



**SAN DIEGO STATE
UNIVERSITY**

Hispanic Serving Institution Identity Task Force Report

Subcommittees:

Grants and External Funding

Representation and Community Engagement

Climate, Retention and Graduation

Report Ratified:

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Report Summary

Since 2012, San Diego State University has been a federally designated Hispanic Serving Institution, yet there has been a limited understanding on campus of what this means for SDSU. Given this, President de la Torre established a Hispanic Serving Institution (HSI) taskforce in Spring of 2019. The purpose of the taskforce was to better inform SDSU's campus community and the strategic planning process about the current state of affairs of our "Hispanic" community¹ and opportunities for improvement. The overall intention was to create a plan of action to assist and inform SDSU in fully embracing its role as a transborder, Hispanic Serving Institution.

The HSI designation was formally created by the federal government in 1992 (Garcia & Taylor, 2017). To qualify as an HSI, a non-profit educational institution must enroll at least 25% of students who identify as Hispanic or Latino/a. The institution must also enroll a high percentage of students who receive need-based assistance. According to SDSU Analytic Studies (2019), 29.9% and 27.5% of undergraduate and graduate students are Hispanic/Latino/a, respectively. However, SDSU Imperial Valley has long served a high population of Hispanic/Latino/a students. In fact, 91.3% of current SDSU Imperial Valley undergraduate students are Hispanic/Latino/a.

According to Excelencia in Education (2019), there are 523 federally recognized HSIs. These institutions span 27 states (being heavily represented in the Western and Southwestern U.S.), as well as in the District of Columbia and Puerto Rico. Overall, HSIs account for 17% of all postsecondary enrollment and nearly two-thirds of all Latino/a/x undergraduate enrollment. The number of HSI's are also expanding rapidly, with the total increasing by 98% within the past ten years. In fact, Excelencia has classified an additional 328 institutions as "emerging HSI's" due to enrollment trends that are closing in on the 25% enrollment requirement. Despite the rapid expansion of HSIs, it is important to recognize that many HSI's have been critiqued for meeting the federal designation based solely on enrollment, not on success or intentionality in serving students who are Hispanic/Latino/a (Gasman, Baez, & Turner, 2008). This has produced a common language in higher education that juxtaposes "Hispanic serving" and "Hispanic enrolling" institutions. In general, Hispanic enrolling institutions are those that enroll high proportions of Hispanic/Latino/a students but do not meaningfully serve these students or their communities. In contrast, Hispanic *serving* institutions both enroll and have a demonstrated record of serving Hispanic/Latino/a students (de los Santos & de los Santos, 2003).

A more complex and widely used taxonomy of HSI's, terminology debates notwithstanding, has been extended by scholar Gina Garcia. Garcia's (2017) taxonomy includes four frames that focus on institutional outcomes and culture. She refers to the ideal institution as a Latinx Serving

¹ For the purposes of this report, we use the terms Hispanic and Latina/o/x interchangeably, and stick to Latinx, Latina, Latino, Latina/o or Chicana, Chicano, Chicana/o when directly citing from other source documents. Further elaboration of issues with terminology is included on page 7 of this report.

Institution,² one where there is an organizational culture that reflects Latinx students and where the institution succeeds in serving Latinx students. She offers the four following institutional types:

- **Latinx-enrolling** - “the institution simply enrolls a minimum of 25% Latinx students but does not produce an equitable number of legitimized outcomes for Latinx students and does not have an organizational culture for supporting Latinxs on campus” (p. 121).
- **Latinx-producing** - the institution enrolls “the minimum 25% Latinx students and producing a significant (if not equitable) number of legitimized outcomes for Latinx students, despite the lack of a culture for supporting Latinxs” (p. 121).
- **Latinx-enhancing** - the institution enrolls the 25% Latinx students and enacts “a culture that enhances the educational experience of Latinx students” but does not produce “an equitable number of outcomes for Latinx students” (p. 121).
- **Latinx-serving** - the institution “enrolls the minimum 25% Latinx students, produces an equitable number of legitimized outcomes, and enacts a culture that is educationally enhancing and welcoming” (pps. 121-122).

Using this typology, the SDSU HSI task force determined that SDSU might be currently best understood as a Latinx-producing institution that is well positioned to become a Latinx-serving institution. In fact, [SDSU was recognized by Excelencia in Education](#) as a finalist for the SEAL of excellence program given to those campuses that are leaders in serving as a model HSI. In an effort to become an institution that actually *serves* its Chicana/o and Latina/o/x students and their communities in a meaningful and strategic manner, the taskforce was divided into three sub-committees: 1) Representation and Community Engagement; 2) Climate-Retention and Graduation; and 3) Granting and Extramural Funding. What follows are the respective reports from each subcommittee, detailing their methods of gathering data and recommendations for the SDSU community.

In an effort to become an institution that *serves* its Latinx students and their communities in a meaningful and strategic manner, the taskforce was divided into three sub-committees. This included subcommittees on Representation and Community, Climate-Retention and Graduation, and Granting and Extramural Funding. Collectively, the subcommittees conducted engaged in the following data collection efforts:

- **Representation and Community Engagement subcommittee** - A survey of 117 faculty and staff on SDSU’s current practices for serving its Latina/o/x faculty and staff community, particularly in regards to representation and community issues (SDSU-Mesa = 79, SDSU-IV=38). In addition, the committee conducted individual interviews with 17 faculty and staff.
- **Climate, Retention and Graduation subcommittee** - An extensive review of institutional data from Faculty Affairs, Enrollment Services, HERI and Analytic Studies & Institutional Research. The subcommittee also conducted focus groups called

² This is Gina Garcia’s preferred phrasing. While we primarily use Hispanic Serving Institution, as it is the official federal name, from here forward we purposely use both names in this report to unsettle the codification of the first. This is in line with much of the literature in Chicana/o and Latina/o/x Studies discourse that values multiplicity.

“Cafecitos” on campus climate with Chicana/o and Latinx-identified faculty and staff (3 groups, $n=60$), and students (2 groups, $n=29$). In addition, the committee also conducted a site visit at the SDSU-Imperial Valley campus.

- **Grants and External Funding subcommittee** - An in-depth review and analysis of the SDSU Research Foundation data on how many faculty have participated in HSI set-aside competitions since 2015.

Taskforce Recommendations

This section highlights the main recommendations brought forth by the three subcommittees. These recommendations will be the foundation from which to build future changes carried out by San Diego State University in regards to embodying its HSI identity.

- 1. Expanded Support for Employee Resource Groups.** SDSU should provide expanded support for Employee Resource Groups (ERGs). *There are two ERGs that directly provide support to the Chicana/o and Latina/o/x community, they include the SDSU Latina Network and the SDSU LatinX, ChicanX & Hispanic Faculty/Staff Association (LCHFSA). It is recommended that the University provide financial resources to help support these ERG's in advancing the recruitment, retention, and climate for all Chicana/o and Latina/o/x faculty and staff.*
- 2. Clear Communication of HSI Identity.** *SDSU should clearly communicate its role as a Hispanic Serving Institution, the responsibilities associated with being an HSI and the strategies that will be implemented. Upon completion, the final report from the HSI Task force should be presented to the SDSU community in a town hall format. There also needs to be a point of contact, Chair of HSI Affairs, in charge of continuous accountability to the commitments presented in this report.*
- 3. Professional Learning on Latinx Issues.** *SDSU should require intensive, ongoing professional learning for students, faculty, and staff on Chicana/o and Latina/o/x issues and the institution's identity as a Hispanic Serving Institution. These trainings should be embedded into the onboarding of all new members of the SDSU community. The University should develop a required online module for all new students on what it means to be an HSI. The institution should also provide resources for faculty stipends on course redesign that embed issues facing Latina/o/x communities, relative to their respective disciplines. Faculty should be intentionally oriented to our HSI status, and what it might mean for their research activity during orientation week. All faculty and staff should attend an annual training on becoming an HSI and serving Latina/o/x students.*
- 4. Enhanced Recruitment and Retention Efforts for Latinx Faculty and Staff.** *SDSU should recruit and retain more Latina/ox faculty and staff. Special attention should be given to interdisciplinary cluster hires that support Building on Inclusive Excellence criteria, particularly around Latina/o/x populations. Faculty pool proportionality should also be considered in hiring committees. The University should actively advertise all staff*

positions to diverse candidates. Implicit bias training should be a requirement for all members of hiring committees with annual retraining.

- 5. Leverage Accessible HSI Research Funds.** *SDSU should leverage the accessible resources available due to its HSI designation. SDSU's HSI designation provides access to resources from federally funded programs but is not utilizing every application opportunity allocated to it, which may represent an untapped opportunity for research and programmatic funding. SDSU should focus on developing the development and hosting of a curated library of boilerplate text to support faculty efforts in their pursuit of external funding.*

- 6. Leadership in Meso-American and Transborder Studies.** *SDSU should work towards becoming a leader in Meso-American Studies, Transborder Studies and Chicana/o-Latinx Studies research. SDSU should support programs and faculty who are already doing research in these areas. There needs to be development of structures to recruit and support more opportunities for faculty and students to engage in these areas of research in order to "honor our region" and our continued use of Aztec name. In order for these moves to be systematically meaningful, we must include substantive cluster hires across multiple Colleges and fields (linguistics, archeology, literature, cultural studies, biology, philosophy, etc) that constitute these intersectional fields of study.*

All of these recommendations are interrelated and impact one another. Efforts to highlight one will also impact aspects of others. Ultimately, these are recommendations from the SDSU Chicana/o and Latina/o/x faculty, staff, and student community, and provide a starting point for transforming the culture and identity of SDSU as a leading transborder, Hispanic Serving research university in line with many of the priority areas (e.g., HSI Research University, Students At Our Core, Equity and Inclusion in Everything We do) of our SDSU Strategic Plan. We encourage members of the university committee to read the full reports from the subcommittees in the following sections of this report.

HSI-Latina/o/x Nomenclature

Use of the terms HSI and Latinx-serving institutions

There is a long-standing intra-community debate among peoples of Latin American origin over the best term to use or whether one such term exists. Hispanic demarcates a shared Spanish-speaking language and origin. It is a state-preferred Census category, yet collapses national difference. Chicano movement activists of the 1960s-70s rejected such term for its erasure of indigenous ancestry, highlighting Chicana and Chicano as political (not ethnic) identities that vindicate their indigeneity. On the East Coast, and more broadly since the 1980s, Latina and Latino have been used as umbrella terms to highlight a sense of pan-Latin American solidarity, yet not without the same critiques of collapsing national difference and obscuring indigenous origins. Some have embraced the term Latinx to unsettle a presumed gender binary embedded in the Spanish language a/o identifiers, yet this term has also been challenged for the same reasons as its predecessor, as well as for erasing the hard fought feminist battles it took to get the “a” added to both Chicano and Latino respectively. In light of such a complicated history with terminology, it is accordingly important that a minimal starting point for any community member of an HSI campus is to have at least a minimal understanding of said debates.

Section 1: Representation and Community Engagement

The Representation and Community Engagement subcommittee were charged with examining the representation of SDSU Latina/o/x faculty and staff, as well as an assessment of the climate and culture of the SDSU community in supporting Latina/ox students, faculty, and staff. This included gaining a sense of the extent of our visibility or perceptions of SDSU from outside Chicana/o and Latina/o/x community partners. Please note that students' representation was not a focus of this committee given that the Enrollment Management Advisory Group (EMAG) was previously charged with examining representation and admissions for the larger SDSU, with an intentional focus on student diversity. Notwithstanding, the HSI Taskforce strongly encourages the university to continue its longstanding commitment to providing access and pathways to students who have been historically underrepresented and underserved in education, including Latinx students and students in the local region.

Methodology

The Representation and Community Engagement subcommittee developed a survey that would allow the committee to examine SDSU's current practices for serving its Latina/o/x faculty and staff community, particularly in regards to representation and community issues. Utilizing the snowball strategy for survey distribution, the survey was distributed to faculty and staff beginning with two Employee Resource Groups (ERGs): the LatinX, ChicanX & Hispanic Faculty/Staff Association (LCHFSA) and the Latina Network. Ultimately, 79 faculty and staff completed the survey from SDSU-Mesa and 38 from SDSU-Imperial Valley. The survey was composed of questions on demographics, institutional affiliation, and then included four open-ended questions about the participant's perspectives and experiences. The last question of the survey asked for volunteers to participate in follow up interviews. In addition to the survey, 17 faculty and staff participated in interviews that were conducted in person, via Zoom or by telephone.

San Diego State University - Mesa

Chart 1 summarizes the gender identity breakdown of the main campus participants. 36.2% of the participants from the main campus identified as male, 62.3% as female and 1.5% as non-binary. In regards to ethnic identity, as shown in Chart 2, 46% identified as Latinx, 20% as Chicanax, 13% as Hispanx and 21% as other, specifically Mexican, Mexican American, Chicana, Latina and Brazilian. 62% of the participants were SDSU staff with 44.2% from Academic Affairs, 44.2% from Student Affairs, 2.3% from University Relations and Development, 2.3% from Business and Financial Affairs and 7% from Auxiliaries. Faculty makes up the remaining 38% with 19% identifying as assistant professors, 19% as associate professors, 39% as full professors, and 23% as part-time lecturers.

Chart 1. SDSU Gender Identity

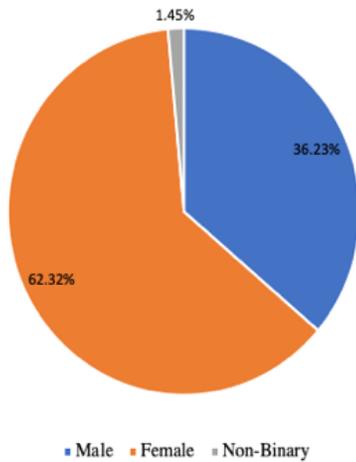
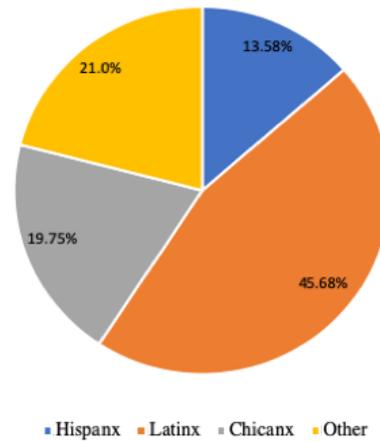


Chart 2. SDSU Ethnic Identity



San Diego State University - Imperial Valley

47.4% of the participants from the Imperial Valley campus identified as male and 52.6% as female, as shown in Chart 3. Chart 4 summarizes the ethnic identity of the Imperial Valley participants with 22% identified as Latinx, 19% as Chicana, 49% as Hispanic and 10% as other, specifically Mexican, Mexican American and Chicana. 71% of the participants were SDSU staff, with 33% from Academic Affairs, 42% from Student Affairs, 4% from University Relations and Development, 17% from Business and Financial Affairs and 1% from the Research Foundation. Faculty makes up the remaining 29%, with 73% identifying as part-time lecturers, 9% as full-time lecturers and 18% as full professors.

Chart 3. IV- Gender Identity

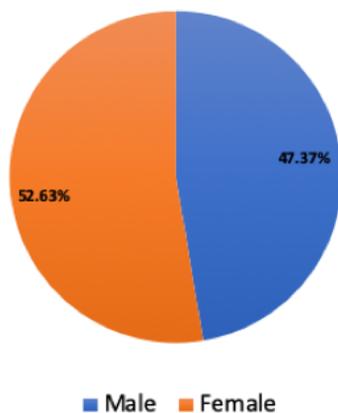
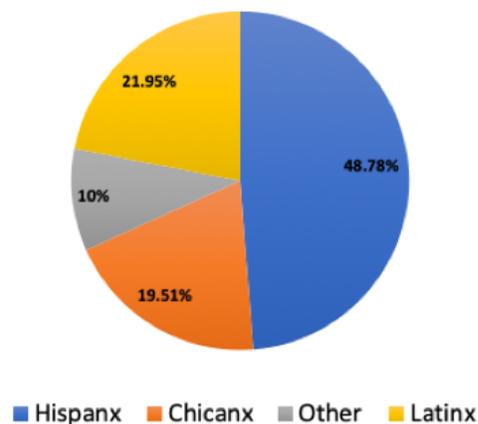


Chart 4. IV- Ethnic Identity



The five questions included in the survey were: 1) What brought you to work and stay at SDSU? 2) From your perspective, what does it mean to be an HSI? How can SDSU embody this identity? 3) What is your perception of SDSU’s role or level of engagement with the broader San

Diego Latinx community? 4) What are some challenges facing the representation of Latinx faculty and staff at SDSU? 5) What are specific strategies or practices that the institution could implement to improve the recruitment and representation of Latinx faculty and staff? Although participants responded to these questions in a multitude of ways, amongst the main themes emerged some key recommendations.

During the interviews, participants were asked a number of open-ended questions, including: 1) Please talk about your personal experiences on campus, how have you experienced SDSU? 2) What are steps that SDSU could take to better serve our Latinx students in your specific work area? 3) What are some steps that SDSU could take to better serve the Latinx community in our local service area? 4) Are you bilingual? Do you believe that your bilingual skills are valued? 5.) Based on your professional goals what could SDSU do to better support your success as a Latinx staff or faculty member? And 6) Do you have anything to add that we did not address in the survey or in this interview that you think could contribute to this conversation? These questions along with some additional probing questions provided rich data about the experiences of SDSU Latina/o/x staff and faculty based on representation and community engagement.

Findings

While the findings reflect concerns of SDSU Faculty and Staff as per the demographics of those interviewed as noted in the above section, there are several themes that emerged as prevalent across both the SDSU-Mesa Campus and SDSU-Imperial Valley campus. In what follows we try to describe both the nature of the points raised, as well as some suggestions for addressing said concerns.

- Sense of lack of support for, and information on, Latinx issues & events → Support for Centralizing Latinx-Community initiatives and efforts
 - Supporting community-based events and activities
 - Professional learning opportunities on Latinx cultures
 - More support for transborder/first generation students
 - We need a Latinx center!
- Underrepresentation and overworking of Latinx Faculty and Staff → Targeted Outreach and In-Reach
 - More Tenured/Tenure Track Faculty
 - Adding fluency in Spanish as a preferred qualification
 - Train search committees on implicit bias
 - Ensure representational diversity on search committees
 - Service Taxation → Released workload to account for service to large amount of students served (teaching, admin, mentoring)
- Efforts to Retain Latinx Faculty and Staff
 - Foster welcoming and supportive environment for students, faculty, and staff
 - Leadership development opportunities

- Highlight Latinx faculty and staff achievements
- Ongoing events that celebrate the Latinx cultures
- Connecting Latinx faculty and staff to HSI-related grant information

- Provide Support and Information to the Latinx ERGs
 - Access to information
 - Sharing job openings
 - Support in establishing a social media presence
 - Conference travel for ERGs to support professional learning
 - Support for ERG-based mentoring
 - Support in marketing ERGs to current and prospective employees

- Treatment of IVC as a second-class campus
 - Increased Collaboration and Connection Between SDSU (Mesa) and SDSU-IV
 - Increased investment in campus infrastructure
 - Provide professional development opportunities

All of the above concerns and recommendations speak to ways in which SDSU can embrace its HSI identity and better serve the Chicana/o/x and Latinx communities both on campus and our surrounding community partners. These points addressed by participants are in alignment with a number of key aspects of our Strategic Priorities, namely becoming a premier HSI research university, with a common vision and identity across multiple campuses and Equity and Inclusion in Everything We Do.

Section 2: Climate, Retention and Graduation

The specific charge of the Climate, Retention and Graduation subcommittee was to understand the current landscape at SDSU with regard to faculty, staff and students and provide recommendations for SDSU to better enhance our HSI status and *servicing* capacities, and ultimately carve out and embrace an HSI identity. Given the enormity of these endeavors, our subcommittee expanded into two distinct groups that were tasked with addressing student climate, retention and graduation and faculty climate aspects, respectively.

Methodology

The approach to this subcommittee's tasks were multi-pronged. On the one hand, Faculty Affairs, Enrollment Services, HERI and Analytic Studies & Institutional Research was engaged for preliminary figures. With regard to tenured and tenure-track faculty, data was sought for five to ten years of tenure-track and ladder rank faculty hiring, retention and promotion. Three years' worth of rich data was obtained on hiring, retention, and promotion, as well as faculty to student ratios, faculty stress levels and time spent on service.

For student data, given the scholarly literature's consistent finding of the relationship between a critical mass of underrepresented students and retention, as well as the theoretical dimension of "compositional diversity" within campus climate, the subcommittee sought out a five-year profile of data related to Chicana/o and Latina/o/x undergraduate applications, admissions, and enrollment, disaggregated by gender and local/nonlocal (for which Pell grant recipients can serve as a proxy). The subcommittee also sought data on first-year retention, five and six-year graduation rates, GPA at the time of graduation, as well as levels of participation in "high impact practices" such as undergraduate research, study abroad, community service, etc. Some of this data was obtained, but not all.

A second major component of this subcommittee's work was composed of focus groups drawn from ERGs and targeted outreach to Chicana/o and Latinx-identified faculty & staff and an extensive pool of student leaders representing various campus organizations and groups. In order to assess faculty and staff climate on campus, we invited members of ERGs to a series of HSI Cafecitos, or informal focus groups that were held separately with faculty and staff on three occasions and with students on two occasions. Twenty-four faculty attended the first meeting, 19 attended the second meeting, and 17 attended the third, which also included Provost Ochoa. In the case of Student Cafecitos, 13 students attended the first session and 16 the second session. During these sessions, a series of open-ended questions were asked of each set of participants.

Three questions were asked of the faculty as follows: 1) What are the challenges you have experienced as a Latina/o/x Faculty? 2) What are the steps that SDSU could take to better serve our Latina/o/x students in your specific work area? 3) What are some steps to improve issues for Latina/o/x Faculty? Two questions were asked of students: 1) What are the challenges you have experienced as Latina/o/x students? 2) What are some steps SDSU can do to improve issues for

Latina/o/x students? In both cases, the interactive open-ended dynamic allowed for lively and informative discussions.

Lastly, combined with the Strategic Planning efforts across SDSU, a member of the sub-committee visited the SDSU-Imperial Valley campus and had extensive direct consultation with two members of the senior administrative team and three faculty members.

Description of the Current Landscape

Campus Climate by the Numbers. A major indicator of campus climate for Hispanic/Latinx students is the student to faculty ratio (SFR). For 2019, San Diego State University enrolled 9796 “Hispanic” students, while employing 71 tenured/tenure-track faculty. This translates to 28.9% of student body but only 9.5% of tenured/tenure-track faculty. The resulting SFR is roughly one hundred and thirty-eight Latina/o/x students to each one tenured/tenure-track faculty member. This marks a recent increase to the 2018 figure of 133 students for every one faculty member. As such, it results in a growing inequity whereby Latina/o/x tenured/tenure-track faculty members are stretched further or overburdened through cultural taxation, having to serve and mentor more students than their counterparts. While by no means should this finding be interpreted to mean that non-Hispanic faculty cannot serve as mentors to Hispanic students, research indicates the experience of having faculty mentors that “look like” or share similar racial/ethnic backgrounds and experiences with their students has a positive correlation with *enhancing* the educational experience of said students. Over the last 10 years, the total number of Chicana/o/x-Latinx admissions and overall proportion of said students has grown, yet equity gaps remain. Recognizing that we take a holistic approach to campus climate, maintaining a critical mass of Latinx students (in line with the changing State demographics) while addressing gaps in retention and graduation rates should remain a key priority for SDSU as an HSI campus. Lastly, there is concern that while the number of Pell eligible students increased overall, there has been a steady decrease of the percentage as a proportion of undergraduate enrollment over the last several years, particularly exacerbating the feelings of alienation amongst first generation, working-class students, but also placing our campus’ eligibility at risk of needing to apply for exemptions to that requirement.

Faculty Climate: Hiring, Retention, Promotion and Service. While the proportion of Chicana/o and Latina/o/x tenured/tenure-track faculty has increased close to one percent (1%) in the last three years, the growth has not kept up with the slow growth also achieved in the total numbers of Hispanic student enrollment over the last five years resulting in a widening SFR mentioned above. In contrast, rates of retention and promotion for Hispanic tenured/tenure-track faculty have remained comparable to white faculty counterparts yet remain exponentially dismal when it comes to ladder rank faculty to student ratios. Stress levels are also roughly equivalent in most areas for Hispanic/non-Hispanic faculty, with a critical exception of discrimination-related stress, where Chicana/o and Latina/o/x tenured/tenure-track faculty report an average stress level of 2.7 / 4, as compared to 2.3 / 4 for white tenured/tenure-track faculty. Lastly, the majority of Hispanic faculty report having spent more time on service than on research. This last finding can also be attributed to the SFR gap.

Cafecito Highlights: Faculty/Staff

While faculty and staff provided a rich and wide array of responses to the challenges they have faced on the San Diego State University campuses, a number of recurrent themes emerged.

- There is no recognition for mentorship as a part of service work
 - “It is a significant part of what we do and has a significant impact on students”
 - “Professors are constantly sought out for special projects and thesis committees”
- Political climate makes it hard to be critical and ensure academic freedom
 - “TA’s and Lecturers are feeling more vulnerable for their positions”
 - “Colleagues and students can be racially insensitive”
- The Imperial Valley campus is not seen as equal to SDSU’s main campus
 - Imperial Valley faculty do not have the same resources as main campus faculty but are still expected to meet the criteria of a main campus faculty member.
- Serious “cultural tax” or expectations to be part of the “diversity team”
 - No protection from service work as a junior faculty
 - “Cultural taxation” - even more after tenure due to eligibility on more college/university wide committees
- Diverse publication languages (particularly Spanish) not seen as “high status”
 - Monolingual and Monoculture climate prevails despite being an HSI campus
 - Our culture and language are not recognized as assets
 - “We don’t see ourselves in the identity of this university”
- Need for a better recruitment, retention, mentorship and promotion pipeline
 - More senior faculty participation because there is hope, “It’s different this time”
 - “Nobody ever tells you unless somebody mentors you, particularly around tenure”

Cafecito Highlights: Students

There was some overlap in the points raised by students, particularly regarding representation, campus climate, need for mentoring and implicit bias and anti-racist trainings for faculty, with a notable distinction of the need for similar training for other student peers. Below are some of the most widely emphasized points.

- Representation in faculty, especially with STEM majors
 - “I struggle finding people that I can connect with personally and academically”

- “It’s very important to have more Latinx faculty on campus”
- “Having a faculty mentor would be very beneficial”
- SDSU requirement for undergraduates to live on-campus creates financial strain
 - “It is not always a possibility for all students”
 - “Creates food insecurities”
- Students are often the ones who are doing microaggressions and say racist things
 - “If they teach ‘fight song’ [at orientation] why not workshop on microaggressions”
 - Student-to-Student dynamics have lagged behind faculty and staff training
- Diversify curriculum at all levels (Instructors, TA’s, mentorship, readings, etc)
 - Include more Latinx authors as appropriate
 - “Have class on Aztec culture, or at orientation”

While there exists significant overlap, often articulated in different ways, around issues of representation, student to faculty ratios, and mentorship, the collective conclusion to be drawn from the data gathered above, as well as the various focus groups and consultation with SDSU-Imperial Valley administrators and faculty is that we must **adopt a robust plan for Hispanic faculty hiring, mentoring, retention and promotion**. Such a plan would help close the student to faculty ratio and, in turn, will drastically improve campus climate. Moreover, students seek more support at various levels, such as the creation of the Latinx Student Resource Center and the institutional support for convening and all Chicana/o and Latina/o/x student organizations’ council.

Section 3: Grants and External Funding

Until recently, few public research active institutions have achieved HSI status nationally. In California in particular, the list of public research active institutions includes only San Diego State University and a few University of California (UC) campuses. Several within the UC system are now designated as HSIs (Merced, Riverside, Santa Cruz, Irvine, and Santa Barbara) and at least two more could be considered emerging HSIs based strictly on numerical representation of Latina/o undergraduates (Davis and Los Angeles). Berkeley is also seeking HSI status though it still is a bit behind the others. UCs serve a different population of students at a different price point to SDSU, and receive additional financial support from multiple revenue sources than their HSI counterparts in the CSU and CC systems. Explicitly, the UC receives funding from the state for its graduate students--the CSU and SDSU do not.

This presents a timely, urgent, and distinct need for SDSU to leverage its status as an HSI to secure the external funding needed to provide a high quality undergraduate and graduate education to our highly diverse student population. Additionally, our faculty researchers and students have distinct strengths. There is a need to recognize and provide institutional support and guidance to ensure they have access to the fullest range of external funding to support their work. The student and institutional characteristics among HSIs and SDSU in particular positions us to substantially enhance Latina/o/x education and the diversity of the academic and high-skill pipelines and innovate in what it means to be “Hispanic serving.”

Too often, as noted in a 2019 National Academies of Sciences, Engineering, and Medicine report on Minority Serving Institutions (NASEM MSI), Hispanic Serving Institutions are framed in deficient ways that do not value HSIs’ research capacity and assets. For example, HSIs are often seen as “suppliers” of graduate students to Predominantly White Institutions (PWI)- but HSIs may not be seen as having a research enterprise in and of themselves. This report will contribute to SDSU’s Strategic Planning process by adding to a nested set of activities that will expand perceptions of San Diego State University as a creator of research within its identity as an HSI.

San Diego State University, along with a small number of R1 and R2 institutions, occupies a special space in higher education, which creates special opportunities *and* responsibilities. Figure 2 summarizes the relatively rare coincidence of high-performing research institutions and Minority/Hispanic-Serving status.

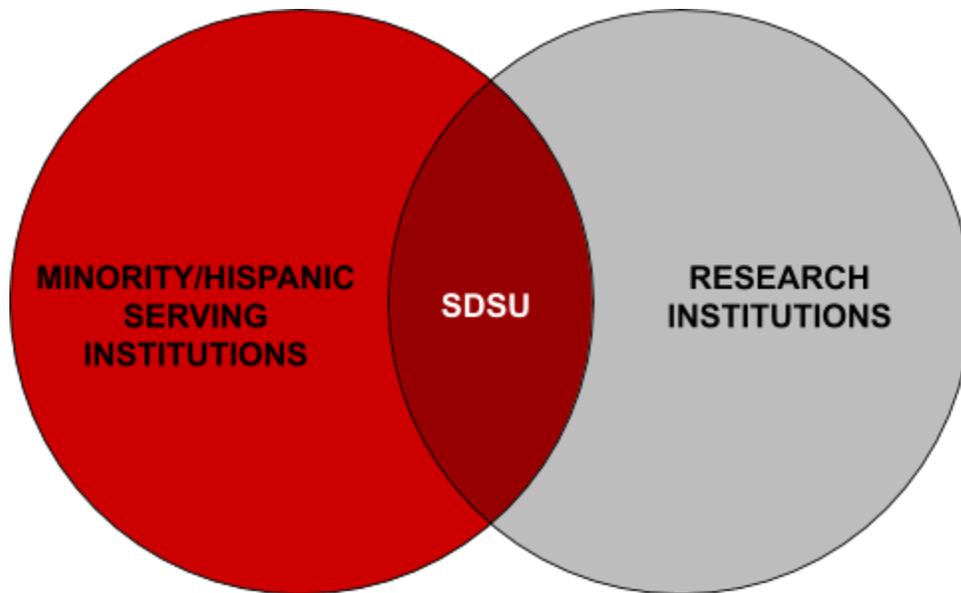


Figure 2. SDSU's special dual-identity that combines research excellence with MI/HSI status.

As noted, SDSU has “occupied” this space since being designated an HSI in 2012. The Grants and Extramural Funding sub-committee was unanimous in a strong belief that merely occupying this space is an irresponsible attitude toward the opportunities and responsibilities of this special dual characterization. Here we outline our consensus opinion regarding how SDSU can lean into the opportunities presented because of our HSI identity and research activity. In parallel, **we must champion that leveraging our identity is an institutional *responsibility*** to optimize our research enterprise, culture, and climate - the benefits of which will accrue to the faculty, staff, and ultimately the students who afford us our HSI identity.

One ongoing, and specific example of SDSU’s leadership in this space is the founding of the ACtion Collaborative for Enhancing STEM Student Success (ACCESS). Using established models for collective action, and recent examples of success from the National Academy’s Action Collaborative on Preventing Sexual Harassment in Higher Education, ACCESS will convene, via a workshop-based summit, influential R1 and R2 HSIs to draft a collective action statement on how to best reflect and amplify our HSI identities in our research enterprises.

Optimizing our institutional engagement with HSI research and programmatic opportunities will require a number of new ingredients: 1) Clear articulation of our HSI identity and its role in research and educational excellence, 2) Improved outreach, dissemination and monitoring of faculty participation in HSI programs, and 3) Staff and resources dedicated to expanding SDSU’s participation and success in this arena.

SDSU's HSI Designation/Title V eligibility

Title V eligibility (i.e., meeting the federal definition of an HSI) is determined by the U.S. Department of Education as the first step in the application process for a Title V grant. In general, if the college or university has (1) a full-time equivalent (FTE) enrollment of undergraduate students that is at least 25 percent Hispanic students and (2) either no less than 50 percent of all students that are eligible for need-based Title IV aid, *or* a variable percentage of Pell Grant recipients that exceeds the median percentage of similar students enrolled at comparable institutions (changes annually), it should be an "eligible institution" for Title V, and receive a federal HSI designation.

Eligibility designation qualifies an institution of higher education to receive grants under the Title V and Title III, Part A, Programs, provided certain other program-specific eligibility requirements are met. Title V authorizes the Developing Hispanic-Serving Institutions Program. Title III, Part A, authorizes the Strengthening Institutions, American Indian Tribally Controlled Colleges and Universities, and Alaska Native and Native Hawaiian-Serving Institutions Programs. In addition, other federal agencies have programs that may "encourage" participation by Title V eligible institutions, or require proof that the institution or branch campus has been designated as eligible by providing the Department of Education letter.

SDSU's 2019 eligibility (based on 2016 student data) included 30.7% Hispanic enrollment, above the 25% eligibility requirement, 37% of degree seeking undergraduates Pell Grant eligible, which matches the eligibility requirement of the median for 4-year public institutions, and per student core expenses of \$16,470, substantially below the eligibility maximum of the median for 4-year public institutions of \$30,044.

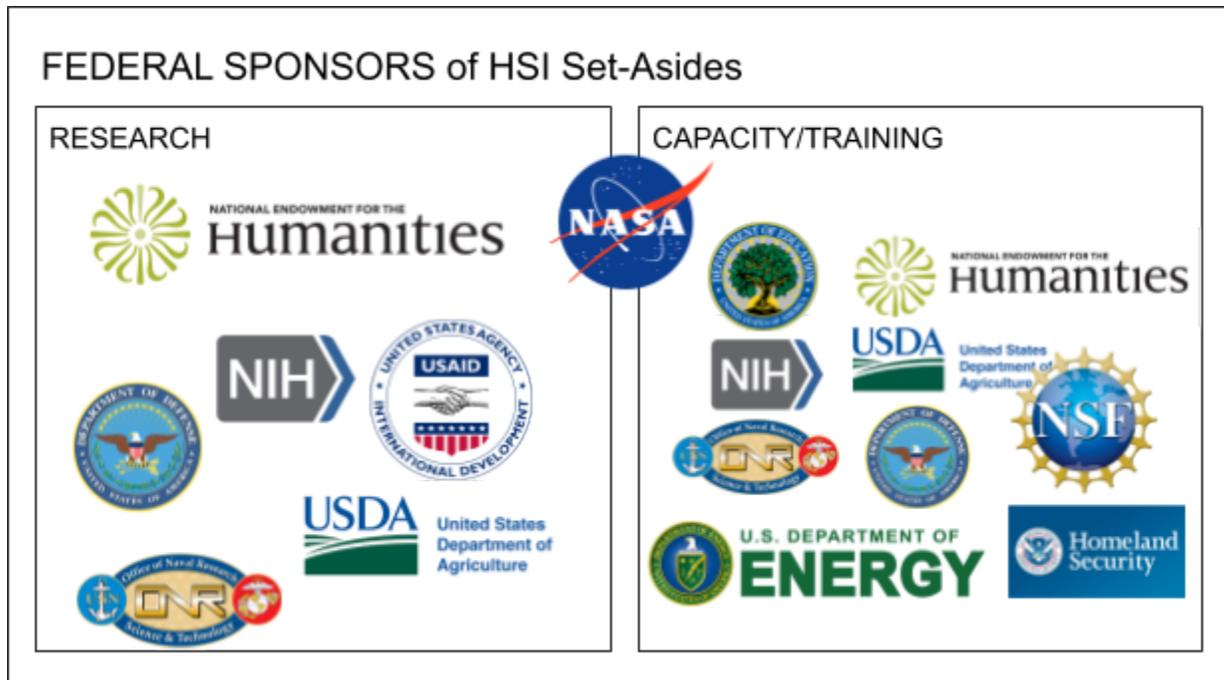
Description of the Status Quo

Agencies that have set asides for HSIs

In collaboration with the San Diego State University Research Foundation, the sub-committee collected a list of Federally-sponsored programs with a Title III/V designation letter requirement based on records of past applications and SDSURF's grant opportunity searching database. These programs will be referred to as HSI opportunities, recognizing that some of them may also include other types of Minority-Serving Institutions under their eligibility umbrella. The sub-committee observed that HSI opportunity funding could be divided roughly into those programs that fund fundamental research, scholarship and creative activities (e.g., National Endowment for the Humanities - Awards for Faculty at Hispanic Serving Institutions) and those programs that support capacity building and education at the institution (e.g., National Science Foundation Improving Undergraduate STEM Education: Hispanic-Serving Institutions).

Many agencies fund both types of activities, and some agencies fund programs that explicitly support basic research and scholarship in the pursuit of increased opportunities for students at HSIs. Nearly all programs cross the border between Research and Capacity Building in practice,

either using basic research activities to enhance educational opportunities and practices for minoritized students, or using increased capacity to support a larger research and scholarly enterprise.



The committee requested a review from the SDSU Research Foundation to describe how many faculty have participated in HSI set-aside competitions since 2015. This review stimulated two critical observations. The first is related to baseline production of the application summary. In compiling the list of applications, there was no capacity to independently query the data, so applications had to be individually searched based on sponsor, program number, key-words, or other proxies for HSI set-aside eligibility restriction, rather than directly for HSI set-aside status. During this process, the SDSU Research Foundation proactively added a process that will designate applications as requiring HSI status during the Routing process. This will greatly facilitate analysis in the future.

On the routing form, SDSURF now includes a question about whether the proposal is being submitted to an HSI opportunity. If answered “Yes” it asks for the funding opportunity number. These only include programs that require HSI designation to be eligible. It does not include those programs that only encourage HSI organizations to apply. Typically this will be completed by the development specialist, as they will most likely be aware of the need for this information.

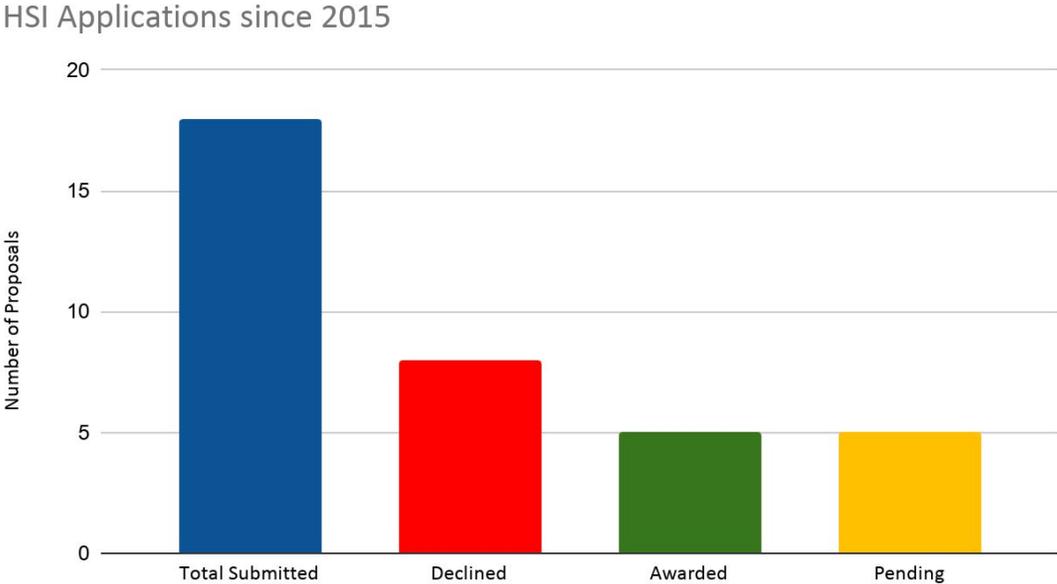
Yes No * Is this proposal being submitted to a private company?

Yes No Is this proposal being submitted to a Hispanic-Serving Institution (HSI) funding opportunity?

HSI Funding Opportunity Number:

The second observation was that there has been relatively limited faculty participation for HSI set-aside programs, especially given the higher rate of success compared to non-eligibility-restricted programs.

In manually looking back through applications, attempting to identify those applications in the past that required SDSU’s HSI status for eligibility, we found that 5 of 13 proposals that have been reviewed were awarded: a success rate of 38%, which compares favorably to the campus-wide 5-year average for new National Institutes of Health and National Science Foundation applications (~21% for both agencies).



However, the committee notes that many HSI set-aside programs are “Limited Submission”, meaning that only a limited number of faculty or faculty teams from an institution are allowed to apply. Additional research is needed to more fully understand participation rates compared to allowable applications. Anecdotally, it does not appear as if SDSU is utilizing every application opportunity allocated to it, which may represent an untapped opportunity for research and programmatic funding. Steps should be taken to understand participated rates, and ensure, as much as possible, that every opportunity is fully leveraged.

SDSU Opportunities for Participation

Details about the SDSU “Main” and SDSU-Imperial Valley Campus and their respective HSI Designation/Title V eligibility

The sub-committee recognized three key characteristics related to SDSU’s participation for HSI set-aside competitions. 1) The main campus and the SDSU-Imperial Valley campus retain separate Campus OPE ID Numbers (SDSU 00115100, SDSU-IV 00115101) requiring them to seek separate HSI status designations; 2) Sponsoring agencies may have variable policies of how branch campuses are treated under HSI competitions; 3) The SDSU-Imperial Valley may have special advantages and special challenges related to participation in HSI competitions.

In the case of the NSF IUSE program (see Case Study), the solicitation stated: “An institution that is part of a larger system is considered separate for proposal submission purposes if it is geographically separate from the other campus(es) and has its own chief academic officer.” Because the SDSU- Imperial Valley meets these two criteria, we expect that under most cases, the SDSU- Imperial Valley will be allowed to compete separately for most HSI competitions separately. However, individual Principal Investigators and Research Development Specialists should confirm with the federal point of contact if there is any question regarding eligibility.

Leveraging Resources

Resources for Faculty

New support staff. In investigating the opportunity for the utility of dedicated staff to increase SDSU’s participation in HSI competitions and improve SDSU’s competitiveness for funding, a variety of Google searches were performed around the terms: “Director,” “Diversity,” and “Initiatives.” While career opportunities containing or highlighting these terms were plentiful, most of the descriptions focused on the recruitment and retention of ethnically and racially diverse students and/or faculty. Less common were opportunities with the Research Development community (a community of professionals primarily focused on strategic, proactive activities to attract external funding) that highlighted minority-serving institution set-asides. Within that community, we have found, anecdotally, that many institutions (including SDSU) will sponsor grant-writing experts to support faculty interests in competing for large capacity building programs like the Department of Education Title III Part A - Strengthening Institutions Program.

Less commonly, institutions support on-campus experts for diversity-related grant opportunities (e.g., UC Santa Barbara’s Special Assistant to the Vice Chancellor for Diversity Initiatives). These experts may have specialized knowledge regarding agency priorities or framing that allows their applications to be especially competitive. The apparent dearth of these types of

Research Development staff may indicate that they are of relative overall value, or it may represent an under-explored gap that could become a competitive advantage for SDSU.

Faculty Outreach, Training, Monitoring

The sub-committee recognizes the positive impact of grant-getting training on campus, generally. However, little is known about specific strategic or tactical approaches that would improve faculty ability to secure HSI set-aside grants. Anecdotally, the observation was made that faculty who seem to “lean-in” to an HSI identity, articulating their commitment to service and excellence in ways that are appropriate to their field, and elevate opportunities for minoritized students, seem to be successful. Applications that are “neutral” to an HSI identity may not be either more or less competitive than average.

Additional engagement for faculty around HSI set-aside opportunities should be provided, including orientation to the significance (meaning, identity, and opportunities) of SDSU’s HSI status specifically during faculty orientation, or during specialized college-level or department-level orientations.

Future training should include examples of successful applications that highlight SDSU’s or other institutions HSI status, specific strategies for highlighting SDSU’s research excellence in the context of its HSI status, and engagement with federal funding agencies and foundations that elevates SDSU’s competitiveness for funding.

Monitoring will be an important part of measuring changes on participation or success. The SDSU Research Foundation has already proactively added tracking of submissions that require HSI designation, which will greatly facilitate analysis going forward. Tracking of submissions should be matched with limited submission data to evaluate whether SDSU is taking full advantage of HSI set-aside opportunities. This may require new data integration approaches, or more dedicated tracking.

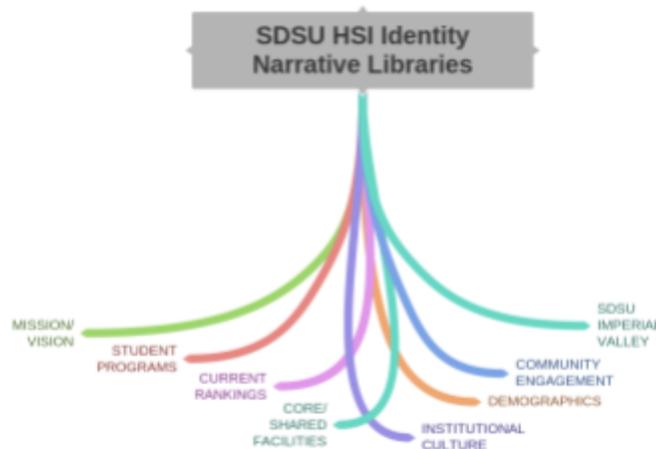
Libraries

SDSU’s HSI status and identity represents a special opportunity to emphasize our dual commitment to students and research excellence through our Teacher-Scholar model. However, many of our most research-active faculty are relatively new to our institution and may have an incomplete understanding of how to articulate and leverage the special characteristics of SDSU that would make them more competitive for external funding. Acknowledging that the production of written narrative, while a core competency for all faculty on our campus, is labor intensive, even for the most productive writer, the committee recommends the development and hosting of a curated library of boilerplate text to support faculty efforts.

In the Appendix of this document, we include some examples of text that could be considered as a starting point for the development of a library of this type. However, the examples serve as

much to highlight the challenges and limitations of this approach, as much as they represent the opportunity. Key challenges for developing this library will include:

- Appropriate design and indexing for ease of use.
 - While some common structures might be borrowed from, for example, the management structure of NSF (i.e., Directorates-Divisions-Programs) or NIH (i.e., Institutes), creating a library where faculty could quickly find text that would be relevant to the sponsor and relevant to their project is not a trivial undertaking.
- Updating text/facts.
 - Given the dynamic nature of SDSU, accolades, statistics, demographics, even facilities and equipment availability is regularly changing. Providing static documentation creates a risk that proposers may use it “as is”, assuming that it is up-to-date. Regular review and updating of this document library would require substantial attention.
- Breadth and depth of topics
 - Represented in the following figure, the scope of potential text libraries could be substantial. Depending on the anticipated completeness of this type of resource, challenges 1 and 2 could expand to make the library unusable. Text collected could potentially address the following categories where SDSU’s HSI identity would be a competitive advantage.
 - SDSU Mission/Vision
 - Student Programs
 - Current Rankings
 - Core/Shared Facilities
 - Institutional Culture
 - Campus/Regional Demographics
 - Community Engagement
 - Characteristics, programs, accomplishments of SDSU-Imperial Valley



Resources for Students

SDSU's existing external funding support infrastructure and experience is predominantly focused on federal research and programmatic funding. In 2017-18, foundations accounted for only 5% of SDSU's total externally sponsored awards. Independent Federally sponsored undergraduate scholarships are less common, although many federal agencies support programs that enhance undergraduate experiences through sponsored internships and research experiences. Enhancing Latina/o/x student experiences through SDSU's Hispanic Serving Institution identity is likely to require a substantially different approach to meet the needs and opportunities of undergraduates and graduates, respectively.

Traditionally, SDSU Research Foundation's grant opportunity searching infrastructure serves predominantly faculty. However, additional engagement with undergraduate/graduate advisors regarding fellowship/internship opportunities could have a significant impact on participation and student success. Students interested in improving their capacity to compete for HSI set-aside fellowships should have additional access to training and mentorship to facilitate their participation.

Graduate Opportunities

Some federal agencies have set aside graduate fellowships for traditionally under-represented students (e.g., NOAA, NIH), others have full-tuition graduate fellowships for which an under-represented background could be leveraged as a competitive advantage (e.g., NSF, Department of Defense, NASA). SDSU Research Advancement already supports graduate fellowship application training with a focus on NIH F31 fellowships (which has a diversity set aside) and the NSF Graduate Research Fellowship Program, which supports many of the disciplines that have Doctoral graduate programs on campus, but which does not have a specific diversity criterion. Graduate Fellowships may be an effective target for improving capture of external funding as the benefits accrue to multiple stakeholders: 1) The student benefits from funding and training; 2) the home laboratory benefits from high-quality graduate research and avoided assistantship costs; 3) prestigious awards can influence the ranking of the graduate program and SDSU as a research institution.

Section 4: Taskforce Recommendations

This section highlights the main recommendations brought forth by the three subcommittees. These recommendations will be the foundation from which to build future changes carried out by San Diego State University in regards to embodying its HSI identity.

SDSU should provide expanded support for Employee Resource Groups (ERGs). *There are two ERGs that directly provide support to the Chicana/o and Latina/o/x community, they include the SDSU Latina Network and the SDSU LatinX, ChicanX & Hispanic Faculty/Staff Association (LCHFSA). It is recommended that the University provide financial resources to help support these ERG's in advancing the recruitment, retention, and climate for all Chicana/o and Latina/o/x faculty and staff.*

Rationale: Some of the challenges reported within the survey and interviews addressed the lack of community and the underrepresentation of Latina/o/x employees and faculty, which has led to a lack of engagement of “Hispanic” faculty and staff on campus. Due to those and other challenges, many participants recommended supporting the employee resource groups (ERGs). One participant stated, “I believe there had been a lack of community within the Latinx group on-campus and I first felt that with the re-established SDSU Latina Network. I had not realized how important it was to connect with a group of people who just understand your values and upbringing.” The employee resource groups have provided an opportunity for personal and professional connection, aptly put by a participant, “not only do I get to see people who look like me in various positions across the campus. People get to meet me and see what services I offer here.” Support for ERGs includes but is not limited to providing access to information, sharing job opportunities, supporting professional development, and ERG-based mentoring.

SDSU should clearly communicate its role as a Hispanic Serving Institution, the responsibilities associated with being an HSI and the strategies that will be implemented. *Upon completion, the final report from the HSI Task force should be presented to the SDSU community in a town hall format. There also needs to be a point of contact, Chair of HSI Affairs, in charge of continuous accountability to the commitments presented in this report.*

Rationale: It was apparent that participants yearned for communication and transparency, particularly about the findings from all the HSI task force efforts. Participants were wary of this initiative just being another survey with no real change in outcomes. Many participants expressed concerns about Chicana/o and Latina/o/x faculty and staff not having a voice on campus. They longed to see what the findings were and how they would inform strategies that would move SDSU from a Latinx-producing institution to one that truly serves its “Hispanic” community. Sharing their thoughts, concerns, and recommendations may help to strengthen relationships with Chicana/o and Latina/o/x faculty and staff that have experienced fractured trust from administration due

to empty words and initiatives. One way to support the Chair of HSI Affairs is to maintain an ongoing HSI Taskforce to assist and advise the implementation of this report's recommendations.

SDSU should require intensive, ongoing professional learning for students, faculty, and staff on Chicana/o and Latina/o/x issues and the institution's identity as a Hispanic Serving Institution. These trainings should be embedded into the onboarding of all new members of the SDSU community. The University should develop a required online module for all new students on what it means to be an HSI. The institution should also provide resources for faculty stipends on course redesign that embed issues facing Latina/o/x communities, relative to their respective disciplines. Faculty should be intentionally oriented to our HSI status, and what it might mean for their research activity during orientation week. All faculty and staff should attend an annual training on becoming an HSI and serving Latina/o/x students.

Rationale: A recurring challenge that was described in the survey and interviews demonstrated a disparity of cultural understanding among management, faculty, and staff. For example, little empathy is given to the importance of familial commitments that extend past immediate family members, particularly in multigenerational households. A respondent stated, "if we are a designated HSI, we should have cultural training around Latinx [issues]." Cultural competencies are needed at all levels for positive impact on climate. Cultural competence training can be provided through professional learning opportunities, some of which include implicit-bias training, more access to fem/mentorship, HSI informational sessions, and the Escaleras Institute. Other suggestions included further supporting the Cesar Chavez Luncheon and other cultural events that provide opportunities for enrichment and engagement. Many of the same issues that Latina/o/x students face, Latina/o/x faculty and staff also experience and yet the patience and understanding of those challenges only extends to students. Some students recommended including more bilingual/bicultural signs on campus. The Latinx Resource Center could be the foundation for many of these initiatives with the support of the larger campus environment. This support comes from being attentive to the diversity of populations and intersectional forms of self-identification that are encompassed within the Chicana/o and "Latinx/Hispanic diaspora." Understanding about cultural practices within the diaspora should also take place within the classroom through culturally relevant curricula. Moving forward it might be helpful to create a type of "Council" that includes all of the Chicana/o and Latina/o/x student organizations in order to maintain SDSU's efforts towards being more "Hispanic-serving". Faculty participation in HSI set-aside programs should be regularly tracked and programs that incentivize participation and enhance competitiveness should be implemented.

SDSU should recruit and retain more Latina/ox faculty and staff. Special attention should be given to interdisciplinary cluster hires that support Building on Inclusive Excellence criteria, particularly around Latina/o/x populations. Faculty pool proportionality should also be considered in hiring committees. The University should actively advertise all staff positions to diverse candidates. Implicit bias training should be a requirement for all members of hiring committees with annual retraining.

Rationale: Faculty/Staff to Student ratio gap must be closed and in order to develop into a Latinx-serving institution that is educationally enhancing and welcoming. There is a need for SDSU to commit to targeted outreach and in-reach of Latinx faculty and staff that includes an enhanced search committee process. Some recommendations include advertising to a larger pool of diverse candidates, training search committees on implicit bias, and tailoring job applications to compensate for candidates who are committed to and have experience working with marginalized communities. It is important to hire full-time HSI administrative staff who would be central persons to oversee Hispanic/Latinx student success: recruitment, retention, resiliency, graduation. As one participant stated, “I would like to see SDSU commit to diverse hiring practices. It is really impactful for Latinx students when they see faculty and staff that look like them.” Representation is important for many reasons, not only does it inform both how we see and how we characterize those around us, but especially how we see ourselves. It also helps people to feel connected and engaged. *Representation is also not mutually exclusive from excellence.* This is especially true in the business and science (engineering) fields on campus. There are added challenges to success for those who are unable to see positive images within their fields (and on this campus) that look like them. For those who succeed in those areas, because there are so few of them, they are further impacted with more responsibilities and a service taxation that is often called hidden or shadow service, but is directly related to student success as it includes mentorship, diversity committee membership and other support services. This particular recommendation highlights the need for targeted recruitment and retention of Chicana/o and Latina/o/x faculty and staff. Equitable compensation was another key component challenge to representation. And lastly, enticing diverse faculty and staff has no lasting impact if there are no systems in place to support and retain them once they are here.

SDSU should leverage the accessible resources available due to its HSI designation. SDSU’s HSI designation provides access to resources from federally funded programs but is not utilizing every application opportunity allocated to it, which may represent an untapped opportunity for research and programmatic funding. SDSU should focus on developing the development and hosting of a curated library of boilerplate text to support faculty efforts in their pursuit of external funding.

Rationale. SDSU has an opportunity to access research and program development resources through its HSI designation. This includes support for undergraduate and graduate students, as well as assistance for the library. Research Support can include centralized, dedicated staff support for applying for grants, as well as Graduate student funding and TAs. Undergraduate and graduate HSI set-aside funding opportunities should be collected, monitored, and regularly distributed to faculty and students. Specialized funding opportunity pages for HSI opportunities should be hosted at: research.sdsu.edu and diversity.sdsu.edu. By developing narrative libraries, SDSU will facilitate faculty participation and competitiveness for HSI and other research opportunities.. Bi-weekly HSI activities should be highlighted as part of the current

funding opportunities bulletin and/or other efforts to familiarize the campus community what it means to be an HSI research university. Furthermore, SDSU's past success for HSI programs compared to other traditional funding programs should be emphasized.

SDSU should work towards becoming a leader in Meso-American Studies, Transborder Studies and Chicana/o-Latinx Studies research. SDSU should support programs and faculty who are already doing research in these areas. There needs to be development of structures to recruit and support more opportunities for faculty and students to engage in Meso-american and transborder research in order to "honor our region" and our continued use of Aztec name. In order for these moves to be systematically meaningful, we must include substantive cluster hires across multiple Colleges and fields (linguistics, archeology, literature, cultural studies, biology, philosophy, etc) that constitute Meso-American Studies.

Rationale. SDSU has long grappled with different sets of seemingly contradictory concerns that are more interrelated than we have previously acknowledged. While once a path-breaking institution, the third university to develop a Department of Chicana and Chicano Studies in the country (after CSU Northridge and Cal State LA) 50 years ago, it has only been designated an HSI since 2012. Our campus CCS department is one of the oldest in the country and has also been instrumental in shaping each of the above fields. Faculty at SDSU across various departments have also had long-standing research and institutional relationships with colleagues and universities across the border from Tijuana to Mexico City, Oaxaca and Chiapas--the Institute for Regional Studies of the Californias and SDSU Press's participation in the Binational Press are examples of the same. Survey and Cafecito participants alike, argued that in order for SDSU to embody its HSI identity, there needs to be a concentrated effort to strengthen our research capacities in Chicana/o and Latina/o/x issues. These issues include but are not limited to Mexico-US relations and transborder life, but also food and housing insecurities experienced by Hispanic communities. In addition to these issues, our campus has also struggled coming to terms with its continued use of, and challenges to, the Aztec "mascot." We have previously taught the Nahuatl language, first in CCS, currently in CLAS, and we have been home to important Meso-American scholars, now mostly retired. More recently, SDSU has made important advances in community engagement with Indigenous communities including Mixteco and Zapoteco migrants and various Bands of the Kumeyaay Nations on whose territory our main campus resides (SDSU-Imperial Valley being at the crossroads of Kumeyaay, Quechan, and Cocopah Nations). However, the concern over the mascot remains. If we are to truly embrace and forge a new path in what it means to be a Latinx-serving university then we must become leaders in bridging knowledge about the broader Meso-American heritage (understood by archeologists as extending from Honduras to Utah) that shapes much of the cultural heritage of those communities who today are categorized as Hispanic or Latina/o/x. These are the historical commitments of the field of Chicana and Chicano Studies and should be institutionally embraced by SDSU. Such intellectual and academic research commitments, as well as community service learning projects in indigenous agricultural methods for example, would provide us a reason to embrace our campus name without the shadow that now hangs over it.

Attention to these areas of research would complement existing research agendas, enhance our HSI identity and forge a path for other HSI campuses to embrace.

All of these recommendations are interrelated and impact one another. Efforts to highlight one will also impact aspects of others. Ultimately, these are recommendations straight from the SDSU Chicana/o and Latina/o/x faculty, staff, and student community, and provide a starting point for transforming the culture and identity of SDSU as a leading transborder, Hispanic Serving research university in line with one of the priority areas of our SDSU Strategic Plan.

HSI Taskforce Membership

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Appendix

Program Examples

National Endowment for the Humanities - Awards for Faculty at Hispanic Serving Institutions

The NEH Awards for Faculty program seeks to strengthen the humanities at Hispanic-Serving Institutions by encouraging and expanding humanities research opportunities for individual faculty and staff members. Awards support individuals pursuing scholarly research that is of value to humanities scholars, students, and/or general audiences.

National Science Foundation Improving Undergraduate STEM Education: Hispanic-Serving Institutions

The Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program) seeks to enhance the quality of undergraduate STEM education at HSIs and to increase retention and graduation rates of undergraduate students pursuing degrees in science, technology, engineering, and mathematics (STEM) at HSIs.

Title III Part A Strengthening Institutions Program (SIP)

Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.

Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (Parent F31-Diversity)

The purpose of this Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research award is to enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from diverse backgrounds including those from groups that are underrepresented in the biomedical, behavioral, or clinical research workforce.

NOAA Dr. Nancy Foster Scholarship Program

The National Oceanic and Atmospheric Administration's (NOAA) Dr. Nancy Foster Scholarship Program recognizes outstanding scholarship and encourages independent graduate level research -- particularly by female and minority students -- in NOAA mission-related sciences of oceanography, marine biology and maritime archaeology, including all science, engineering and resource management of ocean and coastal areas.

Case Study

Can the SDSU-Imperial Valley submit a separate application?

We had this question come up in December 2018 for an NSF IUSE proposal, there was a team from SDSU-IV who wanted to submit and inquired as to whether they could submit one from their campus and one from the main campus. We found it is dependent on the sponsoring agency and funding opportunity. SDSU Main and SDSU-IV both have individual HSI designation letters from the US Department of Education. But in some instances only one proposal is allowed per *submitting organization* and SDSU Research Foundation is the submitting organization on behalf of SDSU, inclusive of SDSU-IV. SDSURF doesn't necessarily handle them as separate entities, rather SDSU-IV is like another college with a Dean who acts as PI - in some cases. In regards to the NSF IUSE submission, we sent an inquiry to the program officer and they did in this case allow for two submissions based on criteria outlined in the NSF interpretation.

Potential Project

Food Security, Sustainability and Indigenous Agricultural Practices in Urban Contexts

We intend to significantly enhance student success by developing curricula built around the sustainable production of food. We will prepare students for agricultural careers in which they invent effective solutions to the global food security challenge. The hands-on nature of the curricula will enhance academic excellence while providing marketable agriculture skills to feed an ever-expanding human population in a shifting climate.

We plan to significantly increase student participation in this key element of the SDSU Strategic Plan by developing lecture, laboratory, and field immersion curricula that blend indigenous agricultural methods (e.g., Mixtec Milpa methods) with novel approaches currently being employed in the burgeoning field of urban agriculture (e.g., aquaponics, hydroponics). San Diego is a rich agricultural area that provides hands-on opportunities for students and faculty; these are greatly enhanced by our binational collaborations and access to extensive farming practices in Mexico. The proposed coursework and field research will prepare students for agricultural careers where they use their knowledge and experiences to make real impacts on global and local agricultural challenges.

By creating coursework that is cross-listed between Chemistry/Biochemistry, Environmental Sciences, Foods and Nutrition, Anthropology, and Latin American Studies, we “Advance excellence in scholarship that fosters cross-unit and multidisciplinary collaborations”. Our ‘living laboratories’ will utilize advanced instrumentation and biochemical methods to enhance food quality and thus fulfill the SDSU Strategic Plan by working to “Build infrastructure essential to sustaining scholarly productivity”.

The agriculture-based curricula, Food Security internships and research projects with local and border region farming communities strongly address the mandate to “Expand opportunities for undergraduate scholarship through innovative courses, experiences and engagement”.

Community Engagement: We will build upon previous work, including internships and research projects, by an SDSU faculty member with San Diego’s K-12 indigenous-descended population and their families, and dedicate at least five 150-hour internships to projects in which our students engage with local Mixtec/Zapotec communities and three internships at local farms, tree nurseries, and community gardens. Students will also participate in the SDSU Sage Project (<http://sage.sdsu.edu/>) to assist local governments with on-going urban agriculture projects.

Diversity: When students identify culturally with a scholastic task their interest levels increase markedly. This project aims to increase the number of Hispanic students in scientific fields by demonstrating that methods developed by Latino students’ ancestors hold scientific value and can be used to solve current agricultural problems. We seek to “Increase the Retention of Underrepresented Students” by inspiring Latino students to explore agriculture sciences as a career path. Interactions between SDSU students/faculty with indigenous farmers will “Increase the Cultural Competency of Students, Faculty, Staff and Administrators”.

The project leverages binational collaborations allowing students to work with local and corporate farms and their laborers. We will follow-up with USDA FAS to include international travel in faculty/student agricultural education. To this end we will travel with lead faculty to Oaxaca, Mexico, where corn was first domesticated, to study Oaxacan landrace diversity with local indigenous leaders, faculty scientists and NGOs making intense efforts to preserve genetic traits, e.g. disease resistance, that are vital to modern hybrid corn.

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