UC SAN DIEGO'S

HISPANIC-SERVING INSTITUTION REPORT
MÁS QUE UN NÚMERO

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Gratitude for Those Who Paved the Way

The work associated with pursuing the HSI designation has been forged by students, staff, faculty, and community members who, over the decades since UC San Diego opened its doors, took formative steps on our journey to ensure that our campus is accessible to all and that support is available to students to achieve their dreams. We acknowledge and thank those student activists, committed community members, dedicated staff, and fearless faculty whose work and dedication has enabled our institution to intentionally and collectively work towards becoming an HSI.

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Executive Summary

Introduction

Hispanic Serving Institutions (HSIs) are defined by 25% or more total undergraduate Latinx full-time equivalent (FTE) student enrollment. With a full-time undergraduate student population currently at 22% Latinx/Chicanx, UC San Diego is nearing our goal of reaching the federal definition of HSI status. As a renowned research institution, UC San Diego is prepared to become a model R1 HSI with specific equity goals informed by institutional context and data analysis.

In 2016, UC San Diego committed to achieving the Hispanic Serving Institution designation and convened a joint Administration-Academic Senate task force to advance this goal. The task force gathered substantial input from the campus community and submitted recommendations to UC San Diego's Administration in 2017. After prioritizing the recommendations, an HSI workgroup was formed in 2018 to shepherd the implementation of prioritized recommendations. Over a period of three years, the HSI work group implemented the prioritized recommendations and was instrumental in the development and launch of the UC San Diego Latinx/Chicanx Academic Excellence Initiative (LAEI), representing the achievement of the task force's highest priority and most impactful recommendation.

To build upon UC San Diego's commitment to Latinx-servingness, as part of the University's overall Strategic Plan for Inclusive Excellence, the HSI work group dedicated summer 2021 through winter 2022 to develop new recommendations through an extensive review of data. With this data, the work group gained insights into opportunity gaps and areas for improvement, which inspired recommendations for how to best align current resources and invest in future infrastructure to better serve our Latinx students, faculty, and staff.

Key Findings

Understanding Latinx undergraduate student representation at UC San Diego is important to consider as we aim to reach HSI status. Between 2012 and 2020, Latinx student enrollment has nearly doubled at UC San Diego. When compared to full-time undergraduate enrollment, the proportion of full-time Latinx undergraduate students increased by six percentage points over that time. Between 2016 to 2019, the representation of full-time enrolled Latinx students began to steadily increase. When considering new domestic undergraduate student enrollment at UC San Diego, the proportion of Latinx student enrollment steadily increased from 2015 to 2019; however, it is important to note that there was a numerical drop and representational dip for first time Latinx students in Fall 2020, which continues to affect the current Latinx percentage enrollment.

The experience of Latinx undergraduates while attending UC San Diego is also important to consider when discussing ways to attain HSI status. All students (including Latinx) perceive the campus as "friendlier", "safer", more "tolerant", and more "appreciative of diversity" in 2020 than in 2016. However, at the same time in 2020, some Latinx students still reported difficult climate experiences and obstacles to academic success.

Retention rates are another metric that was analyzed. From 2016 to 2018, Latinx transfer scholars have a first-year retention rate between 93% and 94% with no discernable opportunity gap when compared to others;

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however, there was a decline in retention from 2019 to 2020, which will be important to monitor moving forward. Between 2016 and 2019, the two-year graduation rate for Latinx transfer scholars increased 16 percentage points, however, the graduation rate for Latinx transfer students is still below the overall rate. In regards to first-time, first year undergraduates, Latinx students have lower first year and second year retention rates compared to all first time, first year students. In addition, while it is encouraging that graduation rates have been increasing for first-time Latinx students and total students alike, the gap will persist unless we take further action.

Latinx representation in graduate school is an important component to improve the Latinx educational pipeline in higher education. While both Latinx graduate student enrollment and total graduate enrollment have increased substantially from 2015 to 2021, the proportion of Latinx graduate students relative to the total has only increased by one percentage point from 7% to 8%. This is a plateau with a very low percentage of improvement. It continues to be an institutional opportunity for improvement.

Exploring faculty representation and experience is also necessary. While the growth of Latinx Senate faculty surpasses the overall Senate faculty growth from 2015 to 2020, the total percentage of Latinx faculty has not changed (remaining at 7%). Data collected via the Academics@UCSD survey found that faculty face many challenges in terms of climate and support. Latinx faculty also reported less satisfaction in several areas when compared to White faculty. Because research demonstrates the importance of Latinx faculty in enhancing mentorship, sense of belonging, and validation for Latinx undergraduate scholars, the presence, retention, and well-being of Latinx faculty are critical to achieve a Latinx-serving university. Representation at the faculty level is paramount to UC San Diego's Latinx servingness, as professors play an important role in student scholarly development and inclusion in the academy.

UC San Diego staff experience was also explored in this report. Representation of Latinx staff remains disproportionately low compared to the demography of the region and state. The climate for Latinx staff is also a concern. Data from the Staff@Work survey show that Latinx staff do not feel validated and included across different measures and satisfaction mean scores when compared to White staff. Latinx staff need to feel a high sense of belonging at UC San Diego to support retention and create a positive professional experience. Latinx staff are integral to the support of Latinx undergraduates, often serving as mentors, and making our Latinx scholars feel welcomed.

Recommendations

Below are the recommendations related to access, success and climate that UC San Diego will implement in order to achieve our goal of becoming an R1 HSI.

Overall Infrastructure

1. Hire an AVC (or comparable leadership role) and staff support team for HSI Initiatives.

Undergraduate Students

2. Adopt a collective impact approach to supporting Latinx student success.
3. Create a campus-wide, inclusive, welcoming, student-centered, and student-responsive environment that ensures Latinx students thrive both in and out of the classroom.

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4. Unify and amplify the critical outreach efforts carried out by a variety of units within the campus community, in particular, those that focus on engagement with the local Latinx community (inclusive of students, families, organizations, and schools).

Graduate Students

5. Develop a coordinated and unified series of programs to cultivate a graduate student pipeline. This pipeline should focus on increasing Latinx undergraduate students' readiness for and awareness of graduate school opportunities.
6. Grow a robust series of recruitment, retention, and funding programs for Graduate Student Support.

Faculty

7. Enhance sustainability and investment in academic units such as Chicanx/Latinx Studies.
8. Improve the recruitment of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies.
9. Improve the retention of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies.
10. Provide credit for advancing EDI initiatives, including mentorship of Latinx students, research, and teaching.

Staff

11. Improve the overall climate and experience for Latinx staff.
12. Re-evaluate data disaggregation by staff roles/ethnicity (e.g., employees in the hospitality and cleaning, office managers, MSP, SMG etc.) to better understand the experiences and needs of Latinx staff and to more accurately track Latinx presence in Management Senior Professional (MSP) and Senior Management Group (SMG) levels. Human Resources and Institutional Research should partner to ensure data is made available to leaders to inform strategic changes.
13. Develop and implement a professional development program focused on staff mobility that addresses both the intersectional and specific needs of Latinx and other minoritized communities.
14. Increase the representation of Latinx staff at all levels within the organization, especially within the higher administrative and leadership levels (MSP, SMG).

Below are the recommendations related to accountability that UC San Diego will implement in order to achieve our goal of becoming an R1 HSI.

Accountability

15. Create a suite of public HSI dashboards that measure success for Latinx servingness.
16. Development should consider the following steps:
    a) Map current data sources for faculty, staff, and undergraduate and graduate students,
    b) Identify relevant measures of success for servingness at an R1 HSI,
    c) Recommend how specific metrics should be aggregated for use in research, policy, and practice, and
    d) Identify missing data metrics that are important for identifying challenges and issues specific to an equity-centered research institution.

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This addendum constitutes agreed and prioritized recommendations from the "Mas Que Un Numero: HSI Report" (REF Fall 2022) that resulted from the HSI Executive Sponsor Steering Committee/HSI Implementation Work Group co-chair meeting (REF July 2023).

In July 10th 2023, the HSI executive sponsor steering committee and the co-chairs of the HSI implementation work group met to prioritize and agree on the most impactful HSI recommendations from the "Mas Que Un Numero: HSI Report". The most impactful recommendations have been prioritized around campus climate, pipeline creation, improving access to CA residents and ensuring accountability. The agreed recommendations are reproduced below:

Recommendation 2: Adopt a collective impact approach to supporting Latinx student success.
Recommendation 3: Create a campus-wide, inclusive, welcoming, student-centered, and student-responsive environment that ensures Latinx students thrive both in and out of the classroom.
Recommendation 4: Unify and amplify the critical outreach efforts carried out by a variety of units within the campus community, in particular, those that focus on engagement with the local Latinx community (inclusive of students, families, organizations, and schools)
Recommendation 5: Develop a coordinated and unified series of programs to cultivate a graduate student pipeline. This pipeline should focus on increasing Latinx undergraduate students' readiness for and awareness of graduate school opportunities.
Recommendation 7: Enhance the sustainability and investment in academic units such as Chicanx/Latinx Studies
Recommendation 11: Improve the overall climate and experience for Latinx staff.
Recommendation 12: Re-evaluate data disaggregation by staff roles/ethnicity (e.g., employees in the hospitality and cleaning, office managers, MSP, SMG etc.) to better understand the experiences and needs of Latinx staff and to more accurately track Latinx presence in Management Senior Professional (MSP) and Senior Management Group (SMG) levels.
Recommendation 15: Create a suite of public HSI dashboards that measure success for Latinx servingness.

The recommendations will be presented to leadership with a strategy for implementation both short and long term.

MÁS QUE UN NÚMERO

SECTION 1

Más que un número[1]

Hispanic Serving Institutions

After decades of advocacy by national Latinx organizations, legislation to amend the Higher Education Act (HEA) to include funding to increase Latinx college-going and matriculation was introduced in the early 1990s. In 1995, the HEA was expanded to include funding for Hispanic-Serving Institutions (HSIs) (Calderón Galdeano et al., 2012).[2] Since then, we have seen a growing number of Latinx students enter higher education and a growing number of HSIs. HSIs are defined by enrollment, requiring 25% or more total undergraduate Latinx full-time equivalent (FTE) student enrollment. With a full-time undergraduate student population that is currently 22% Latinx/Chicanx, we are nearing our goal of reaching the federal definition of HSI status.

According to the Hispanic-Serving Institutions (HSIs): 2020-21 Fact Sheet created by Excelencia in Education (2022), there are a total of 559 HSIs in the nation, enrolling over 1.4 million Latinx undergraduates. Of the 569 HSIs, 41% are 2-year colleges and 56% are 4-year colleges and universities. Of those, only eleven HSIs are Carnegie Research 1 universities, with four of those being in the UC system (Martinez & Garcia, 2020).

UC San Diego is classified as an R1 Doctoral University with Highest Research Activity per the Carnegie Classification of Institutions of Higher Education. Martinez and Garcia (2020) further note that HSIs are least represented among R1 institutions. As a renowned research institution with a strong STEM focus, UC San Diego is prepared to become a model R1 HSI with specific equity goals informed by institutional context and data analysis. The following characteristics make UC San Diego well-poised to serve Latinx learners:
- Access to high-impact practices,
- Robust student support structures,
- An abundance of academic programs,
- Research and engagement opportunities,
- Faculty mentorship, and
- Pathways to student success in the form of careers and advanced degrees.

While eligibility for federal funding associated with Department of Education HSI designation may help develop programs and create opportunities, as an emerging HSI, UC San Diego has demonstrated commitment to *servingness* and will continue to create a campus-wide culture and academic environment that supports and serves Latinx learners at all stages of their degree.

Given demographic shifts towards increased numbers of Latinx in the state and nation (Vespa et al., 2020), it is imperative that UC San Diego continue to build upon its commitment to Latinx student servingness through a student-responsive and student-centered plan that leverages both the role of the UC system in educating our workforce as well as the value of HSIs in promoting equity for all racially minoritized groups. Our move to HSI status builds on the accomplishments that UC San Diego has seen to date as a result of its Strategic Plan for Inclusive Excellence, the 2018 HSI Task Force Report, the Latinx/Chicanx Academic Excellence Initiative, and other initiatives.[3]

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[1] More than a number

[2] The terms Hispanic and Latinx are used throughout this report to denote both male and female persons of Latin American or Spanish origin.

[3] For example, Investments in Student Success and Retention and Resource Centers, the Black Academic Excellence Initiative, Faculty cluster hires, AANAPISI designation, Black Latinx Native American Family Orientation and other EDI initiatives across the enterprise.

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Defining Servingness

Because HSIs range from 2-year community colleges to 4-year public and private universities and are located across the United States and Puerto Rico, *servingness* has yet to be fully defined and adopted by the academic community. However, more recently, the HSI community (scholars, national advocacy organizations, and HSI institutions) have made strides in this area.

For example, in 2018, UC San Diego hosted the launch of the Office of the President's Hispanic-Serving Institution Initiative. This UC-wide initiative recognizes that the University of California, as a research-intensive and doctoral-granting institution, works to mobilize the campuses to advance educational equity and social mobility through an R1 lens. It accomplishes this by bringing the campuses together to share best practices, work to define what it means to be a research-intensive Hispanic *Serving* Institution and explore how UC HSIs can examine their data and practices through equity lenses to determine what changes may be required at the system and individual campus level.

Theoretical Framework of Servingness

Garcia et al. (2019) conducted an analysis of the HSI literature to develop a framework for understanding *servingness* in Hispanic-Serving Institutions. Their framework focused on four areas:
- Academic and non-academic outcomes,
- Experiences (validating vs. racialized) of students, staff, and faculty,
- Altering "internal dimensions of the organization" to respond to the needs of the Latinx community, and
- External forces (e.g., granting agencies).

The framework above defines servingness structures and articulates how they, when implemented in a student-centered manner, can improve the Latinx experience and climate in both academic and non-academic outcomes:
- Academic outcomes: GPA, graduation rate, course completion, etc.
- Non-academic outcomes: development of a scholar identity, leadership development, civic engagement, etc.

Garcia et al. (2019) identifies several structures that can facilitate servingness; these include:
- A mission and values statement that centers the Latinx community,
- An institutional diversity plan,
- Engagement with the Latinx community,
- Development of Latinx-responsive programs and services,
- Inclusion of culturally relevant pedagogy and curriculum, and
- Equitable representation of Latinx faculty, staff, and students.

Garcia (2017) developed a typology of HSIs in which Latinx Serving status entails (1) high "organizational outcomes for Latinxs," e.g., academic outcomes such as graduation rates and non-academic outcomes such as graduate school enrollment and employment, and (2) high "organizational culture that reflects Latinx," that is, a positive, enhancing, and validating climate. In this sense, servingness requires system-changing responses and explicit attention to structural inequality and institutionalized racism. Given the role the UC System has in educating tomorrow's workforce and the growing body of scholarly work on the value HSIs play in accelerating

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educational equity for all students, it is imperative that UC San Diego continue to build upon its commitment to Latinx student servingness through a student responsive and student-centered plan that builds on the accomplishments UC San Diego has seen to date.

Theory to practice

In 2016, UC San Diego committed to achieving the Hispanic Serving Institution designation and convened a joint Administration-Academic Senate task force to advance this goal. The task force gathered substantial input from the campus community and submitted recommendations to UC San Diego's Administration in 2017. After prioritizing the recommendations, an HSI workgroup was formed in 2018. The workgroup was instrumental in the development and launch of UC San Diego's Latinx/Chicanx Academic Excellence Initiative (LAEI)—the task force's highest priority and most impactful recommendation. The LAEI, which is built on six core values, is integral to UC San Diego's goals of increasing our Latinx/Chicanx student presence, addressing historical educational inequities, and creating a more welcoming learning, living, and working environment for all.

To help UC San Diego advance its goal of servingness, the UC San Diego HSI workgroup developed a *servingness statement* that forms the basis of its recommendations and promotes a definition of specific Latinx outcomes centered on racial justice. The statement names racial equity and social justice as priorities that are essential to ensure access and prepare Latinx/Chicanx students for success in college and career. The statement calls for improving academic and non-academic outcomes of our Latinx students, advancing our Latinx student-centered and responsive system changes, enriching the experiences of our UC San Diego Latinx community through ongoing and enhanced validation of Latinx identity, culture, and values, and increased faculty, staff, and student representation throughout UC San Diego.

Core Values of the Latinx/Chicanx Academic Excellence Initiative

Community and Culture / Comunidad y Cultura
We value and celebrate the dynamic cultural, familial, and regional experiences of our Latinx/Chicanx students.

Equity / Equidad
We promote dialogue, respect, and inclusivity to advance equitable access to educational opportunities.

Student-Centeredness / Enfoque Estudiantil
We embrace the whole student experience by affirming their intersectional identities and meeting their evolving aspirations, needs, and interests.

Success / Éxito
We support students in thoughtful ways that draw upon their existing strengths to define and achieve their success.

Flourish / Florecer
We inspire one another to honor the past, transform the present, and define the future together.

Accountability / Responsabilidad
We take responsibility for evaluating and communicating progress in meeting our mission and core values and we are committed to continuous improvement.

UC San Diego is committed to ensuring equitable access and preparing our Latinx/Chicanx students for academic success in college and career. *Communidad* is who we are and what we do. Students, families, faculty, staff, and alumni are integral members, and racial equity and social justice are priorities and essential to our mission and purpose of Latinx *servingness*.

To be Latinx/Chicanx Serving

- We intentionally honor and prioritize the intersectional identities, lived experiences, and strengths of the Latinx/Chicanx UC San Diego community in all aspects of campus life.
- We foster inclusive and equity-minded teaching and research environments.
- We cultivate future leaders through culturally responsive mentorship, research, and community partnerships.
- We retain and graduate Latinx/Chicanx scholars with a deep sense of identity and service.
- We enhance student well-being, co-curricular, and academic services to meet the evolving aspirations, needs, and interests of our Latinx/Chicanx students.
- We increase Latinx/Chicanx faculty, staff, and administrator diversity.
- We make college affordable through increased philanthropy to enhance financial aid.

En Servicio de Nuestros Estudiantes Latinos[4]

To build upon UC San Diego's commitment to Latinx-servingness, as part of the University's overall Strategic Plan for Inclusive Excellence, the HSI work group dedicated summer 2021 through winter 2022 to develop new recommendations that continue to advance UC San Diego's strategy to transform itself for "the success of current and future Latinx/Chicanx students, families and communities" (UC San Diego Office for Equity, Diversity, and Inclusion, n.d.). The recommendations are designed to deepen our Latinx-servingness through addressing the eight dimensions of student well-being (Swarbrick, 2006).

To craft these recommendations, the workgroup reviewed extensive data prepared by Institutional Research and/or Triton Analytics, disaggregated by gender and ethnicity and, for students, by first generation status and Pell eligibility. These data helped examine questions of equity in the Latinx experience at UC San Diego. Data sources included climate data from the University of California Undergraduate Experience Survey (UCUES), the UC San Diego Staff@Work Survey, Graduate Student Research University (GradSERU) Survey, and The UC San Diego Academics@Work Survey. Additional data included trends in faculty, staff, and student presence, graduation rates, and undergraduate time to degree. The workgroup also reviewed the results from a qualitative study conducted by Latinx undergraduate scholars under the direction of Dr. Abigail Andrews, Associate Professor of Sociology. The qualitative study, titled *Barriers to Belonging: Latinx Students at UC San Diego*, provided nuance and student voice to the quantitative data and informed the final recommendations put forth in this report.

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[4] In service of our Latinx Students

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UC San Diego's Progress to Date

Unlike Historically Black Colleges and Universities and Tribal Colleges and Universities, which are defined by their mission to serve historically underrepresented and underserved populations, HSIs are characterized by enrollment. However, at UC San Diego, being an HSI is more than a number. It is who we are. At UC San Diego, HSI status represents a mission-driven transformation to serve our Latinx students and their families. In fact, in many ways, UC San Diego already enacts servingness with its clearly stated mission for serving Latinx students, institutional plan for diversity, and HSI related initiatives, programs, and procedural changes. Our servingness can be seen in our commitment to the local Latinx community, the development of inclusive bilingual website content and Spanish media outreach, a Latinx faculty cluster hire, and a myriad of programs and services designed to tap into the unique talents and strengths of Latinx students to ensure their retention, academic success, and belonging.

Table 1 summarizes a few of the campus' steps towards Latinx-servingness. Additionally, since 2013, UC San Diego has made significant intentional investments into Latinx student success, increased educational access and equity, primarily focusing on those who are first generation students. At UC San Diego, 67% of the first-generation students are Latinx and have, therefore, been primary beneficiaries of newly developed programs focusing on the academic success of first-generation and low socioeconomic status students. These programs include the Chancellor's Associates Scholars Program (53% Latinx), Student Success Coaching (63% Latinx), Office for Academic Support and Instructional Studies (56% Latinx), PATHways to STEM (57% Latinx), and the Teaching and Learning Commons (30% of total Undergraduate Latinx student population). In addition, other programs such as Raza Living and Learning Community, Raza Resource Centro, and Undocumented Student Services focus on improving sense of belonging and provide co-curricular experiences to aid in students' scholarly identity and leadership development. Moreover, our campus has transformed its outreach and engagement strategies to be more family focused, resulting in bicultural and bilingual programming that validates Latinx students' culture and family, as well as bicultural and biliterate Spanish language media campaigns. These programs contribute to Latinx students' sense of belonging and social capital development.

Table 1

Examples of UC San Diego Initiatives to Advance Latinx- servingness[5]

Transforming UC San Diego from an Emerging HSI to an HSI through….	PROGRAM or ACTIVITY		
Parent, Family and Community Engagement	Launched a comprehensive, culturally relevant media campaign to reach San Diego's Latinx/Chicanx communities.	Implemented *Orientacion Familiar* - bilingual/bicultural Latinx parent and student orientation and yield activities, includes bicultural bilingual Latinx Track for Triton Day and Triton Talks.	Implemented Conexiones: Latinx Parent University, parent programming on college going and matriculation developed in partnership with the Parent Institute for Quality Education (PIQE).
Increased representation of Latinx faculty	Latinx Cluster Hire Initiative - Hire 14 new faculty (6-8 per year) who research and	2021 Annual Strategic Plan for Inclusive Excellence - Accountability	Hispanic Center of Excellence (HCOE) Faculty Development Program is designed to improve

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[5] This table is meant to be illustrative and does not include all the programs, initiatives and actions taken by UC San Diego to advance its Latinx-servingness.

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	teach the Latinx experience to serve our growing number of Latinx students.	Presentations requiring reports on diversification of faculty. and on contributions to advancing UCSD's goal to become an HSI.	the recruitment, retention, and success of URM faculty in academic medicine at UC San Diego.
Latinx Serving Community Partnerships	Developed **Library NExT** (Network of Education x Training), in partnership with San Diego's public library system, to offer a series of workshops for elementary, middle, and high school students on 64 + STEAM subjects.	Developed the Futures initiative to provide high school students with experiential education college pathway programs in which they become immersed in applied learning in high demand fields such as technology, life sciences, and business management.	Launched Grandparent University in collaboration with Assertive Family Solutions, hosting workshops drawing participants from across San Diego and Tijuana, Baja California.
Developing Scholarly Identity	ENLACE bi-national summer research program at UC San Diego aims to develop interest in science and engineering research, while promoting cross-border friendships in the Baja California/San Diego region.	RRC Writing and Research Collective works to engage Latinx students in high impact learning opportunities that will help them recognize their potential for graduate school and build their confidence as a scholar.	Research Methodology Training Lab Fellowship - funded by an LAEI Innovation Grant, this program offers a full hands-on experience for students & mentors them to develop as scientists.

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LATINOS - EL FUTURO DE CALIFORNIA

SECTION 2

Latinos - el Futuro de California[6]

California needs additional college graduates to meet the economic challenges of the next decade (The Campaign for College Opportunity, 2021). Since even entry-level jobs require a college degree, our state requires higher levels of education. This economic imperative, coupled with an aging workforce, leaves a workforce gap and an increased demand for services geared to support the health and well-being of this older population. These two factors, combined with increasing costs of living and the ongoing lack of affordable housing, create a strategic opportunity for UC San Diego. We can be a leader in San Diego County and across the State by recruiting talented Latinx scholars who aspire to be college-educated, career-ready, and high-earning graduates.

UC San Diego has the opportunity to design more equitable programs, practices, and policies to intentionally accommodate the needs of Latinx students in a manner that is culturally responsive and relevant. The institution is poised to yield, develop, and ultimately graduate scholars who will become important contributors to the California economy. In fact, the U.S. Latinx GDP growth is currently the most productive in the U.S.; from 2010 to 2018, the United States Latinx GDP is the eighth largest in the world with a growth rate of 3.3% per year, which is ahead of countries like Italy and Brazil (Hamilton et al., 2021).

Furthermore, if California is to maintain its economic competitiveness, grow the GDP, and meet workforce demands, UC San Diego must continue to improve college access and opportunities in a more equitable manner.[7] For Latinx students, the educational pathway has been the most viable method into White collar careers and to the middle class. Over 50% of California's K-12 students are Latinx; although more Latinx students are graduating from high school and enrolling in college, the number of Latinx students who are eligible for college are not enrolling and, of those who enroll, not all are graduating (The Campaign for College Opportunity, 2021). In order to address the structural inequities inherent in these pipeline issues, we must recognize how history and unequal property relations have created structural impediments and social structures that negatively impact the full development of human potential in the Latinx community. This has affected their subsequent inclusion in institutions of influence (Almaguer, 1994; Anzaldúa, 1987; Menchaca, 2001; Sánchez & Pita, 2021). UC San Diego must continually reflect on the Latinx condition in the US to develop an on-going process for continuous improvement in order to evolve our understanding of what we must do to enact and sustain equity and become the campus of choice for Latinx scholars.

UC San Diego Demographic Trends: Investing in Future Populations

The HSI committee, in collaboration with Student Affairs and Equity, Diversity and Inclusion (EDI) data analysts, examined UC San Diego Institutional Research dashboards, Academics@UCSD and Staff@Work survey data, UC Information Center Fall Enrollment Data, and the 2021 study *Barriers to Belonging: Latinx students at UC San Diego* led by UC San Diego sociology professor Abigail Andrews to understand Latinx representation and perspectives on campus climate. With this data, we gained insights into opportunity gaps and areas for improvement, which inspired recommendations for how to best align current resources and invest in future infrastructure to better serve our Latinx students, faculty, and staff.

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[6] Latinos the Future of California
[7] With nearly 40% of California residents identifying as Latinx, as reported by the United States Census Bureau (n.d.), the future and success of the state will be defined by how well we ensure access and address racial opportunity gaps in education.

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Distinguishing Between Federal HSI Definitions and UC-Specific Definitions[8]

The US Department of Education defines a Hispanic-Serving Institution as one that has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. While there are additional criteria that ultimately determine HSI eligibility and status, enrollment data are an important aspect of an institution's HSI designation. For more information, visit https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/

This report primarily employs UC-specific definitions for counting Latinx students, which differ in some ways from federal definitions. Figures 1 and 2 display Integrated Postsecondary Education Data System (IPEDS) federal data for UC San Diego Latinx full-time undergraduate student enrollment. Note that the federal government data use **domestic** Latinx student headcounts. Figure 1 shows total full-time undergraduate student enrollment and Latinx full-time undergraduate student enrollment at UC San Diego from 2012 to 2020. In this time period, Latinx student enrollment has nearly doubled.

Figure 1. UC San Diego Full-Time Undergraduate Enrollment
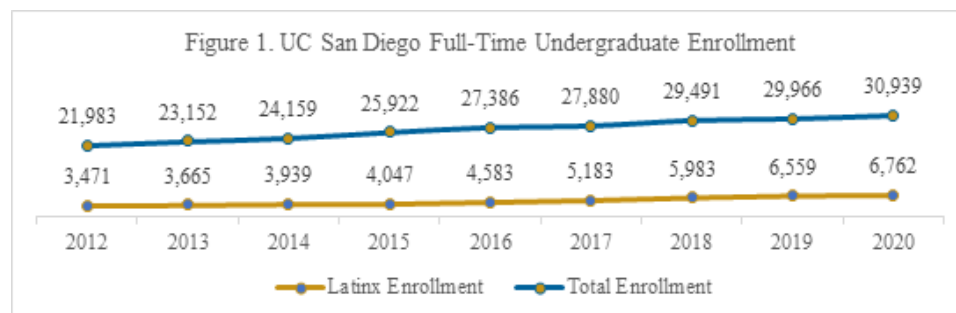
Figure 2 uses the numbers from Figure 1 to calculate the proportion of full-time Latinx undergraduate enrollment compared to total full-time undergraduate enrollment. The proportion of full-time Latinx undergraduate students increased by six percentage points from 2012 to 2020. As of 2020, UC San Diego is three percentage points below the US Department of Education's 25 percent enrollment criterion for HSI designation.[9]

Figure 2. UC San Diego Proportion of Full-Time Latinx Undergraduate Enrollment Compared to Total Full-Time Undergraduate Enrollment

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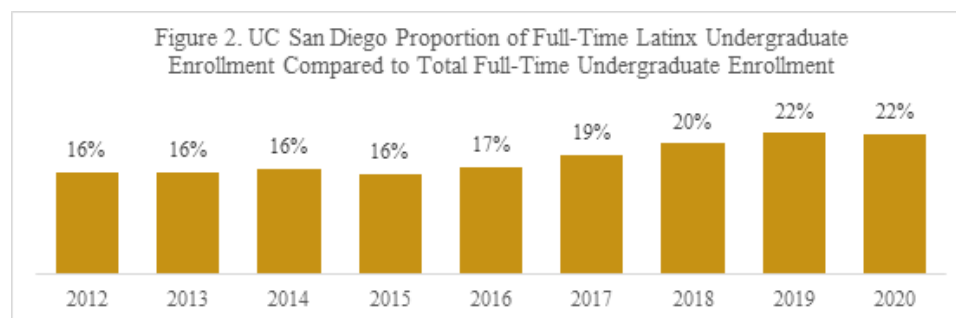
[8] Data Source: IPEDS, Reported Data: Fall Enrollment

[9] The federal government uses a complex FTE calculation to calculate HSI status. Due to the low percent of part-time domestic Latinx undergraduate students on UC San Diego's campus, Institutional Research has determined the percent of full-time domestic Latinx students is the best proxy for tracking UC San Diego's progress toward becoming an HSI.

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Domestic Latinx Undergraduate Enrollment[10]

Figure 3 shows the proportion of domestic Latinx undergraduate enrollment for full-time, part-time, and total Latinx students (combined full-time and part-time) among all undergraduate students. The proportion of part-time Latinx students was less than one percent from 2012 to 2020 and as a result, has minimal impact on the corresponding full-time/part-time combined Latinx figures. Focusing on full-time enrolled Latinx students, their representation was relatively static from 2012 to 2015, but it began to steadily increase from 2016 to 2019.

Figure 3. Proportion of Domestic Latinx Undergraduate Enrollment
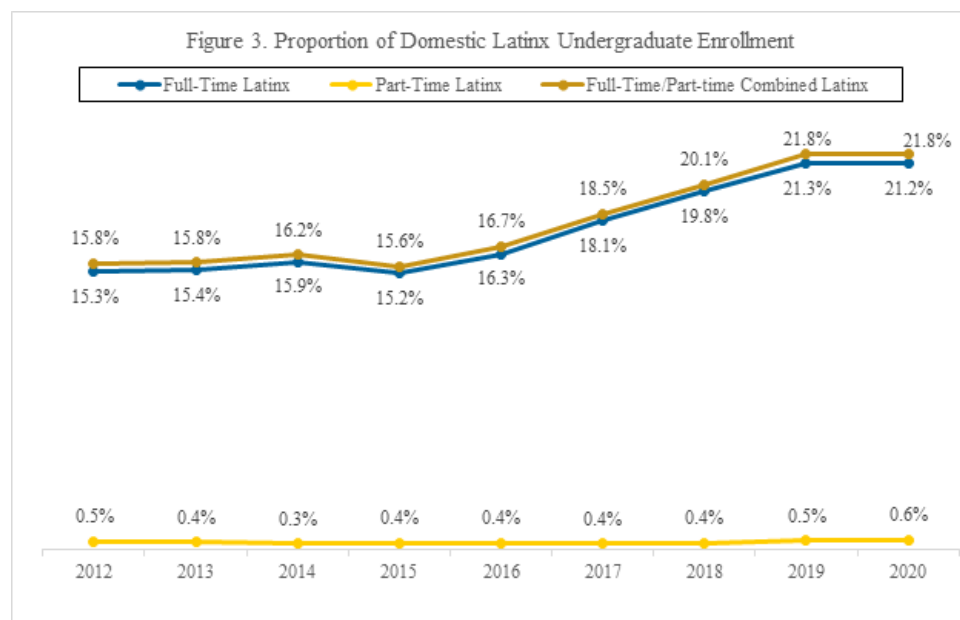
As of Fall 2021, Latinx undergraduate enrollment remains at 22% for new and continuing students (University of California Office of the President, 2022a). Over half of domestic Latinx undergraduate scholars (56%) are Pell recipients compared to 32% of all undergraduate students. And, about 1 in 3 (36%) undergraduate students are first-generation. Among UC San Diego's Latinx students, 24% are transfer students. There is an opportunity and need to increase partnership with community colleges to ensure access and success of additional Latinx students.[11] UC-wide, 72% of Latinx students are first-generation compared to 67% of Latinx students who are first-generation at UC San Diego.

Figure 4 shows new domestic undergraduate student enrollment at UC San Diego.[12] The chart includes counts for Latinx students and total students as well as the corresponding percentage showing the proportion of Latinx students. A data point to note is that there was a numerical drop and representational dip for first time Latinx students in Fall 2020 (18%), which continues to affect the current Latinx percentage enrollment. The dip

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may be representative of the disproportionate ways Latinx scholars experienced structural[13] and family[14] dynamics during the pandemic, which affected their Fall 2020 enrollment in higher education.[15] Though the proportion of Latinx students rose the following year to 21%, this percentage is still low when compared to the years immediately preceding 2020; this suggests a possible long-term impact in reduced Latinx student enrollment.

Figure 4. UC San Diego New Domestic Undergraduate Enrollment, Counts & Proportion Latinx (%)
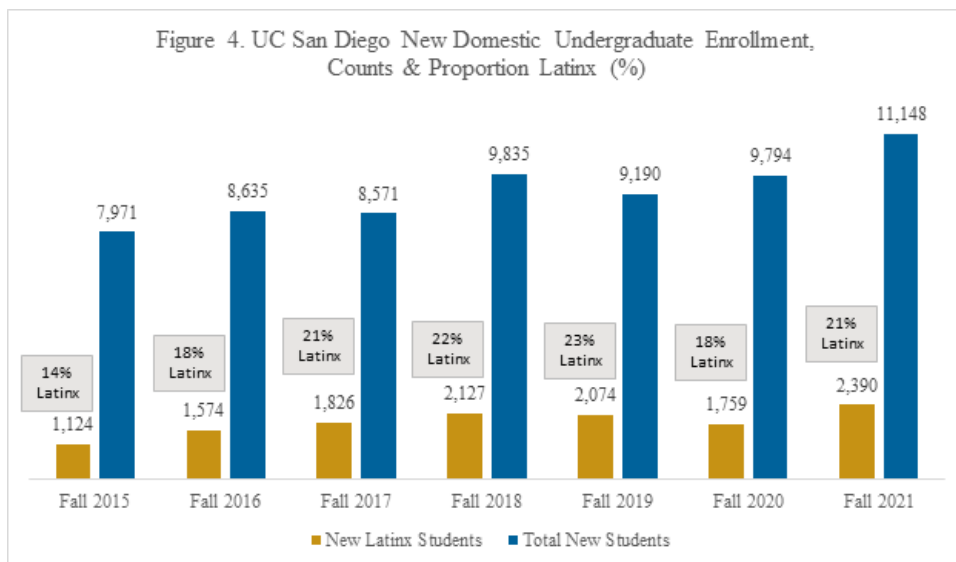
Latinx Undergraduate Experience[16]

Prior to the pandemic, ample research confirmed that Latinx students did not experience college in the same way as White students due social and educational inequities (Pérez Huber et al., 2015). Two-thirds of Latinx students at UC San Diego are first-generation students. The research suggests that first-generation college students report a lower sense of belonging. Sense of belonging is linked to higher persistence and retention rates, higher academic success, and time to degree (Museus et al., 2018; Pedler et al., 2022). Sense of belonging is important due to its impact on achieving equitable outcomes in higher education (Rodriguez & Blaney, 2021). Climate has an impact on sense of belonging (Hurtado & Ponjuan, 2005; Museus et al., 2017). Thus, understanding how to foster a sense of belonging among Latinx scholars is critical for college educators.

When reviewing the 2020 UC Undergraduate Experience Survey (UCUES) campus climate student data at UC San Diego, there have been some improvements in recent years with room for further improvement (UC San Diego Institutional Research, n.d.-c). All students (including Latinx) perceive the campus as "friendlier", "safer", more "tolerant", and more appreciative of diversity in 2020 than in 2016. Although on average, perceptions of climate for diversity and inclusion tend to be more positive among the Latinx demographic than among other underrepresented groups, there are still some troubling trends for Latinx students. For example,

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[13] The Pew Research Center reported that, since the beginning of 2020, 45% of Latinx adults worked in positions that did not allow them to work at home and involved in-person interactions (Noe-Bustamante et al., 2021). With many Latinx adults working outside their home, the Latinx population was more vulnerable to COVID-19.

[14] As of August 2022, the Centers for Disease Control and Prevention (2022) reported that the Latinx population represented 17% of deaths and close to 25% of cases related to COVID-19 in the United States. Further, the Latinx population is also likely to live in multi-family households and, as a result, are more susceptible to contracting the disease. During these challenging times, the Latinx community leaned on family members to provide economic support or to care for children and elder family members. These circumstances impacted all members of the family including our students.

[15] According to the National Student Clearinghouse Research Center (2021), nationwide Latinx undergraduate enrollment declined by 6.9% between 2019 and 2021.

[16] Data Source: UC San Diego Institutional Research, UC Undergraduate Experience Survey (UCUES) report (internal)

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on the 2020 UCUES, 10% of Latinx students reported that they felt excluded from study groups because of their ethnicity, 24% disagreed with the statement "students of my race/ethnicity are respected on this campus," and 28% disagreed with the statement "students from their socioeconomic status are respected." Given that 56% of Latinx students are Pell grant recipients, negative climate experience for Latinx students who are also low income are compounded for the majority of UC San Diego Latinx students. Additionally, within the Latinx demographic, particularly among women, first generation, and Pell grant recipients, we see more difficult climate experiences. For example:

- Latinas perceive the campus climate as less "friendly" and "safe" than Latinos.
- Latinas, Pell grant recipients, and first-generation scholars were less likely to perceive the campus climate as tolerant and appreciative of diversity.

Overall, students expressed more satisfaction with the climate of diversity and inclusion in intimate environments, such as the classroom or interactions with faculty. In contrast, there was less satisfaction with the campus as a whole and the administration.

In terms of obstacles to academic success, according to the 2020 UCUES data, Latinx students reported higher rates of going hungry (52%), inconsistent housing (52%), significant family responsibilities (62%), job responsibilities, feeling depressed/stressed (52%), and reluctance to ask for help (52%) when compared to the campus averages (44-45%).

Retention Rates & 2-Year Graduation Rates for Transfer Undergraduates[17]

While overall retention rates for Latinx transfer students are comparable to other groups of transfer students and two-year graduation rates are increasing to narrow opportunity gaps, additional work is needed to continue and maintain this progress. From 2016 to 2018, Latinx transfer scholars have a first-year retention rate between 93% and 94% with no discernable opportunity gap when compared to others. Figure 5 shows that there was a decline in retention from 2019 to 2020; it will be important to monitor this, moving forward.
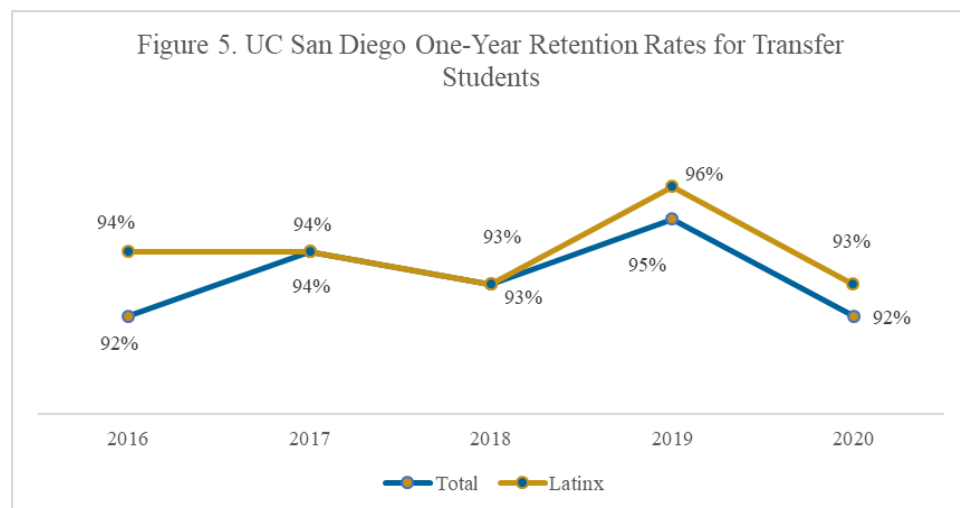
Figure 5. UC San Diego One-Year Retention Rates for Transfer Students

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Between 2016 and 2019, the two-year graduation rate for Latinx transfer scholars increased from 43% to 59%—a 16 percentage point increase (Figure 6). From 2016 to 2018, there was an increasing equity gap in two-year graduation rates between Latinx students and the overall transfer student population. This opportunity gap narrowed in 2019, during which the Latinx graduation rate sharply increased from the previous year. Nonetheless, the graduation rate for Latinx transfer students is still below the overall rate. Further work is being done across campus to explore and address variation in two-year graduation rates for transfer students in different disciplinary areas.

Figure 6. UC San Diego 2-Year Graduation Rates for Transfer Students
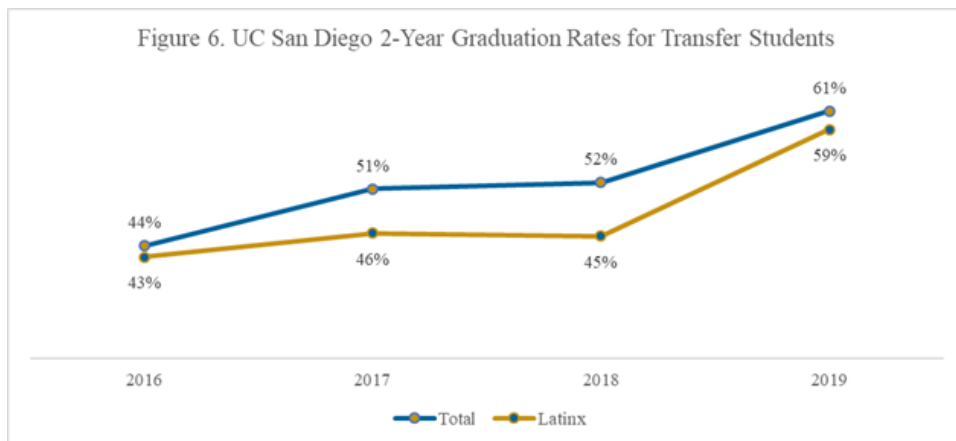
Retention Rates & 4-Year Graduation Rates for First-Time, First Year Undergraduates[18]

Figure 7 shows first year retention for first-time, first year undergraduates. Latinx students have slightly lower first year retention rates compared to all first time, first year students across all years. For Latinx students, first year retention from 2016 to 2020 was between 90% and 93%.
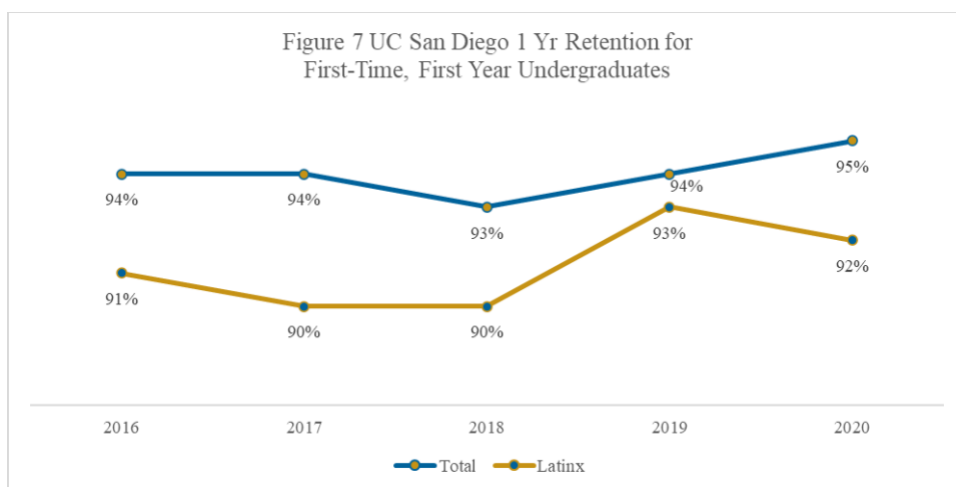
Figure 7 UC San Diego 1 Yr Retention for First-Time, First Year Undergraduates

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Similarly, Figure 8 shows that two-year retention rates for Latinx students are lower compared to total first-time students. Second year retention rates for Latinx students are generally situated in the mid-eighties, while total student retention rates are in the low nineties. Closing these opportunity gaps requires the campus' collective intervention and on-going attention.

Figure 8 UC San Diego 2 Yr Retention for First-Time, First Year Undergraduates
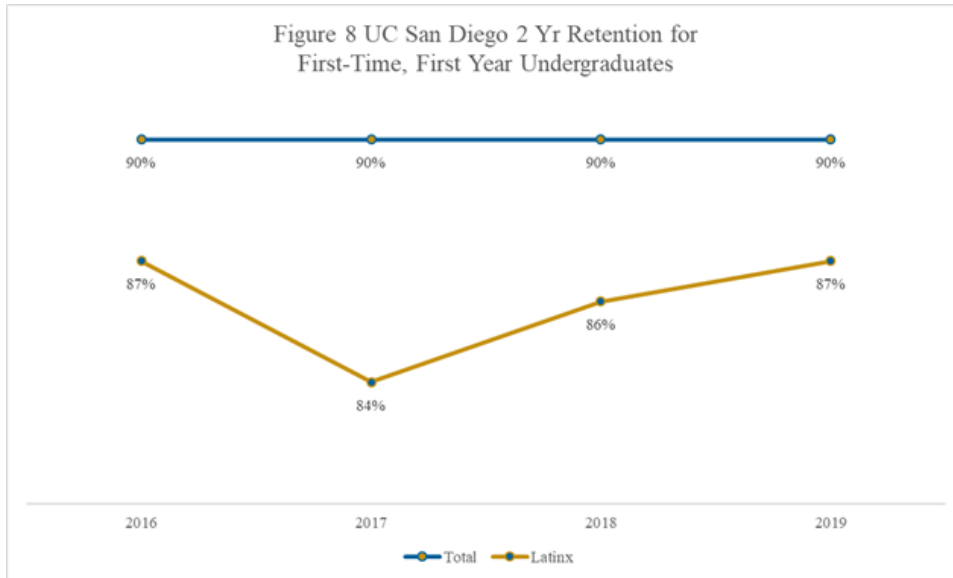
Regarding retention and graduation rates of first-time students, the greatest disparity between Latinx students and total first-time students is in four-year graduation rates (Figure 9). While it is encouraging that graduation rates have been increasing for Latinx students and total students alike, this also results in the gap between Latinx students and total students remaining between 11% and 15% over the five-year period shown in Figure 9. In 2017, 64% of first-time, first year Latinx undergraduates had a four-year graduation rate compared to 75% of total first-time students. This long-standing gap requires UC San Diego to continue to invest in both academic and co-curricular practices that have contributed to ensuring that Latinx students graduate within 4 years.

Figure 9 UC San Diego 4 Yr Graduation Rates for First-Time, First Year Undergraduates

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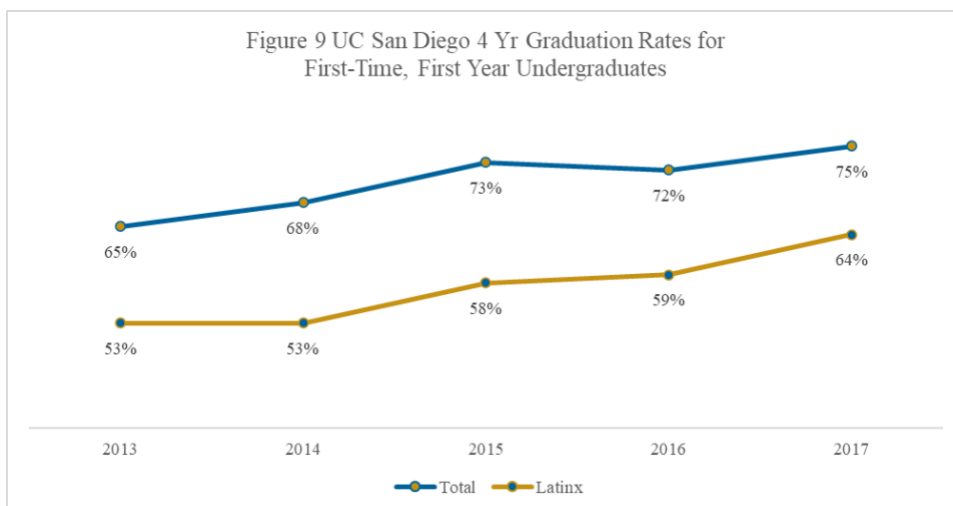
The Graduate Student Experience[19]

National data trends show that, for every 100 Latinx students, 24 will go to college, 7 will earn a graduate degree and less than 0.3 will earn a doctoral degree (Pérez Huber et al., 2015). Latinx representation in graduate school is an important component to the Latinx educational pipeline in higher education; it is critical for the preparation of future faculty and university leadership.

At UC San Diego, there were 405 Latinx graduate students in Fall 2015 as compared to 641 in 2021. Figure 10 shows the growth in Latinx graduate student enrollment compared to total graduate students. While both figures have increased substantially from 2015 to 2021, the proportion of Latinx graduate students relative to the total has only increased by one percentage point. In Fall 2015, the 405 Latinx graduate students represented 7% of graduate students, while the 641 Latinx graduate students from Fall 2021 represents 8% of graduate students. There is an opportunity to conduct a deeper assessment on the status of current Latinx graduate students, including the competitiveness of financial packages. This information may shed light on why prospective Latinx graduate students choose other institutions and where we can improve. At UC San Diego, support for Latinx graduate students may include career, peer, and alumni mentoring, as well as networking programs.

Figure 10: UC San Diego Academic Graduate Student Enrollment, Counts & Proportion Latinx (%)
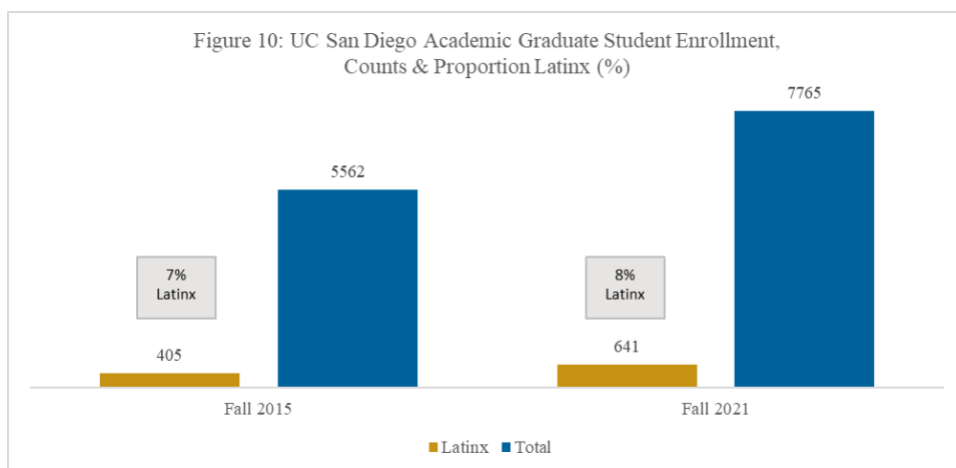
Faculty Representation and Experience[20]

While the growth of Latinx Senate faculty surpasses the overall Senate faculty growth from 2015 to 2020 (31% Latinx versus 18% overall), the total percentage of Latinx faculty has not changed (remaining at 7%).

The Academics@UCSD survey is administered periodically to gain insights into the experience of faculty and academic staff. Figure 11, below, describes interpersonal behaviors. All data in red outlined boxes show statistically significant differences. It is particularly important to note that there are some items where Latinx faculty's mean ratings—categorized as "good" or "excellent" and shaded in blue—were lower than the mean ratings of their White peers at levels of statistical significance ($p<.01$). The survey data indicates that faculty face many challenges in terms of climate and support. Latinx faculty were significantly more likely to report

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being treated differently due to race/ethnicity and sexual orientation, experiencing derogatory comments about their race/ethnicity and sexual orientation, and having to minimize their identity to fit in compared to White faculty. Additionally, the Latinx faculty reported feeling that they must work harder to be perceived as legitimate scholars and that their prospects of advancement were threatened (Figure 11).

Figure 11

2020 - Academics@UCSD
UC San Diego
2020 · 818 respondents 44% of 1,868 invited · Latinx 53

Interpersonal Behaviors Mean Scores by Ethnicity
Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have less than 5 respondents.

During the past year, how often have you experienced the following conduct where someone:	White 2020	Latinx 2020
1. Was condescending to you.	2.14	2.40
2. Paid little attention to your statement or showed little interest in your opinion.	2.29	2.34
3. Made demeaning or derogatory remarks about you.	1.46	1.65
4. Made jokes at your expense.	1.33	1.46
5. Interrupted or spoke over you.	2.34	2.19
6. Kept you out-of-the-loop on information that was important.	2.46	2.61
7. Ignored you during conversation.	1.87	1.88
8. Treated you differently because of your gender identity.	1.54	1.53
9. Made derogatory comments about your gender identity.	1.14	1.18
10. Treated you differently because of your race/ethnicity.	1.20	1.98
11. Made derogatory comments about your race/ethnicity.	1.10	1.55
12. Treated you differently because of your sexual orientation.	1.08	1.27
13. Made derogatory comments about your sexual orientation.	1.04	1.16
14. Made you feel the need to minimize aspects of your identity (e.g., language, dress) to fit in.	1.32	1.74
15. Made you feel that you have to work harder than others to be perceived as a legitimate scholar.	1.83	2.33
16. Made you feel that your prospects for advancement were threatened.	1.53	2.10
17. Impeded your access to key resources (e.g., funding, space, strong students).	1.46	1.69
18. Made you feel that your reputation was harmed.	1.34	1.51
19. Isolated or excluded you from important opportunities.	1.60	1.79
20. Questioned your professional competence or authority.	1.54	1.73

Figure 12, below, describes faculty satisfaction. Areas most relevant to the validation and retention of Latinx faculty are satisfaction with UC San Diego and their academic department as well as their academic welfare and experience related to equity, diversity, and inclusion. For example, Latinx faculty are less satisfied than White faculty in their perception that UC San Diego supports and values their research. In terms of their own department satisfaction, Latinx faculty are less satisfied than White faculty in working with their department colleagues. Latinx faculty are less satisfied than White faculty with their total compensation and workload

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which contributes to their concerns about their academic welfare. Latinx faculty are less satisfied than White faculty about EDI opportunities such as the diversity of academic appointments, inclusion of people with disabilities, diversity programs and overall commitment to diversity.

Figure 12

Satsifaction Means - Latinx
Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
Mean scores are not displayed for groups that have less than 5 respondents.

			White 2020	Latinx 2020
Satisfaction with UC San Diego	1	Overall Satisfaction	4.01	3.75
	2	Valued Member	3.73	3.55
	3	Policy Making	3.15	3.12
	4	Fair and Transparent Decisions	3.10	2.94
	5	Have a Voice	2.96	2.90
	6	Career Advancement Opportunities	3.73	3.48
	7	Supports & Values Research	3.65	3.33
	8	Resources for Work Life Balance	3.39	3.43
Department - Values and Culture	9	Contributes to Dept's Mission	4.28	4.54
	10	Spirit of Cooperation	3.95	4.06
	11	High Visibility Leadership	3.57	3.48
	12	Physical Work Environment	4.51	4.38
	13	Ethical Conduct	4.13	4.06
	14	Participate in Decisions	3.93	3.73
	15	Enjoy Working with Colleagues	4.27	4.04
	16	Value & Support Research	4.02	3.88
	17	Sufficient Freedom	4.45	4.26
	18	Supportive of Family Needs	3.97	4.02
Department Effectiveness	19	Adequate Staffing	3.19	3.21
	20	Have Tools	3.90	3.87
	21	Supports Training	3.68	3.66
	22	Resources Distributed Equitably	3.55	3.81
	23	Raise Concerns without Fear	3.87	3.75
	24	Equitable Service Work	3.23	3.42
	25	Mentorship of Students	3.19	3.35
	26	Equitable Teaching Loads	3.50	3.61
	27	Fair Performance Evaluation	3.86	3.76
	28	Performance Review	3.54	3.67
	29	Performance Assessments	3.68	3.67
	30	Advancement Decisions	3.68	3.44
	31	Expectations for Advancement	3.99	3.77
Academic Welfare	32	Development Opportunities	3.67	3.79
	33	Total Compensation	3.55	3.38
	34	Get Information	4.01	3.98
	35	Use Tools for Scholarship	4.24	4.16
	36	Use Tools for Teaching	4.03	3.96
	37	Reasonable Workload	3.50	3.19
	38	Supports Balance Work Life	3.52	3.44
	39	Development Opportunities	3.60	3.64
	40	Find Support	3.58	3.63
	41	Professional Mentoring	4.10	4.11
	42	Student Respect	4.22	4.04
Diversity, Equity, and Inclusion	43	Diverse Academic Appointees	4.12	3.60
	44	Inclusive of People w/ Disabilities	3.85	3.47
	45	All Cultures - Fair	4.16	3.87
	46	Sexual Orientation - Fair	4.32	4.12
	47	Gender Identities - Fair	4.19	3.98
	48	Report Uncomfortable Behavior	3.78	3.62
	49	Satisfied with Diversity Programs	3.90	3.36
	50	Committed to Diversity	4.02	3.48

Survey and analytics powered by Tritonlytics™,
Organizational Assessments and Strategy, UC San Diego

Impact of Faculty Representation on Students

Because research demonstrates the importance of Latinx faculty in enhancing mentorship, sense of belonging, and validation for Latinx undergraduate scholars, the presence, retention, and well-being of Latinx faculty are critical to achieve a Latinx-serving university. The percentage of Latinx faculty at UC San Diego does not reflect the 22% undergraduate Latinx student enrollment. Representation at the faculty level is paramount to UC San

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Diego's Latinx servingness, as professors play an important role in student scholarly development and inclusion in the academy. For example, a 2021 qualitative study overseen by UC San Diego sociology professor Abigail Andrews that surveyed (n=210) and interviewed (n=45) Latinx UC San Diego students found that Latinx students felt having a diverse faculty was important to increasing their sense of belonging (Mexican Migration Field Research Program, 2021). For example, Ximena, a first generation Chicanx student interviewed in the study, shared their educational experience of seeing Latinx amongst the faculty:

> *"I was always afraid to go up to professors, I still am. But I would go up to the professor in her office hours and I felt she was just really approachable. As another Latinx woman, I was like this is the first Latinx woman professor I've had. I just was like 'Oh my God like let me talk to you!' I just felt really connected and I was-I wanted to take more ethnic studies classes, so I just started taking more ethnic studies classes, and I declared another ethnic studies minor, and that was the first time that I really felt engaged at UCSD."*

For Ximena and other UC San Diego scholars with similar identities, having a Latinx professor increases their sense of belonging and opportunity for them to develop their scholarly voice. In short, with Latinx or other professors of color, Latinx students feel better represented and understood.

Staff Experience[21]

Representation of Latinx staff remains disproportionately low compared to the demography of the region and state. The Latinx population in the State is 39% and 34% in San Diego County. Below, Table 2 summarizes staffing data from the UC Information Center for 2020, which shows a lack of representation across all staffing levels, especially in the highest levels of administration (SMG, MSP Manager, MSP).

Table 2

Percent Latinx Staff per UC Staffing Category

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Staffing Level	Percent Latinx UC San Diego	Percent Latinx in California
Management Senior Professional MSP Manager	11%	
Management Senior Professional (MSP)	9%	
Senior Management Group (SMG)	0%	39%
Professional and Support Staff (PSS)	24%	
All	22%	

The climate for Latinx staff is also a concern. The data show that Latinx staff do not feel validated and included across different measures and satisfaction mean scores when compared to White staff. It is particularly important to note that there are some items where Latinx staff's mean ratings—categorized as "good" or "excellent" and shaded in blue—are lower than the mean ratings of their White peers at levels of statistical significance (p<.01). This highlights the need to look deeper at disaggregated data; future analyses should disaggregate responses by staff categories to better understand variation in staff experiences and close any gaps between Latinx and White staff. All data in red outlined boxes show statistically significant differences (Figure 13). Per the Staff@Work Surveys, Latinx staff rated most items in the following dimensions— department effectiveness; supervisor effectiveness; and department diversity and climate—significantly lower than White respondents in both 2020 and 2021 (Figure 13). Regarding satisfaction with UC San Diego overall, Latinx staff were significantly less satisfied with campus commitment to diversity and felt that their contributions were less valued by their colleagues. Latinx staff expressed marginal to low satisfaction on "have a voice," "adequate staffing," "career advancement," and "total compensation." Even for items rated "good" or "excellent," shaded in blue in Figure 13, there are statistically significant differences in satisfaction means between Latinx and Whites. Looking at the red outlined items in the Staff@Work Survey (Figure 13), Latinx staff report higher levels of negative behaviors related to race/ethnicity and feeling the need to minimize aspects of their culture and identity than White respondents.

Other statistically significant differences in satisfaction means between Latinx and Whites include their perception of their department in the areas of (1) spirit of cooperation, (2) perform responsibilities, (3) collaborate with units outside and (4) ethical conduct. On almost all dimensions of supervisor effectiveness, Latinx staff are less satisfied. For example, this was found in the following dimensions of the survey (1) work assigned equitably, (2) recommends without fear, (3) sufficient freedom, and (4) evaluated fairly. Other areas of statistical significance on supervisor effectiveness include training support, treats with respect and supportive of personal issues. Latinx staff need to feel a high sense of belonging at UC San Diego to support retention and create a positive professional experience. Latinx staff are integral to the support of Latinx undergraduates, often serving as mentors, and making our Latinx scholars feel welcomed. In particular, student-facing positions held by Latinx staff are vital in connecting scholars to campus resources. They also play a crucial role in coordinating programs designed to retain and accelerate the success of Latinx scholars. Therefore, their representation at all staff levels, including MSP and SMG, should be a top priority for UC San Diego.

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Figure 13

Satisfaction Mean Scores by Race/Ethnicity

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
Mean scores are not displayed for groups that have fewer than 5 respondents

			2020		2021	
			White	Latinx	White	Latinx
Satisfaction with UC San Diego	1	Overall Satisfaction	4.09	4.10	3.88	3.95
	2	Valued Member	3.87	3.82	3.77	3.77
	3	Leadership Interested in Staff's Ideas	3.59	3.53	3.50	3.51
	4	Campus Faculty Value	3.73	3.66	3.72	3.67
	5	Staff Value Contributions	4.09	3.92	4.06	3.90
	6	Understand University Mission	4.28	4.21	4.24	4.19
	7	Contribute to University Mission	4.37	4.32	4.31	4.27
	8	Have a Voice	3.59	3.57	3.58	3.55
	9	Campus-wide Diversity Programs	3.91	3.79	3.87	3.80
	10	University All Welcomed	4.17	4.00	4.06	3.96
	11	Committed to Diversity	4.02	3.78	3.98	3.80
	12	Career Advancement	3.31	3.37	3.28	3.44
Department - Mission and Goals	13	Understand Dept's Mission	4.33	4.19	4.29	4.21
	14	Contribute to Dept's Mission	4.42	4.28	4.36	4.31
	15	Annual Dept Goals	3.87	3.88	3.84	3.88
	16	Measures Dept Goals	3.76	3.77	3.74	3.75
	17	Measures Customer Satisfaction	3.79	3.85	3.78	3.78
	18	Improve Services Products	3.89	3.85	3.85	3.80
Department Effectiveness	19	Adequate Staffing	2.98	3.18	2.70	3.00
	20	Have Tools	3.95	3.95	3.86	3.91
	21	Physical Work Environment	4.07	4.03	4.04	3.97
	22	Safe Environment	4.30	4.14	4.15	4.03
	23	Spirit of Cooperation	4.08	3.85	3.98	3.82
	24	Ethical Conduct	4.33	4.07	4.28	4.07
	25	Collaborate with Units Outside	4.15	3.96	4.12	3.93
	26	Perform Responsibilities	4.20	3.97	4.15	3.96
	27	Participate in Decisions	4.02	3.86	3.97	3.79
	28	Balance Work Life	4.20	4.07	4.12	3.95
	29	Resolves Staff Issues	3.76	3.74	3.75	3.73
	30	Better Ways Recognized	3.86	3.76	3.82	3.70
Supervisor Effectiveness	31	Recommends without Fear	4.28	4.06	4.28	4.06
	32	Sufficient Freedom	4.26	4.12	4.23	4.08
	33	Communicates Essential Info	4.14	3.96	4.15	4.02
	34	Work Assigned Equitably	4.06	3.86	4.05	3.92
	35	Gives Praise for Work	4.16	3.99	4.18	4.03
	36	Suggestions for Improvement	4.04	3.95	4.05	3.99
	37	Evaluated Fairly	4.16	3.92	4.21	4.01
	38	Performance Evaluation	3.90	3.84	3.95	3.93
	39	Advancement Opportunities	3.89	3.83	3.90	3.83
	40	Supports Training	4.21	4.06	4.18	4.05
	41	Treats with Respect	4.46	4.34	4.51	4.36
	42	Supportive of Personal Issues	4.56	4.37	4.56	4.37
Employee Effectiveness	43	Appropriate Stress	3.69	3.66	3.55	3.58
	44	Total Compensation	3.24	3.26	3.12	3.14
	45	Get Information	4.11	4.11	4.05	4.10
	46	Good Use of Skills	4.07	4.04	4.05	4.02
	47	Know How to Use Tools	4.33	4.31	4.26	4.33
	48	Manage Workload	4.02	4.15	3.95	4.12
	49	Valuable Training	3.73	3.90	3.65	3.86
	50	Enjoy Working with Coworkers	4.40	4.31	4.34	4.30
Department - Diversity and Climate	51	Feel Valued	4.03	3.92	3.99	3.89
	52	Department Diversity Programs	3.84	3.78	3.92	3.85
	53	Department All Welcomed	4.27	4.11	4.22	4.07
	54	All Cultures - Fair	4.30	4.09	4.29	4.14
	55	Sexual Orientation - Fair	4.37	4.22	4.33	4.23
	56	Support Diversity	4.24	4.12	4.23	4.12
	57	Community- Excellence-Professional	4.29	4.14	4.25	4.12

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

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HSI RECOMMENDATIONS

SECTION 3

HSI Recommendations - Advancing a New Era in Educational Attainment

As stated earlier, Latinx students currently constitute the largest student base in California's K-12 system, comprising 55% of the K-12 population in 2020 (California Department of Education, n.d.). Similarly, the San Diego County K-12 system has a near-majority Latinx population, with over 48% of students being of Latinx descent (Education Data Partnership, n.d.). These demographic trends, our location within a diverse border community, and our status as an emerging HSI provide our university a unique opportunity to further develop and sustain its on-going investment in educational equity for California's largest ethno-racial population. To meet this opportunity, it is critical for UC San Diego to remain a competitive choice for Latinx students and effectively contribute to Latinx student success. Advancing a new era in educational attainment and access requires a high level of intentionality in designing continual assessment practices and campus-wide stakeholder collaborations and engagement to address key opportunity gaps for Latinx success.

UC San Diego developed its [Strategic Plan for Inclusive Excellence](#) to serve as a blueprint to achieve goal #2 of the [UC San Diego's Strategic Plan](#): "cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all" (UC San Diego, n.d.). The plan is structured around three core tenets:

- **Access and Success:** *Attract, retain, and support a diverse faculty, staff, and student body with the goal of reflecting California demographics and achieving institutional excellence.*
- **Climate:** *Create and foster a positive and welcoming climate where we value, include, and support all.*
- **Accountability:** *Ensure institutional accountability through processes and structures that strengthen our clear and continuous commitment to equity, diversity, and inclusion.*

As an emerging R1 HSI, UC San Diego currently offers Latinx undergraduate students access to leading nationally ranked academic programs (UC San Diego University Communications, n.d.). Combined with a growing student-centered, asset-based infrastructure, we can draw upon our Latinx students' strengths to support their academic and personal success from admission through graduation. To become an exemplar R1 HSI, the core tenets of Access and Success, Climate, and Accountability present tremendous opportunity for both institutional transformation and community impact; they provide a clear framework to elevate equity as a core institutional value that fulfills our vision and collective commitment to Latinx servingness.

The HSI Task Force, over a period of one year, used quantitative and qualitative methods to identify inequities in student success and to recommend effective educational practices for sustained institutional change. The experiences of Latinx scholars, staff, and faculty, along with the latest HSI scholarship, allowed the task force to identify strategic opportunities that will lead our university to become an exemplar R1 HSI. Through its process of data and literature review, the task force identified specific Latinx-centered HSI infrastructure, projects, collaborations, and capital needed to help resolve those policies and practices that create barriers for Latinx student, faculty, and staff retention and success. The task force acknowledges that some recommendations are already underway. The task force chose to include these recommendations, regardless, to underscore their importance and aid in their successful completion.

As such, the following recommendations are intended to contribute to increased *access and success* and improved *climate* for UC San Diego's Latinx students, faculty, and staff, with an emphasis on *accountability*. The recommendations build upon the work and progress UC San Diego has made to date, and strategically address remaining gaps and sustainability in UC San Diego's current HSI efforts. Unlike the recommendations

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from the 2017 HSI Task Force report, which focused on Latinx undergraduates and were designed to aid UC San Diego in becoming an emerging HSI, this report includes recommendations to ameliorate the challenges Latinx students, faculty and staff currently face. This layered and intersectional focus is necessary to further UC San Diego's advancement of Hispanic s*ervingness* and to make excellence inclusive.

Recommendations for R1 HSI: Increasing Access and Success and Improving Climate

The HSI Task Force's recommendations are guided by a key priority: dedicated resources for HSI sustainability and continued success. These include financial support, personnel, and coordinated institutional efforts across units and divisions, all in the service of a shared campus goal of becoming an exemplar R1 HSI. Implementation of these recommendations will result in a campus with a strong HSI identity. They will include transformative institutional practices that serve Latinx students and improve our ability to compete for Latinx talent, while simultaneously creating a campus where all thrive. The recommendations presented below call for a collective impact approach to closing remaining success and climate gaps for both undergraduate and graduate students. To better serve Latinx students, the recommendations include a particular focus on student pathways, curricular offerings, and pedagogical approaches. They also advocate for investing in the recruitment and retention of Latinx faculty, improving the overall climate and opportunities for Latinx staff, and investing in HSI infrastructure.

Overall Infrastructure

1. Hire an AVC (or comparable leadership role) and staff support team for HSI Initiatives. Following assessment of the current campus resources dedicated to achieving HSI status vis-à-vis its UC and other R1 peers, the task force determined that an incremental increase, over the next 3 years, in both personnel and budget would provide necessary support to enhance and accelerate the campus' desired progress towards becoming Latinx serving. A staff member with a clear charge and dedicated time could coordinate the implementation of the recommendations, liaise with national and local organizations, establish accountability and assessment metrics, refine existing program efforts as well as coordinate the annual Department of Education HSI designation process and grant submission. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

Undergraduate Students

2. Adopt a [collective impact approach](#) to supporting Latinx student success. The campus has several innovative and highly impactful programs that serve first generation students. These programs have high enrollment of Latinx students (some as high as 63%). They have common aims and can benefit one another if coordinated more intentionally through a collective impact model. Collective program assessment could help the campus identify which students remain unserved by our existing programs and which programs need additional resources to meet the needs of the growing Latinx student population. For example, Student Success Coaching has been hailed by both our students and scholars as a best practice. As the number of Latinx undergraduates grows to and beyond 25%, the success coaching needs will exceed the resources available. Similar programs that serve a high number of Latinx students may also need an influx of resources. Examples of such programs are, but not limited to, the Raza Resource Centro, Chancellor's Associates Scholarship Program, Summer Bridge, the Teaching and Learning Commons, and the Undergraduate Research Hub. Other best practices include mentoring and the Triton Transfer Hub (which serves a key Latinx student population); these could benefit from partnerships that reduce duplication and build on the success of existing, long-standing programs and practices. Collective aims—brought about through intentional partnership and coordination—should focus on closing opportunity gaps. They can benefit from economies of

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scale and from the collective genius of our staff and faculty. Additionally, inclusive curriculum and pedagogy in the form of a Chicanx/Latinx Major would align with the current literature that demonstrates that having an organizational culture that reflects Latinx culture in the curriculum is needed to attract Chicanx/Latinx students and may increase their sense of belonging. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

3. Create a campus-wide, inclusive, welcoming, student-centered, and student-responsive environment that ensures Latinx students thrive both in and out of the classroom. Climate is a key contributor to retention and success of students. Efforts that go beyond addressing academic opportunity gaps are necessary to build an exemplar R1 HSI climate "where we value, include, and support all*"* (UC San Diego Office for Equity, Diversity, and Inclusion, n.d.-b). A holistic approach that takes into account the conditions and attributes that contribute to or detract from the experience of our students is paramount. Some of the contributors to climate include classroom dynamics and pedagogy, cultural validation through art and entertainment, easy accessibility of authentic cultural foods, the use of Spanish in communications, and a feeling of care that is conveyed through provision of support services that address the psychosocial and economic challenges that disproportionately affect Latinx students. These include food insecurity, housing, and a sense of isolation. For example, after reviewing the data, sense of belonging within the classroom can be improved upon by developing faculty understanding of inclusive/anti-racist pedagogy. Additionally, those areas that contribute to sense of belonging, such as the Raza Living and Learning Community and the Raza Resource Centro, require investments to allow them to meet the growing demand associated with increased Latinx student enrollment. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

4. Unify and amplify the critical outreach efforts carried out by a variety of units within the campus community, in particular, those that focus on engagement with the local Latinx community (inclusive of students, families, organizations, and schools). The campus has extensive outreach and community engagement efforts. These multiple efforts tend to operate independently and are often viewed by the community as transactional. Outreach with the Latinx community cannot be transactional. Engagement efforts that work best with the Latinx community are longitudinal and validate Latinx culture and values. They include family, are offered in both English and Spanish, provide service/benefit to the community, and are high touch. The task force is currently aware of only a few initiatives that provide this level of outreach and community engagement with the Latinx community. However, we surmise that there may be more and recommend that a collective impact approach to unify and amplify efforts be applied to outreach and community engagement. Those areas or programs that currently adhere to best practices need to be institutionalized to serve as models. Additionally, Latinx outreach and engagement would benefit from the creation of full-service outreach hubs in the community. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

Graduate Students

5. Develop a coordinated and unified series of programs to cultivate a graduate student pipeline. This pipeline should focus on increasing Latinx undergraduate students' readiness for and awareness of graduate school opportunities. According to the Office of the President's report *La Lucha Sigue*, Latinx undergraduate students have high desires to achieve post baccalaureate education, yet they remain disproportionately underrepresented in graduate programs (Paredes et al., 2021). Exposure to research early in a student's matriculation is important for shaping scholarly identity and increasing competitiveness to graduate programs. The campus has programs that aid in the development of undergraduates' scholarly

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identity as well as with overall graduate school preparation. The Undergraduate Research Hub, Graduate Application Mentorship Program (GradAmp), Division of Extended Studies' Launch, and the Raza Resource Centro's Writing and Research Collective are examples of such programs. Programs like these could benefit from collaboration with UC San Diego's Graduate Division to develop a "grow your own" program that prepares Latinx and other underrepresented undergraduates at UC San Diego for UC San Diego's graduate programs. Such a program could serve as a mechanism to increase Latinx representation in the academy. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

6. Grow a robust series of recruitment, retention, and funding programs for Graduate Student Support. With the recent development of Outreach, Access, Recruitment and Retention (OAR[2]), the Graduate Division is poised to take the lead in ensuring the successful recruitment and retention of Latinx graduate students. The task force recommends data-informed program development that disaggregates graduate student data to examine factors leading to Latinx graduate student success in order to develop Latinx graduate student support programming. Partnering with the Raza Resource Centro, Latinx Alumni Council, Teaching and Learning Commons, Raza Graduate Student Association, and others across campus will be essential for success. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

Faculty

7. Enhance sustainability and investment in academic units such as Chicanx/Latinx Studies.
Inclusion of culturally relevant pedagogy and curriculum is essential to being an R1 HSI. To be Latinx serving is to provide curriculum that aides in the understanding, learning and validation of the Latinx diaspora. UC San Diego and UC Merced are the only two UCs without a major in Latino/x Chicano/x studies. As an emerging R1 HSI, it is imperative that we invest in these scholarly areas to develop robust majors that will (1) attract prominent and upcoming Latinx faculty, and (2) increase mentorship opportunities, sense of belonging, and support for students interested in the Latinx Epistemologies and Diaspora in the United States, Latin America, and the transborder context. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

8. Improve recruitment of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies. While undergraduate Latinx student enrollment is 22%, the Latinx faculty is less than 8%. Without increased faculty representation, both undergraduate and graduate scholars lack mentors and role models. Existing Latinx faculty continue to carry a disproportionate load of mentoring and service responsibilities. Equitable representation of Latinx faculty is essential to servingness and to being a R1 HSI. This requires dedicated investment and strategy to accomplish. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

9. Improve the retention of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies. The recent Latinx Cluster Hire Initiative Advancing Faculty Diversity (LCHI AFD) grant is an example of the institution's commitment to recruiting Latinx faculty. Subsequently, retention and development of the LCHI AFD faculty and other Latinx faculty at UC San Diego are essential to being a Latinx serving R1 HSI. Although more Latinx faculty have joined UC San Diego, the proportion of Latinx faculty representation has not increased from 2015 to 2020. This may be, in part, because of retention issues. Latinx faculty retention is a key and significant focus area that will aid UC San Diego in achieving equitable representation of Latinx faculty. Initiatives might include orientations, mentorship, and summer research

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support for newly hired and junior Latinx faculty. These initiatives will help develop this community to flourish as they contribute to the growth of students and their respective fields. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

10. Provide credit for advancing EDI initiatives, including mentorship of Latinx students, research, and teaching. Latinx faculty, like other minoritized faculty, carry an inequitable amount of service related to advancing EDI initiatives. This phenomenon is often referred to as the "minority tax." These duties and responsibilities are generally uncompensated and can impinge on promotion and tenure and cause additional psychological and emotional stress. The task force recommends several ways to help mitigate the effect of the minority tax through enhanced consideration of EDI work in the academic review process. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

Staff

11. Improve the overall climate and experience for Latinx staff. It critical for Latinx staff to feel a high sense of belonging at UC San Diego as they are integral to the support of Latinx undergraduates, often serving as mentors and making our Latinx scholars feel welcomed. The data show that, across different measures, Latinx staff do not feel validated and included. This could be due to a myriad of reasons, ranging from implicit bias in manager decision making to policies and practices that limit staff's ability to fully participate in the existing professional development offerings at UC San Diego. The task force offered several recommendations, ranging from recognition and acknowledgement of essential employees to formal review of current HR policies and practices, and integration of EDI into supervisor and manager training and evaluations. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

12. Re-evaluate data disaggregation by staff roles/ethnicity (e.g., employees in the hospitality and cleaning, office managers, MSP, SMG etc.) to better understand the experiences and needs of Latinx staff and to more accurately track Latinx presence in Management Senior Professional (MSP) and Senior Management Group (SMG) levels. Human Resources and Institutional Research should partner to ensure data is made available to leaders to inform strategic changes. Current data collection, analysis, and visualizations do not provide enough disaggregation to understand the full experience of all Latinx staff across different job functions. Current aggregation may be obfuscating concerns and issues among clusters of employees in particular functions (e.g., service employees; clerical staff, etc.). It also makes tracking Latinx representation in both MSP and SMG levels within the institution difficult. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

13. Develop and implement a professional development program focused on staff mobility that addresses both the intersectional and specific needs of Latinx and other minoritized communities. Latinx staff, like other minoritized staff, report limited ability to advance at UC San Diego. The task force recommends innovative partnerships with The Division of Extended Studies along with assessment of existing professional development programs, Staff Equal Opportunity Enrichment Program (SEOEP), and staff data to improve the retention of Latinx staff through mobility to new opportunities at UC San Diego. For more details on the task force's recommended objectives to achieve this recommendation, please see Appendix A: HSI Task Force Recommended Goals and Action Steps.

14. Increase the representation of Latinx staff at all levels within the organization, especially within the higher administrative and leadership levels (MSP, SMG).

Recommendations for R1 HSI: Ensuring Accountability

Accountability

15. Create a suite of public HSI dashboards that measure success for Latinx servingness.

16. Development should consider the following steps:
   a) Map current data sources for faculty, staff, and undergraduate and graduate students,
   b) Identify relevant measures of success for servingness at an R1 HSI,
   c) Recommend how specific metrics should be aggregated for use in research, policy, and practice, and
   d) Identify missing data metrics that are important for identifying challenges and issues specific to an equity-centered research institution.

In order to ensure institutional accountability for UC San Diego's progress towards becoming an R1 HSI that effectively serves Latinx faculty, staff, and students, we propose the creation of a comprehensive suite of public HSI data dashboards for each of these communities. It is especially important to have insight into those areas that are not associated with the Department of Education designation—graduate student and faculty presence. Garcia et al. (2019) presents an HSI typology that describes Latinx-Serving as having both high achievement of outcomes for the Latinx population as well as high reflection of the Latinx population in organizational culture. Monitoring salient dimensions in both areas will provide an accurate picture of UC San Diego's progress towards becoming Latinx serving. This framework should guide dashboard design. These dashboards will build upon and go beyond UC San Diego's existing Diversity Dashboards to include measures of success for servingness (UC San Diego Office for Equity, Diversity, and Inclusion, n.d.-a). Measures of success may include areas such as advancement, pay equity, and inclusion for faculty and staff. Others should measure classroom climate, academic and extra-curricular equity, and sense of belonging for undergraduate and graduate students. San Diego Mesa College provides an example of a suite of HSI student data dashboards that address elements of servingness (San Diego Mesa College, 2022).

La Conclusión[22]

The UC San Diego HSI task force report provides a detailed overview of our collaborative process to advance a definition of servingness grounded in addressing racial equity for Latinx students, faculty and staff. By strategically addressing equity gaps and climate for our Latinx campus community, our recommendations will help to transform UC San Diego into the premier campus of choice for not just our Latinx students, but faculty and staff as well. Given the demographics of California and the powerful Latinx GDP growth, this report identifies areas of strategic investment that align with the overall campus Strategic Plan for Inclusive Excellence and the demographic needs of California. These recommendations emphasize building infrastructure to sustain organizational growth and ensure accountability to create a campus culture that validates the experiences of Latinx students, faculty and staff. We believe that they will ensure a strong HSI identity that builds capacity for HSI growth and racial equity to drive transformative institutional practices at UC San Diego.

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[22] Conclusion

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APPENDICIES

Section 4

Appendix A: HSI Task Force Recommended Goals and Action Steps

The following provides the Task Force recommendations with their recommended detailed action steps.

Recommendations for Access and Success and Climate

Overall Infrastructure

Hire an AVC (or comparable leadership role) and staff support team for HSI Initiatives to:
- Coordinate implementation of recommendations and develop new and ongoing initiatives.
- Serve as one of the institution's primary points of contact with Hispanic Association of Colleges and Universities (HACU), Excelencia in Education, and work with our federal and state government relations liaison.
- Coordinate HSI designation application.
- Write and coordinate HSI grant submissions and implement grant scope of work.
- Work with Institutional Research to develop and establish HSI accountability metrics.
- Oversee the development of programs using best practices and data
- Develop and maintain community relations.
- Promote *servingness* throughout UC San Diego.
- Lead and continue the collaboration of the HSI Workgroup.

Undergraduate Students

Adopt a collective impact approach to serving Latinx student success.
- Assess the demographic participation rates of program(s) to determine which programs are serving which Latinx students, and which students are still not served.
- Enhance, expand, and coordinate current Student Success Programs that are exemplars of current best practices to support Latinx students. These may include Student Success Coaching, OASIS, Summer Bridge, Chancellors Associates Scholars Program (CASP), The Teaching and Learning Commons, and Undergraduate Research Hub (URH).
- Partner with EDI, the Commons, the undergraduate colleges, Student Retention & Success, and Mentoring for All to develop and implement a coordinated Latinx mentor training program for UCSD faculty, staff, alumni.
- Increase programming that develops undergraduate knowledge of graduate/professional school opportunities (e.g., Grad Application Mentorship Program) to support at least 25% Latinx enrollment graduate/professional school readiness.
- Support the development and assess resource needs of the Transfer Hub in terms of space, staff, and resources to nurture relationships with students throughout the transfer student lifecycle (prior, during application, orientation, matriculation, and post-graduation). Ensure that the Transfer Hub has representation at the Region 10 Transition Forum.
- Develop a coordinated approach to understand Latinx transfer student needs and challenges, including the following:
  - Assess the demographic participation rates of program(s) to determine which programs are serving which Latinx transfer students, and which incoming students are still not served.
  - Replicate and expand current best practice programs that pipeline and retain transfer students (e.g., Preparing Accomplished Transfers to the Humanities (PATH) and UniversityLink Medical Science Program (ULMSP) in School of Medicine (SOM).

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- o Assess the academic pathways of transfer students:[23]
    - Examine the impact of UC San Diego colleges' educational requirements on Latinx transfer students' time to degree and other relevant success metrics; expand the use of Intersegmental General Education Transfer Curriculum (IGETC).
    - Examine impact of transfer major preparation requirements on Latinx students' time to degree, retention, and other relevant success metrics.
  - o Expand partnerships between academic units and community colleges that have large Latinx student populations to support Latinx transfer pathways to UC San Diego.
  - o Develop a transfer summer transition program that uniquely meets the needs of Latinx transfer students.
  - o Inventory current transfer student pipeline programs such as Puente Project and others to develop new and/or strengthen existing collaborations and partnerships.
    - Based on assessment outcomes, develop and implement new partnerships.
  - o Be intentional in attracting Latinx transfer students, possibly including on-site staff in community colleges.
- Support the transition and development from a Latinx/Chicanx Studies (CLS) minor to a CLS Major with faculty FTEs, financial resources, and administrative support necessary to ensure a top-ranked program that will draw both Latinx faculty, graduate students, and undergraduate students.

Create a campus-wide, inclusive, welcoming, student-centered, and student-responsive environment that ensures Latinx students thrive both in and out of the classroom.
- Support students' sense of belonging in the classroom through developing faculty understanding and practice of inclusive/anti-racist pedagogy.
  - o Continue the use of disaggregated data on student success (opportunity gaps in retention, persistence and time to degree, DFW rates) at the course and program levels to help identify areas of improvement and to encourage partnership with the Commons.
  - o Leverage program reviews to encourage faculty participation in anti-racist pedagogy professional learning opportunities.
  - o Encourage bi-annual assessment cycles between program reviews.
- Expand the capacity of the Raza Resource Centro and Raza Living and Learning Community (LLC) to serve the increased enrollment of Latinx students.
- Increase the representation of Latinx culture foods in Housing Dining and Hospitality (HDH) and in markets on campus, as well as eateries, to be more inclusive. Ensure a transparent and inclusive bidding process for vendors.
- Encourage the Art Assessment Committee to support cultural artifacts, murals, etc., across campus (including HDH and colleges), drawing from the intersectional Latinx experience, including Latinx student involvement and work.
- Assess student spaces, including commuter lounges, for useability, inclusivity, and student engagement.
  - o Notify units where improvements can be made and invest in these spaces to make these improvements and maintain the spaces.
- Evaluate the 2021 Return to Campus Student Transition Task Force recommendations, specifically as it relates to Latinx students.

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[23] In accordance with Assembly Bill 928

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- Assess the promotion of the Basic Needs Hub to determine if Latinx students are aware of the service and to better meet the needs of first generation, low SES Latinx students assess and review if current service provision meets their needs
- Work with HDH to continue to provide affordable off campus housing options, with service hubs, for single and family housing in areas that are within a reasonable commute. This might be accomplished through campus public-private-government partnerships.

Unify and amplify the critical outreach efforts carried out by a variety of units within the campus community, in particular, those that focus on engagement with the local Latinx community (inclusive of students, families, organizations, and schools).
- Assess campus outreach/engagement to determine which units are heavily engaged with the Latinx Community.
  - Coordinate these units' efforts for collective impact.
- Institutionalize UCSD's Parent Orientation's that provide information through cultural lens and the Partnership with the Parent Institute for Quality Education to ensure sustainability of Latinx parent and family engagement and validation of Latinx student cultural values.
- Expand and develop the Raza Resource Centro's role in parent and family engagement through partnership with Parent and Family Programs.
- Alumni (LCAC), Raza Resource Centro (RRC), and Career Center should establish a Latinx/Chicanx Young Alumni group to provide mentorship with older alumni, networking opportunities, and seminars for professional and personal life.
- Ensure the development of the Division of Extended Studies' Border Hub as a full-service unit that facilitates access to support for Latinx students living in the border region. It should offer academic, basic needs, mental health, and psychosocial support programming/services.

Graduate Students

Develop a coordinated and unified series of programs to cultivate a graduate student pipeline. This pipeline should focus on increasing Latinx undergraduate students' readiness for and awareness of graduate school opportunities.
- Per UCOP "Grow Your Own Program," cultivate our own graduate students - Graduate Division, in partnership with Academic Departments (General Campus, SIO and Health Sciences), should develop a systematic approach to keeping current UC San Diego and UC system students "home" (i.e.,., enrolled in Ph.D., MD, and other graduate/professional programs on our campus). Leverage data to inform the campus community and academic departments about their progress toward cultivating their own Latinx scholars to pursue graduate education at UC San Diego.
- Institutionalize and scale up Graduate Application Mentorship Program (Grad Amp program) under the direction of the University Research Hub (URH).
- Expand Extension grant programs: UC San Diego's Division of Extended Studies manages student grant programs (grAdvantage and Launch) which enables UCSD students to enroll in Extension courses, certificates, and test prep instruction at no cost.

Grow a robust series of recruitment, retention, and funding programs for Graduate Student Support.
- The Graduate Division, in collaboration with Institutional Research, should generate data-informed studies of factors leading to graduate student success. For example:
  - Assess the current Latinx graduate student data to review retention rates, while disaggregating the data between masters and PhD programs.
  - Review and assess Latinx students' decision to enroll in Ph.D., MD programs at UCSD.

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- o Review and assess the fall 2021 graduate funding reform to see how have funding packages affected the recruitment, retention and success of Latinx students who enroll in Ph.D., MFA, and other graduate programs.
  - ▪ Provide transparent comparisons between UC San Diego's funding packages and those from other UCs.
  - ▪ Strengthen connection between Graduate Division funding support and HSI goals (Cota Robles, etc.).
- Work with the Graduate Division to operationalize the grant program for graduate and professional students who are engaged in anti-racist work (per Dean Antony's June 5, 2020 memo).
  - o Explore credit opportunities for students whose work is in EDI-related areas. (Note: this would mostly serve master students, Education Studies students, Rady, GPS, and others who are not funded by their department).
- Develop inclusive career, peer, and alumni mentoring and networking programs in partnerships with the Latinx Chicanx Alumni Council, community organizations, including parents and families, Raza Resource Centro, Undergraduate Education, Teaching + Learning Commons, mentoring.ucsd.edu, Grad Advantage, and https://cimerproject.org/ , and Career Center.
- Develop and assess faculty mentoring professional development that focuses on inclusive mentoring.
- Continue to develop graduate student training on the professionalization of one's field and career pathways; these should be unit-bearing.
- Ensure inclusion of the Raza Graduate student association in university-wide discussions and committees.

Faculty

Enhance sustainability and investment in academic units such as Chicanx/Latinx Studies.
- Support the Chicanx Latinx Studies Program including its design and implementation of the new undergraduate major, curricular development, co-curricular programming, staffing, and compensation for director including course release and research funds.
- Explore the establishment an autonomous Center of Latinx Studies, that will enrich and generate scholarship and community-based participatory research.
  - o Recommend a workgroup to develop a plan and identify resource needs (operations support, space, curriculum development, staff, etc.) for participating units.

Improve the recruitment of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies.
- Institutionalize the cluster hire process for ladder-rank faculty and teaching professors (LPSOE/LSOE), that started with the Advancing Faculty Diversity (AFD) grants.
- Develop a coordinated and targeted promotional plan for the Presidential Postdoc Fellowship and HSI Doctoral Development Initiatives, Target of Excellence (TOE) hires, and similar programs.
- Create endowed chairs for senior faculty in areas of Chicanx/Latinx Studies.

Improve the retention of Chicanx/Latinx faculty in all disciplines, including faculty who specialize in Chicanx/Latinx Studies.
- Develop intentional onboarding experience for new faculty; work with partners – e.g., Academic Personnel Services, Equity, Diversity & Inclusion, and the Teaching & Learning Commons.
- Develop and institutionalize a sustainable mentorship program for junior faculty similar to National Center for Leadership in Academic Medicine (NCLAM), Hispanic Center of Excellence Faculty Scholar

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Program at Health Sciences, or Division of Arts and Humanities' Faculty Mentorship Across Race and Gender.

Provide credit for advancing EDI initiatives, including mentorship of Latinx students, research, and teaching.
- CDE consider establishing an Academic Senate committee (fac/CAP/AP/EDI) to examine the role of contributions to diversity in merit, promotion, and tenure review.   For example,
    - Provide off-scale bonuses for EDI work/contributions, and
    - Include EDI work/contribution as a criterion for consideration in accelerated promotion.

Staff

Improve the overall climate and experience for Latinx staff.
- UC San Diego Human Resources (HR) should review policies and procedures (formal and informal) to identify areas where policy and practice changes might allow hiring managers to promote internal talent, hire best talent, and provide equitable compensation to existing employees. Policies and practices should be assessed regularly.
- UC San Diego HR should implement onboarding and annual EDI training for all staff, managers, and supervisors, including the formal integration of EDI into staff evaluations.
- Implement a standard practice of recognition and acknowledgement of essential employees on an annual basis as well as at functions:
    - Develop and coordinate a Staff Appreciation Luncheon for our essential employees (e.g., facilities and dining).
    - Improve the acknowledgment of the contributions of our service and hospitality employees.
    - Management and Planning (RMP) to enhance their existing recognition and appreciation programs for all our RMP and HDH service staff.
- To increase access and develop an HSI identity, we recommend intentional use of Spanish language communications and simultaneous translations as a standard operating procedure for UC San Diego internal communications (e.g., campus notices, articles in ThisWeek@UCSD, web pages, etc.):
    - Continue as a best practice the Staff Town Halls with synchronous translation on a regular basis throughout the academic year to communicate important updates (example topics include - Staff@Work climate information, post-pandemic initiatives; progress on new initiatives and programs, and projects).
    - Have HR assess the implementation and impact of 360 review for supervisors and managers as part of accountability for climate, access, and success.

Re-evaluate data disaggregation by staff roles/ethnicity (e.g., employees in the hospitality and cleaning, office managers, MSP, SMG etc.) to better understand the experiences and needs of Latinx staff and to more accurately track Latinx presence in Management Senior Professional (MSP) and Senior Management Group (SMG) levels. Human Resources and Institutional Research should partner to ensure data is made available to leaders to inform strategic changes.

Develop and implement a professional development program focused on staff mobility that addresses both the intersectional and specific needs of Latinx and other minoritized communities.
- The Division of Extended Studies should identify existing programs to assist with upward mobility (certificate programs, customized professional development programs, needed courses) to develop a personalized program for Latinx staff across all job classifications.

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- Assess outreach, impact, and access of the Staff Equal Opportunity Enrichment Program (SEOEP) vis-a-vis Latinx staff. If underutilized by Latinx and other minoritized groups modify the program accordingly.

Increase the representation of Latinx staff at all levels within the organization, especially within the higher administrative and leadership levels (MSP, SMG).

Recommendations for R1 HSI: Ensuring Accountability

Accountability

Create a suite of public HSI dashboards that measure success for Latinx servingness.

Development should consider the following steps:
- Map current data sources for faculty, staff, and undergraduate and graduate students,
- Identify relevant measures of success for servingness at an R1 HSI,
- Recommend how specific metrics should be aggregated for use in research, policy, and practice, and
- Identify missing data metrics that are important for identifying challenges and issues specific to an equity-centered research institution.

In order to ensure institutional accountability for UC San Diego's progress towards becoming an R1 HSI that effectively serves Latinx faculty, staff, and students, we propose the creation of a comprehensive suite of public HSI data dashboards for each of these communities. Garcia et al. (2019) present an HSI typology that describes Latinx-Serving as having both high achievement of outcomes for Latinxs as well as high reflection of Latinxs in organizational culture. Monitoring salient dimensions in both areas will provide an accurate picture of UC San Diego's progress towards becoming Latinx-Serving. This framework should guide dashboard design. These dashboards will build upon and go beyond UC San Diego's existing Diversity Dashboards to include measures of success for servingness (UC San Diego Office for Equity, Diversity, and Inclusion, n.d.). Measures of success may include areas such as but not limited to advancement, pay equity, and inclusion for faculty and staff; and classroom climate, academic and extra-curricular equity, and sense of belonging for students. San Diego Mesa College provides an example of a suite of HSI student data dashboards that address elements of servingness (San Diego Mesa College, 2022).

References

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Appendix B - Mesa College Accountability Example

Example: HSI Dashboards & Measures of Student Success

San Diego Mesa College provides an example of a suite of HSI student data dashboards. The Mesa College dashboards detail student demographics, feeder high schools, top majors, top courses, enrollment by program, success equity gap, and persistence. Each dashboard can be disaggregated by all race/ethnicity categories, Latinx versus non-Latinx, and Latinx sub-categories. The success equity gap dashboard provides an example of how success metrics can be defined--course success rates were calculated as "the percentage of students who complete a course with a passing grade (A, B, C, or P) divided by total official census enrollments (success counts / graded enrollments)" (San Diego Mesa College, 2022). Mesa College also created an infographic impact report that highlights progress on key metrics over a four-year period for Latinx student representation, course success, transfer level completion, retention, and completion/transfer, as well as spotlighting the impact of specific HSI initiatives (San Diego Mesa College, 2022).

References

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