needs of Latino students and the evolving role of HSIs in the U.S. educational landscape.

Bermea frequently presents at national conferences, leads professional development workshops, and consults with institutions to create advising systems that support holistic student success. Known for his engaging speaking style and evidence-based insights, Bermea provides institutions with actionable strategies to elevate their approach to advising and foster environments where all students can thrive.

He holds a Doctor of Education (Ed.D.) in Higher Education and Organizational Change from Benedictine University, a Master of Arts (M.A.) in Communication and Leadership Studies from Gonzaga University, and a Master of Education (M.Ed.) and a Bachelor of Arts (B.A.) in Communication Studies from Texas Tech University.

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