

HSI ENVISIONING FORUM: GRADUATE EDUCATION AND THE HSRU

November 2024



UNIVERSITY OF CALIFORNIA
SANTA CRUZ



Envisioning the HSI¹: Graduate Education and the HSRU Briefing Packet

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¹ Although the U.S. Census Bureau uses the term *Hispanic* and the Pew Research Center uses both *Hispanic* and *Latino* (<https://www.pewresearch.org/short-reads/2023/09/05/who-is-hispanic/>), the UCSC HSI Initiatives use the gender-neutral term *Latinx*, while acknowledging it does not represent the significant and evolving diversity in preferences.

Alliance of Hispanic-Serving Research Universities






UCSC was a founding member of the Alliance of Hispanic-Serving Research Universities (HSRU), launched in 2022. Currently composed of 22 universities and chaired by Chancellor Larive (2024-2026), the Alliance works toward two primary goals:

- Double the number of Hispanic doctoral students enrolled at our universities
- Increase by 20% the Hispanic professoriate in our universities

HSI Initiatives Vision

UCSC will graduate Latinx and low-income students to support racial equity goals and open academic and career pathways, achieving holistic student success, seen in a **90% undergraduate graduation rate** and a **3.0 or higher grade point average** for native frosh and transfer students; parity in graduate student outcomes, seen in degree attainment and years to degree; and increasing opportunities for **high-level professional careers**.



-  UCSC HSI Initiatives Website: hsi.ucsc.edu
-  Follow us on Instagram: [@ucsc.hsi](https://www.instagram.com/ucsc.hsi)
-  Check out our Youtube channel: [@ucsc hsi](https://www.youtube.com/ucsc_hsi)
-  Join our HSI email [ListServ](#) to receive email updates about HSI events and opportunities
-  HSRU Website: www.hsrु.org

Overview: HSI at UCSC



Learning about HSI



Innovations with HSI Grants



UCSC as an Hispanic-Serving Research Institution



Alliance for Hispanic Serving Research University



Seal of Excelencia: UCSC Certification

Learning about HSI

In 2011, then-Campus Provost/Executive Vice-Chancellor Alison Galloway set the goal of UCSC becoming HSI eligible by 2015. In 2012, UCSC met the HSI federal requirement of full-time equivalent (FTE) undergraduate enrollment of at least 25% Hispanic students. Also in 2012, the HSI Task Force was established. Composed of 13 faculty and staff and one Chancellor's Undergraduate Intern, the Task Force considered what it would mean for UCSC to be an HSI; analyzed research, practice, and policy evidence; and collaborated with student researchers on a study involving focus groups with Latinx students (Cooper, Bandera, & Macias, 2014). In 2014, UCSC first applied for HSI eligibility. UCSC became a member of the Hispanic Association of Colleges and Universities (HACU) in 2015. UCSC was a founding member of the Hispanic-Serving Research Universities (HSRU) alliance, established in 2022.

Innovations with HSI Grants

Since 2015, UCSC has held nine Department of Education HSI grants (see Table 2), with one focused on supporting graduate students (GANAS Graduate). Department of Education HSI grant applications require detailed analyses of campus strengths and weaknesses shaping Latinx and low-income student outcomes. Grant activities must cite evidence of promise and draw from an identified institutional plan. At UCSC, applying for these grants has brought together cross-divisional and sometimes cross-institutional partners in designing goals, activities, and outcomes of each grant.

Each grant application outlines its goals and theory of change in a logic model. The UCSC HSI Initiatives team has used its evolving Integrated Logic Model (see HSI Integrated Logic Model section below) to unify our programs and work towards equity for students' college and career pathways through coherent and cumulative institutional transformation. This tool is also used by the UC Office of the President.

As we have implemented our Department of Education HSI grants, we have moved from “proof of concept,” relatively narrow, and exploratory interventions to a much more ambitious and potentially transformative agenda. This agenda is based on our growing capacity to generate evidence of our effectiveness, growing networks of collaborations with partners across all levels on and beyond our campus, and the full embrace of senior campus leadership.

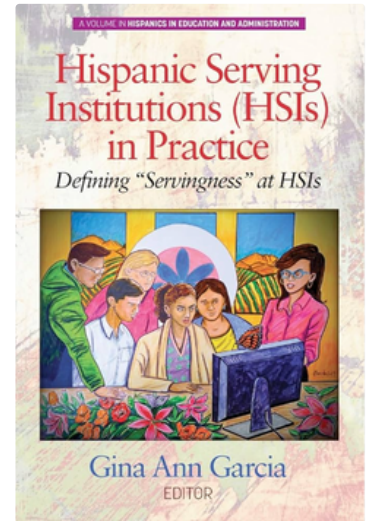
The HSRU alliance is leveraging a multi-institutional model supported by the Department of Education, Department of Energy, Department of Commerce, NSF, and NIH; this model is seen in HSRU's recently launched postdoctoral fellows program.

UCSC as an Hispanic-Serving Research Institution

A Hispanic-Serving Research Institution (HSRI) is both an HSI and an R1 doctorate-granting university, which indicates "very high levels of research activity" in the Carnegie Classification of Institutions of Higher Education. UCSC is one of less than 10 universities that is an HSI and R1, an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and a member of the American Association of Universities ([AAU](#)).

Since 2014, UCSC HSI staff, faculty, and students have presented our findings at meetings of the Alliance for Hispanic-Serving Institution Educators (AHSIE), Hispanic Association of Colleges and Universities (HACU), and the American Educational Research Association (AERA) and in research publications. In 2019, UCSC hosted the first UC-wide HSI showcase.

Our HSI Initiatives work is highlighted in five chapters in the edited book *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs* (Garcia, 2020) and other publications listed on our [HSI Website](#) and in the References section of this briefing packet.



Seal of Excelencia: UCSC Certification

The national policy organization Excelencia in Education developed the Seal of Excelencia to support and reinforce educational institutions' capacity to serve Latinx students, based on data, practice, and leadership.

Institutions that receive the Seal of Excelencia must demonstrate:

- Effectiveness and intentionality in institutional practices serving Latinx students;
- Positive momentum for Latinx students' progress;
- Dedication to transforming the institution into an environment where Latinx students thrive; and
- Leaders' strategies that articulate the institution's focus on advancing Latinx student success.



UCSC applied for and received the Seal of Excelencia in 2022; this certification is given for three years (2022-2025; [see news article](#)). In our application, we highlighted many campus practices, including our strategies for creating a transfer-receptive culture and expanding students' access to experiential learning and completion; see more by clicking on the [Excelencia website](#) and scrolling down to UC Santa Cruz. Chancellor Larive, a member of the Presidents for Latino Student Success (P4LSS), describes the value of the Seal of Excelencia for Latinx and all students at: <https://www.edexcelencia.org/seal/presidential-perspectives-seal-excelencia>.

Equity Analysis for Graduate Studies Students

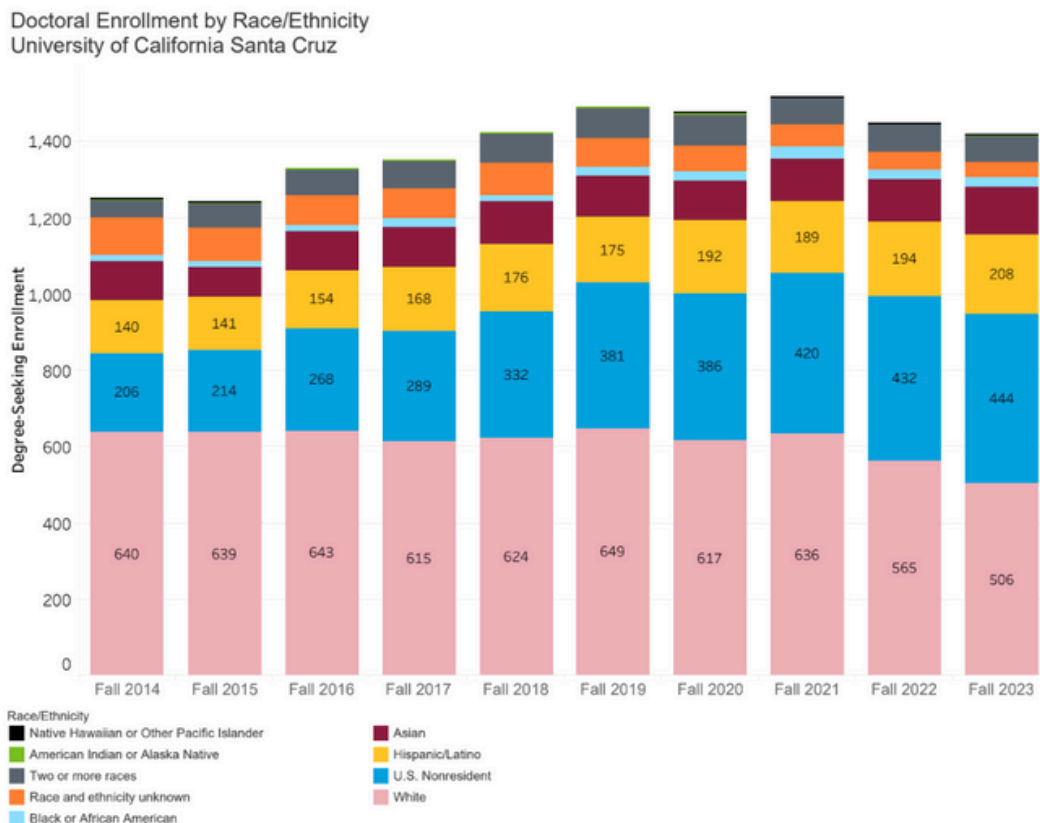
Enrollment and Demographics²

The [University of California](#) policy on reporting disaggregated data defines Underrepresented Groups (URG) as students who self-identify as African American/ Black, American Indian/Alaskan Native, and/or Hispanic/Latinx. In 2023, 17.8% (253) of UCSC doctoral students and 16.5% (88) of master's students were URG. Their race/ ethnicities were:

Doctoral Students (253)	Master's Students (88)
African American/Black: 20.9% (53)	African American/Black: 19.3 (17)
American Indian/Alaskan Native: (<10)	American Indian/Alaskan Native: (<10)
Hispanic/Latinx: 75.9% (192)	Hispanic/Latinx: 77.3% (68)

HSRU Institutional Target Setting for UC Santa Cruz³

The chart below shows UCSC data related to the goal set by [HSRU](#) to double the number of Hispanic doctoral students enrolled at our universities by 2030. The UCSC goal, based on Fall 2021 enrollment (189), is 378 Hispanic/Latinx doctoral students enrolled by Fall 2030.

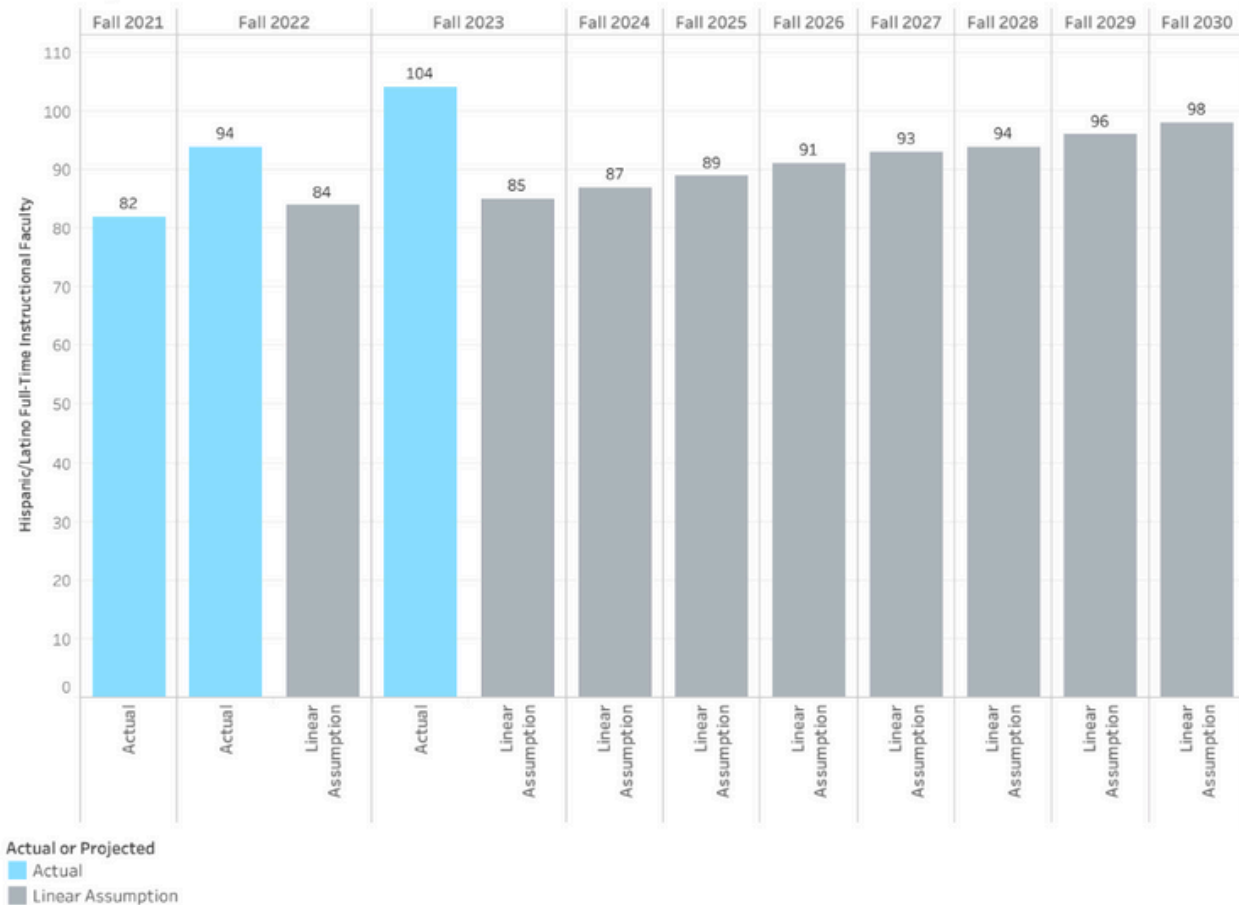


² Data from IRAPS External Dashboards: [Enrollment by Student Characteristics](#)

³ The full institutional data report can be found in Appendix 2

The chart below shows we achieved the goal set by [HSRU](#) to increase by 20% the Hispanic professoriate in our universities by 2030. In 2021, the baseline of UCSC Hispanic/Latino full-time instructional faculty was 82, making our 2030 goal 98. In Fall 2023 we surpassed this goal, as we reached 104 Hispanic/Latinx full-time instructional faculty.

Actual and Projected Faculty Goal Progress:
University of California Santa Cruz



Based on the UCOP definition of faculty and race disaggregation,⁴ UCSC increased its percentage of Latinx faculty from 12.3% in April 2022 to 13.2% in April 2024. Across the UC system, UCSC had the second highest proportion of Latinx faculty and UCM had the highest, with 15.9%.

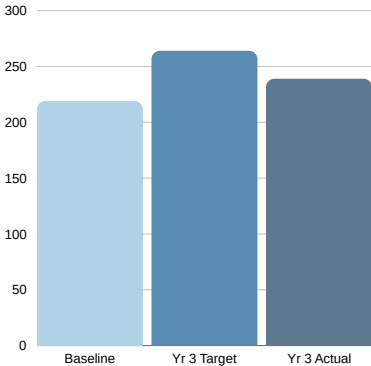
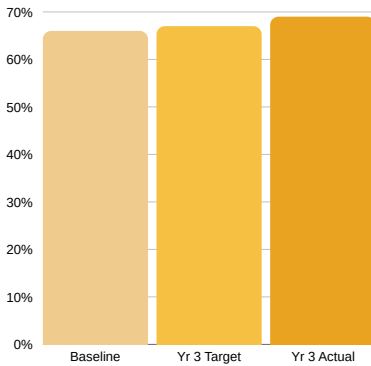
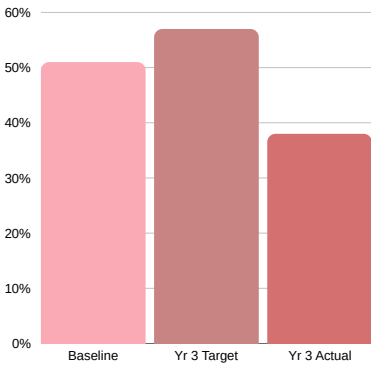
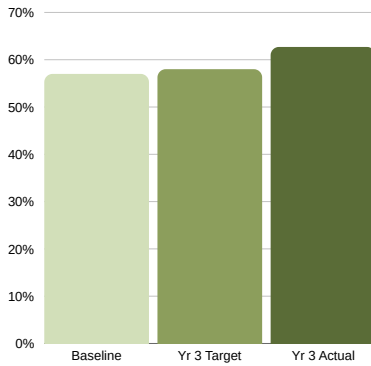
Goals for Latinx Graduate Students for GANAS Graduate Grant

UCSC’s GANAS Graduate grant set 5-year goals in relation to Latinx graduate student enrollment, writing proficiency, sense of belonging, and graduate degree completion (completion after 6 years, combining data for master’s and doctoral students). Data from the most recent annual report are seen on the next page. Baselines were set in 2019 during the writing of the grant proposal. The full GANAS Graduate Year 3 report can be found on the [GANAS Graduate webpage \(Year 3 Report\)](#).

⁴ <https://www.universityofcalifornia.edu/about-us/information-center/uc-workforce-diversity>

Measurable Objectives Summary

Presented below is an overview of the progress made towards meeting our measurable objectives through Grant Year 3 (2022-2023).

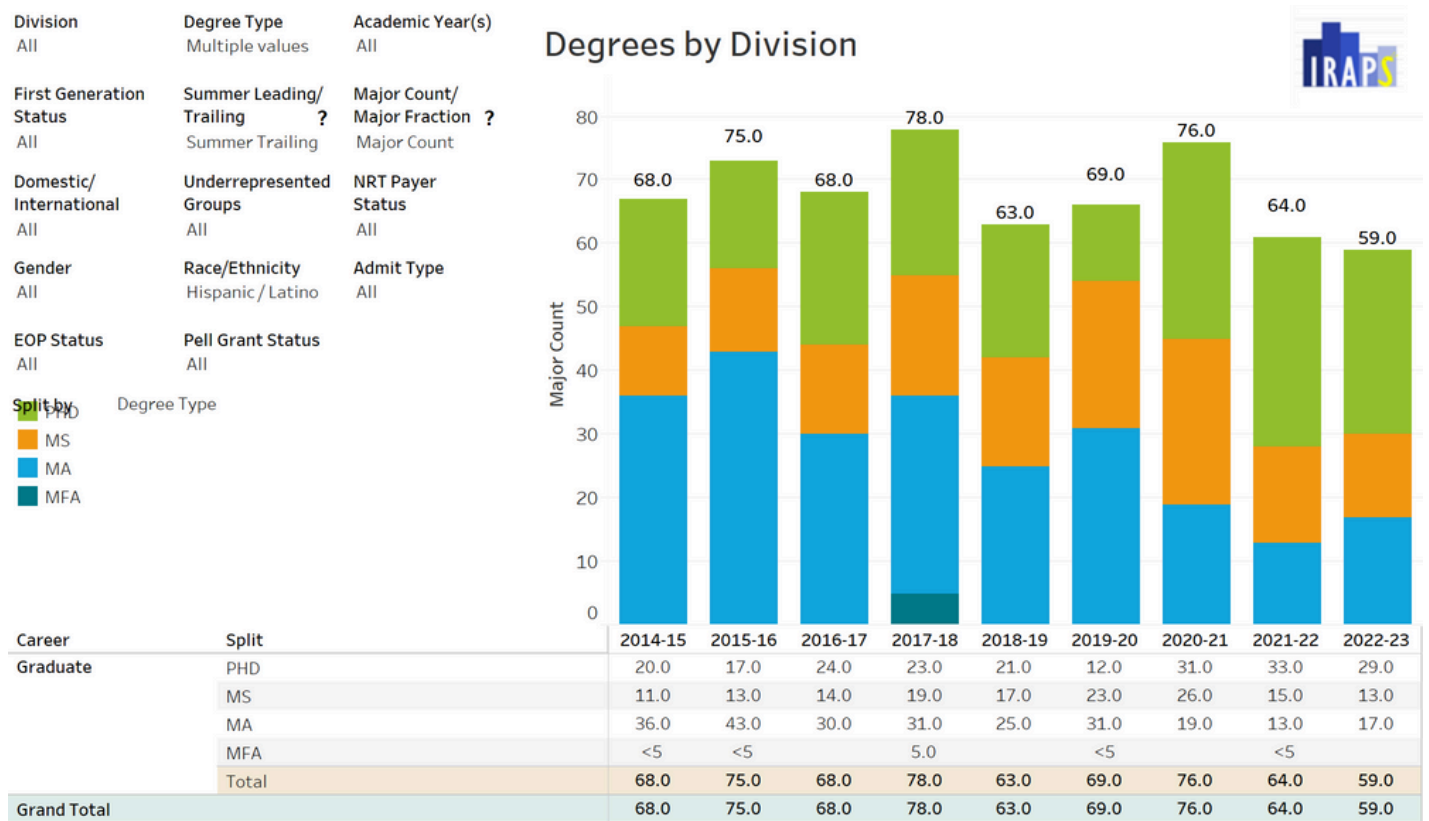
<p>Objective 1: By Sept. 30, 2025, Increase the number of Latinx graduate students enrolled at UCSC by 35%.</p> <ul style="list-style-type: none"> • Baseline: 219 • Year 3 Target: 264 • Year 3 Actual: 239 <ul style="list-style-type: none"> ◦ 9.1% increase from baseline  <p>Source: IRAPS Dashboard: Enrollment by Student Characteristics</p>	<p>Objective 2: By Sept. 30, 2025, Increase Latinx graduate students' writing proficiency by 3%.</p> <ul style="list-style-type: none"> • Baseline: 66%* • Year 3 Target: 67% • Year 3 Actual: 69% <ul style="list-style-type: none"> ◦ 3.0% increase from baseline  <p>Source: UC Graduate Student Experience Survey (2023)</p>
<p>Objective 3: By Sept. 30, 2025, increase Latinx graduate students' sense of belonging to UCSC by 12%.</p> <ul style="list-style-type: none"> • Baseline: 51% • Year 3 Target: 57% • Year 3 Actual: 38% <ul style="list-style-type: none"> ◦ 25.5% decrease from baseline  <p>Source: UC Graduate Student Experience Survey (2023)</p>	<p>Objective 4: By Sept. 30, 2025, increase graduate degree completion for Latinx students by 3 percentage points.</p> <ul style="list-style-type: none"> • Baseline: 57% • Year 3 Target: 58% • Year 3 Actual: 62.7% <ul style="list-style-type: none"> ◦ 10.0% increase from baseline  <p>Source: UCSC Academic Information System</p>

Most concerning in these data is the decrease in students' sense of belonging, seen for all students over this time period, but much greater for Latinx students than for most other race/ethnicity groups.

*Note: The original baseline of 66% was established based on an approximate statistic (two-thirds) of an average of several writing-related items on the 2017 UC Graduate Student Experience Survey. Our reporting on this objective for Year 3 is based on the percentage of Latinx students who rated their confidence in expressing ideas/arguments in a clear and concise manner as "confident/very confident" on the 2023 UC Graduate Student Experience Survey. We plan to report on this same writing question from the 2025 UC Graduate Student Experience Survey for our Year 5 reporting.

Graduate Degrees Awarded to Latinx Students⁵

The chart below shows the number of graduate degrees awarded to Latinx students.



Overall, the recent decrease reflects master's degrees awarded; there has been a general upward trend in doctoral degrees awarded since 2015.



⁵ <https://iraps.ucsc.edu/iraps-public-dashboards/student-outcomes/degrees-awarded.html>

Grants and Funding Opportunities: US Department of Education HSI Programs, UC-HSI Doctoral Diversity Initiatives, and HSRU



The U.S. Department of Education Hispanic-Serving Institutions ([HSI](#)) [Division](#) provides funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations.

The HSI Division manages three grant programs:

1. Developing Hispanic-Serving Institutions (DHSI),
2. Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA), and
3. Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM).



UCSC has received grants from all three programs. Grants have a five-year funding cycle and are not renewable. Since 2015, UCSC has received nine HSI grants, including two supplemental awards, and been a sub-awardee on one cooperative grant, totaling \$22.6M in funding across nine grants (See Table 1).

To be eligible to apply for HSI grants, campuses must complete an annual eligibility application process and 25% of their undergraduate enrollment must self-identify as Hispanic, as reported and defined by the Integrated Postsecondary Education Data System ([IPEDS](#)).



Other federal grant programs, such as the [National Science Foundation](#), [National Endowment for the Humanities](#), and [US Department of Agriculture](#) have programs for HSI-eligible institutions. HSI eligibility is explicitly recognized in other grant opportunities that target some or all seven [Minority-Serving Institutions](#).

The University of California Office of the President launched the [UC-HSI Doctoral Diversity Initiatives](#) in 2019. These aim to enhance faculty diversity and pathways to the professoriate from California HSIs.

The [Alliance of HSRU](#) seeks public and private partnerships. Crossing Latinidades grants from the Andrew Mellon Foundation were awarded to Catherine Ramirez (LALS) and Kirsten Silvia Greuz (Literature) from the Crossing Latinidades consortium, the forerunner of the Alliance of Hispanic-Serving Research Universities.

Led by Chancellor Cynthia Larive, UCSC hosted the first [HSRU Virtual Summit](#), in May 2023. Led by the HSRU and Chancellor Larive, UCSC also hosted [Supporting Hispanic Women in Physical Sciences and Engineering](#) conferences in June 2023 and [August 2024](#), funded by the Henry Luce Foundation.

Table 1: UCSC UC Doctoral Diversity and Crossing Latinidades Funding

Year Awarded	Project Title and Faculty	Primary Activities
2022-2024 Mellon Foundation	Crossing Latinidades Catherine Ramírez (LALS)	Research working groups will explore the theme of “bioprecarity,” or the physical experiences of vulnerability and risk among Latinx immigrants in the United States; Graduate student fellowship program and Summer Institute hosted by the University of Illinois, Chicago and overseen by the LALS department
2022-2024 Mellon Foundation	Crossing Latinidades Kirsten Silva Gruesz (LIT)	Research working groups will focus on the theme of the Latinx past, combining archival research methods with literary and historical analysis;
2024-2025 Mellon Foundation	Continued by the University of Illinois, Chicago, and overseen by the LALS department Catherine Ramírez (Chair LALS)	Graduate student fellowship program and Summer Institute hosted by the University of Illinois, Chicago, and overseen by the LALS department
2020-2021 UC: DD HSI	Preparing for Faculty Careers in the Biomedical field Camilla Forsberg (Biomolecular Engineering) Lindsay Hinck (MCD Bio)	A program focused on graduate students enabling a complete and cohesive career development pipeline for minority students in the biomedical sciences
2020-2021 \$75,000 UC: DD HSI	LALS FUTURE FACULTY PROGRAM Patricia Pinho (LALS)	Offered doctoral students the chance to participate in an eight-week summer publishing institute and a full-day job market preparation workshop
2022-2027 \$350,000 UC: DD HSI	Pathways to the Professoriate in the Arts and Humanities Celine Parreñas Shimizu (Dean Arts) Jasmine Alinder (Dean of Humanities) Arts Research Institute (Irene Polic) Managed by The Humanities Institute (Holly Unruh)	<i>Pathways to the Professoriate in the Arts and Humanities</i> is a cross-divisional initiative providing a suite of services designed to prepare graduate students in the Arts and Humanities from historically underrepresented groups to go on to the professoriate. Practices such as mentoring, research experiences, and programs that connect students to faculty, as well as offer opportunities for deep engagement, have been shown to have a positive impact on student performance and retention, particularly for underrepresented students. In line with these findings, the program is designed to provide students from UC Santa Cruz and our regional partner HSI, CSU Monterey Bay, with faculty mentorship, summer research experiences, and professional development workshops at key points leading up to and during their graduate careers.
2023-2027 \$350,000 UC: DD HSI	Diversifying the Social Science Future Faculty Program Patricia Pinho (LALS)	Building on the success of the “LALS Future Faculty Program” (funded by a 2022-2023 HSI-DDI Small Grant), this large grant expands on the two main interventions of the pilot program (Job Market Workshop and Summer Publishing Institute) and adds a Grant Writing Lab (GWL). The program scales up to serve underrepresented students from across the Social Sciences Division at UC Santa Cruz who conduct or are planning to conduct interdisciplinary research. During the 5-year period, we anticipate serving a total of 125 trainees (i.e. students trained through direct participation in the workshops: 25 in the SPI, 50 in the JMW, and 50 in the GWL) plus 200 attendees (i.e. students who attend the informational sessions of each of these three interventions).

Table 2: UCSC HSI Department of Education Funding Overview 2015-2024: Total \$22.6 M

Year Awarded	Project Title	Primary Activities	Examples of Impact, Sustainability, and Discontinued Activities
<p>2015-2020 \$2.6 million DHSI</p>	<p>Maximizing Achievement Through Preparedness and Advising (MAPA): MAPA Abstract</p>	<p>College Algebra (Math 2) Redesign; Summer Reading Institute: WORD (Writing Originating in Reading and Dialogue); Deepening Holistic Coaching/Advising via Crossing the Finish Line (CFL) programs working with stop-out students and those denied graduation; iMAP program targeting second-year EOP students in academic difficulty; Sense of Belonging Family Program; Multicultural Advising Conference</p>	<p>Impact: Course redesign decreased no-pass rates by 50% and served as a foundation for campus redesign efforts. WORD students reported greater confidence they had the academic skills to succeed at UCSC. Many students consider EOP a “lifeline”, essential to their success at UCSC. Sustained: The redesigned Math 2 has continued to be taught, with active learning and embedded tutoring; it now includes ACE integration. Metacognitive reading strategies similar to those piloted in WORD are incorporated into the Academic Literacy Curriculum. Expanded Coaching was maintained for one year in a Slug Success pilot project. CFL programs were folded into College advising practices. El Centro Coordinator position has been sustained by campus funds since 2019. Recordings of Multicultural Advising Conference Interactive Theater became part of online professional development for campus advisors. Discontinued: Crossing the Finish Line EOP programs, EOP iMap Program, Regional Family Conference (bilingual family program), and WORD Summer Program. Year 5 Grant Summary</p>
<p>2015-2020 \$1.2 million Subawardee of SJCC-DHSI</p>	<p>Cultivamos Excelencia Undergraduate Scholars Program: Cultivamos Abstract</p>	<p>San Jose City College (SJCC) Research Scholars; SJCC cross-enrollment course and cross-campus Holistic Advising; Dia de la Familia: Saturday conference for prospective SJCC students and their families</p>	<p>Impact: 100% increase in transfer students from SJCC over the grant period. Sustained: Cross-campus advising, Dia de la Familia, waiving cross-enrollment fees, Transfer Champion professional development for faculty and staff. Discontinued: Cultivamos Scholars Program housed at SJCC, cross-enrollment courses taught at SJCC. Year 5 Grant Summary</p>
<p>2016-2021 \$5.7 million HSI STEM</p>	<p>Science Education & Mentorship in Latino Lives in Academia (SEMILLA): SEMILLA Abstract</p>	<p>College Math Academy (CMA) pre-calculus course redesign, development of College 3L, embedded advising and tutoring; Career Development and Writing (expanding and creating new STEM Diversity services); Holistic Advising & Support: Expanding Early Alerts via LSS tutoring and EOP STEM counseling; SEMILLA Scholars 1st-year cohort programs for PSci majors (Frosh); EOP</p>	<p>Impact: Math 3 students in College Math Academy (CMA) showed lower no-pass rates by 50%. CMA students were more likely to declare STEM majors than matched peers. Students’ participation in ACE and LSS programs predicts higher grades and pass rates. Many TLC programs that began as partnerships in SEMILLA have sparked a culture shift that supports faculty and graduate students and their teaching. Sustained: Oakes College continues teaching College 3L, a CMA component. Math 3 sustainability includes similar resources described above for Math 2. Embedded course advising through four EOP STEM counselors and RISE Scholars Program (formerly SEMILLA Scholars), ACE Engineering course support,</p>

		STEM Transfer Early move-in, expanding Engineering Academy and transition into 1st-year cohort program; Professional development for STEM faculty and TAs.	LSS expanded tutoring programs and training for tutors, Expanded Baskin Engineering Excellence Scholars (BEES) Program (formerly Engineering Academy); TLC Education Specialist; Graduate Student Equity Pedagogy Workshops; and STEM Hub that hosts LSS tutoring in the Science Library. Discontinued: EOP, LSS, ACE, STEM Diversity, and MEP did not receive full funding to maintain all of their SEMILLA services, constraining their ability to continue or expand them. CMA, EOP STEM Transfer Academy, Transfer Jump Start Program, and 2-unit STEM career exploration college course all ended when SEMILLA funding elapsed. Year 6 Grant Summary
2019-2021 \$149,798 HSI STEM Supplemental	SEMILLA Teach Abstract	Funding for Cal Teach students to address financial barriers; Expanded Education Research Internship; Mathematics course shells for upper-division Math courses	Math course shells for upper-division courses are available for all faculty and were scaled to more courses in the Department. The expanded programs in Cal Teach and Education Department undergraduate research opportunities were not sustained.
2020-2021 \$98,246	SEMILLA Remote Abstract	Collaborative project with EOP, LSS, and ACE in response to the COVID-19 pandemic; activities supported remote learning and tutoring services.	Summer ACE Support has continued; other sustained activities are described above. Many activities were specific to remote instruction, so sustainability was not needed once UCSC returned to in-person instruction.
2020-2025 \$3 million PPOHA	Graduating and Advancing New American Scholars (GANAS) - GANAS Graduate Pathways Abstract	Graduate Pathways: Summer Research Program and Graduate School + Career Pathways Courses Graduate Completion: Graduate Services Counselor, Doctoral Summer Bridge, graduate student writing support (VOCES), disciplinary first-year experience courses, Education master's degree/ credential support	Still in grant funding years
2020-2025 \$3 million DHSI	Graduating and Advancing New American Scholars (GANAS) - Career Pathways: GANAS Career Abstract	Math 11A and 11B course/curriculum redesign; Supplemental Instruction; GANAS Internship program to increase career advising, internship opportunities, and financial literacy; collaboration to build institutional capacity through coaching and support to faculty and departments ("Departmental Selfie")	Still in grant funding years

<p>2022-2027 \$3 million DHSI</p>	<p>Cultivamos Excelencia: Cultivamos Excelencia 2022 Abstract</p>	<p>Community College Partnership Program, including cross-campus advising and summer transition program; Transfer Coherence: Academic Department workshops and summits; Transfer Research Scholar: paid research positions for transfer students</p>	<p>Still in grant funding years</p>
<p>2024-2029 \$3 million DHSI</p>	<p>Centering Undergraduate Latinx Thriving with University Racial- Equity Action (CULTURA): CULTURA Abstract</p>	<p>Strengthening Latinx Student Servingness Campus Hub El Centro with workshops, student Equipo team, and expanded bilingual programs for current and prospective student families; Latinx Student Success partnering across campus for holistic supports and validating experiences; Health Profession Pathways creating an ambassador program for local community college students, peer mentoring, and articulation summits; HSI Servingness Internships, with student position to help connect research and practice</p>	<p>Still in grant funding years</p>

GANAS GRADUATE PATHWAYS

GRADUATING AND ADVANCING NEW AMERICAN SCHOLARS

Year 4 | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

The GANAS Graduate Pathways project has been designed to unleash the potential of UCSC as a public Hispanic-Serving Research Institution (HSRI) by implementing **five** project interventions along the academic pipeline towards graduate degree completion.

Interventions are strategically positioned to **overcome institutional barriers and equity gaps** that impede the academic success of Latinx, low-income, and graduate students of color in the areas of preparation, retention, advancement to candidacy, and degree completion.

Grant Objectives

1. Increase the number of Latinx graduate students enrolled at UCSC by 35%
2. Increase Latinx graduate students' writing proficiency by 3%
3. Increase Latinx graduate students' sense of belonging by 12%
4. Increase graduate degree completion for Latinx, low-income and graduate students of color by 3%

Grant Components:

Graduate Student Counselor (GSC)

This year the GSC served over 70 unique graduate students across 81 holistic counseling appointments, drop-in hours, and group advising events. Advising appointments addressed academic and non-academic barriers that impede transition and degree completion such as financial and basic needs challenges, making connections to campus and community, and balancing familial/personal responsibilities, among others.

**GSC Appointments
Completed: 237***

"More than just financial help you made me feel so affirmed and comfortable as a person of color in Santa Cruz. I normally wouldn't schedule a meeting and open up about real concerns I have, but having an outlet especially for people of color provided such a necessary safe space. I feel like you understood my background, reasons for financial decisions, and there was absolutely no judgment."

- Graduate Student, 2024

Doctoral Summer Bridge (DSB) Program

During this year's program, 4 graduate student mentors delivered and led culturally relevant events and workshops to support a record 21 new students in their transition to graduate school. The 2024 GANAS DSB program featured collaborative efforts from 20 campus partners over the course of the week-long program. The graduate division generously supported all 21 GANAS DSB scholars with participation stipends totalling \$10,500 in direct student support.

Students Served: 48*

Grant Overview

Grant Type*: Title V, Part B, PPOHA: Promoting Postbaccalaureate Opportunities for Hispanic Americans

Grant Cycle: Oct. 2020 - Sept. 2025

Grant Year 4: Oct. 2023 - Sept. 2024

Grant Funding Amount: \$2,997,591

*Title V, Part B, PPOHA: 1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education.

Key Partners

- Cal State Monterey Bay
- Division of the Arts - Art Department
- Education Department
- Educational Opportunity Programs
- The Writing Center
- Division of Graduate Studies
- Merrill College



VOCES Graduate Student Writing Center

This year VOCES continued offering writing tutoring sessions led by trained graduate student writing tutors who served 125 graduate students through 257 one-on-one consultations, 233 writing group visits, and 130 visits across workshops and retreats. Additionally, VOCES launched Ponte Las Pilas job market workshop and the writing together workshop series, aimed at providing practical writing tips to graduate students across all stages of the graduate student experience.

Students served: 401*
via 1,170 1:1 appointments

“As a first-year graduate student, I found the workshops extremely helpful. As someone who has a difficult relationship with writing, I found the process of journaling important to finding joy in writing. The ways that Dr. Saavedra talked about the writing process and finding my voice in my writing have empowered me to write more often...”

- Graduate Student, 2023

Graduate First-Year Experience (FYE) Course

Two FYE courses (Education 235; Lit 200B Proseminar) were taught in the Fall 2024 to 14 graduate students across both course offerings. Film 200A Taught by Jenny Horne served 4 graduate students in Spring 2024.

Students Served: 22*
FYE Courses: 5*
Faculty Involved: 25*

Latinx Initiative for Future Teachers (LIFT)

This year the program supported 9 Education Masters/Credential students as part of LIFT Scholars, all 9 students funded by GANAS Graduate Pathways. Students were additionally supported with specialized student-centered workshops and group meetings meant to prepare them for credentialing exams and mentorship from local educators. The program also hosted a speaker series featuring one guest speaker who presented on “Radical Mental Health First-Aid” sharing their journey and experiences as an educator of color, and the importance of culturally sensitive engagement.

Students Served: 43*



Navigating Graduate School Application Process Course Series

This year, MERR 35A & MERR 35B successfully supported 12 students in the Fall and 21 students (including additional campus community members auditing the course), respectively. The curriculum focused on helping students further explore graduate school programs and prepare their application materials for submission. Navigating the Graduate School Application Process Course Series was sunset by GANAS Graduate Pathways in Summer 2024 with GANAS Careers taking on the final year of this grant activity through 2025.

Students served: 51*

*Denotes cumulative numbers from years 1-4 of the grant

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GANAS CAREER PATHWAYS

Year 4 | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

Grant Overview

Grant Type: Title V, Part A*

Grant Cycle: Oct. 2020 - Sep. 2025

Grant Year 4: Oct. 2024 - Sep. 2025

Grant Funding Amount: \$2,999,997

*Title V, Part A Funding: Assist HSIs in expanding educational opportunities for and improving the attainment of Hispanic students. Grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

The GANAS Career Pathways grant strives to support Latinx, low-income, and underrepresented students by removing barriers that impede their success at UCSC and by **preparing** them for **rewarding careers** once they graduate. The goals were developed to improve students' academic and career outcomes while building UCSC's institutional capacity to increase racial equity and eliminate equity disparities. Following are outcomes to date; please note all data in yellow boxes are cumulative counts.

Goals to Increase

- Achievement and equity in Calculus
- Achievement and equity in gateway STEM courses through co-curricular Supplemental Instruction (SI)
- Career advising, internship opportunities, and financial literacy of Latinx, low-income, and underrepresented students
- Equity outcomes by identifying and improving departmental practices and policies

Grant Components

Redesigning Calculus in the Life Sciences - Math 11A & 11B

Grant faculty implemented a comprehensive overhaul of curriculum and pedagogy. Faculty and Graduate Students were trained and supported in adopting the framework, strengthening the consistency and coherence in students' academic pathways.

Redesigned courses: 13
Students served: 1596

Group	Baseline Passing Rate	2022-23 Overall Passing Rate	Change from Baseline	2023-24 Overall Passing Rate	Change from Baseline
Math 11A Latinx	60.1%	68.0%	+7.9%	67.2%	+7.1%
Math 11A EOP	63.4%	64.6%	+1.2%	73.8%	+10.4%
Math 11B Latinx	70.6%	92.9%	+22.3%	79.0%	+8.4%
Math 11B EOP	72.6%	89.2%	+16.6%	75.5%	+2.9%



Math Summit

For three years, the HSI staff and Mathematics Department engaged in collaborative discussions on inclusive curriculum and equity-minded practices.

Graduate Students, Staff, and Instructors served: 102

"Facilitating teaching teams, implementing projects, applications matter!"

- Math Summit Graduate Student 2024

Department and Practitioner Inquiry as a Driver of Change ("Departmental Selfie")

The HSI Initiatives, Teaching and Learning Center (TLC), and Institutional Research, Assessment, and Policy Studies (IRAPS) have teamed together to develop and deliver a workshop series to support Student Success and build our institutional capacity by:

- developing interventions in practices and policies to mitigate inequality;
- producing annual reports of disaggregated data that map students' progress along academic milestones and points of intervention; and
- evaluating interventions to improve departments' capacities to make positive impacts on equity outcomes.

Departments served: 6
Computational Media and
Computer Science & Engineering

Career Pathways Internship Program and Financial Literacy Coaching

Career Success coordinated two unique internship programs, one of them being the GANAS Career Internship Program. The staff outreached to Latinx, low-income and underrepresented students and provided support with the application and interview processes for both programs.

Students served: 91

GANAS Career Interns received a scholarship along with coaching on career readiness and financial literacy. The career readiness skills covered are foundational in preparing students for success in the workplace. In this grant year, mentors rated their interns as having on average a .5% increase in these skills over the course of their internship.

Supplemental Instruction and Leadership Program

Supplemental Instruction (SI) prepares and assigns highly trained student leaders to provide small-group sessions to support students with *how* and *what* to learn in gateway STEM courses.

Equity gaps in pass-rates between EOP and non-EOP students were smaller among students who participated in SI compared to their peers who did not participate in SI.

The SI leadership program utilizes high-impact practices and professional competencies established from the National Association of Colleges and Employers (NACE). Our pre-post survey analysis exhibited that the trained leaders gained confidence in communication, equity and inclusion, and leadership.

NACE Career Readiness Competencies*

- Career and Self Development
- Communication
- Critical Thinking
- Equity and Inclusion

*These apply to both the Supplemental Instruction and Internship Programs

Sections: 49
Students served: 1902
Students employed: 112

"It's more of a feeling than any action. [My mentor is] very friendly and supportive...I feel so much more comfortable as a person and that carries on into my session. Additionally, they showed me what successful strategies for learning were, and I incorporated them into my own sessions. Those things made me a stronger tutor..and an amazing mentor."

- SI Leader on their Mentor and the Leadership Program, 2023

Summer Introduction to Undergraduate Research Program (SIURP)

This year's program was planned, organized, and coordinated by 5 graduate student mentors, 1 graduate student program fellow, and HSI staff support. The program engaged students in a series of workshops, presentations and events designed to introduce them to research methods, graduate school pathways, and research opportunities at UCSC. The SIURP was sunset following the successful completion of the 2024 program.

Students served: 79
61 UCSC | 15 CSUMB | 2 Cabrillo | 1 Hartnell



Sections: 3
Students served: 78

Careers in the Creative Economy (ART 177)

This year the course served 27 students and hosted 6 guest speakers in creative fields to provide students with opportunities for networking and teachings about the possibilities of careers in the arts. After three successful years, Careers in the Creative Economy Course is now funded by GANAS Career as of summer 2024.

"...Getting to hear individuals who also struggled with their career choices or personal setbacks is so crucial, especially to students like me who are first-generation and are learning how to manage this college lifestyle. Getting to have dinner with Davidra Jackson was one of the highlights of my quarter as I got to hear her personal growths and struggles with such authenticity, it makes me believe in myself a little more."

- ART 177 Student, Spring 2024



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CULTIVAMOS EXCELENCIA

Year 2 | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

Grant Overview

Grant Type: Title V, Part A*

Grant Cycle: Oct. 2022 - Sept. 2027

Grant Year 2: Oct. 2023 - Sept. 2024

Grant Funding Amount: \$2,999,941

* Title V, Part A Funding: Assist HSIs in expanding educational opportunities for and improving the attainment of Latino students. Grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

The Cultivamos Excelencia project will build a **transfer receptive culture** for Latinx and low-income community college students to **thrive in their transfer pathways** to the University of California, Santa Cruz, and beyond, opening opportunities to graduate studies.

UCSC, a national leader as a Hispanic-Serving Research Institution, seeks to create systemic change that will improve and streamline transfer pathways and the lives of our local community college students to address issues of inequities of transfer, graduation, and advancing to graduate studies rates.

Grant goals to increase:

1. Latinx students' transfer rates by 41%
2. Latinx transfer students with intentions for graduate study by 3%
3. Latinx transfer students' sense of belonging by 5%
4. Latinx transfer students' graduation rates by 5%

Grant Components

Community College Partnership Program

This initiative aims to build early relationships with students through mentorship and programming that will serve them prior to transfer, during their admission, and through their transition to UCSC.

CCPP consists of four components:

1. Advising for prospective and admitted transfers

As part of CCPP, staff and student leaders are available to provide prospective students and their families with general one-to-one advising and events to support navigating the process of transferring to UCSC. For example, during our Dia de la Familia event, prospective students and their families are able to visit UCSC, attend info sessions, and begin to build connections with other prospective transfer students. Upon admission to the university, students continue to receive support through one-to-one counseling and our Fall Early Move-in Orientation.

2. Transfer Scholars Pathways (Pre-Transfer)

This year the program served 177 local community college students through information workshops, events, and one-on-one mentorship from a current UCSC transfer student to receive direct guidance on goal setting, path exploration, and navigating the UC application process.



What students and families said were the most important things they learned at Dia de la Familia:

"That I am not alone and that there's plenty of opportunity at a UC and it's possible as a first generation low income learning disabled LGBTQIA Latina"
- Transfer Student, 2024

"That it's okay to fail because you will think about it and will keep trying and to fail early instead of failing late or asking questions and don't be shy"
- Family Member, 2024

TSP has served 200* SJCC, Cabrillo, and Hartnell students interested in applying to UCSC

3. Summer Transition Program (Admitted Transfer Students)

Over the course of four months, the program served 87 students via four events and one-on-one mentorship with a current UCSC student to receive direct guidance on acclimating to the quarter system and assistance with financial planning, navigating the campus, balancing family responsibilities, and making intentional connections with resources and opportunities.

Both TSP and STP provide a balance of intentional mentorship, counseling, and programming.



STP has served 105* UCSC incoming transfer students

"I think that if I wouldn't have done that program, I would have been super lost. I think that I would have maybe still been able to kind of like, you know, like graduate, like make it throughout the quarters. But it would have definitely been extremely more like heavy, like just like a heavier burden to carry..."
- STP participant, 2024

4. Transfer Champions: Staff & Faculty Professional Development

This is a program that works closely with UCSC staff across multiple departments and programs to foster community and collaboration with others invested in reimagining educational structures that have historically sustained racism, and actively working to create racially equity at UC Santa Cruz. As part of the program, UCSC staff gain tangible strategies for centering, serving, and supporting transfer students and create a project to implement in their individual department designed to improve outcomes for community college transfer students of color.

Transfer Coherence

This component partnered with academic departments to review qualitative and quantitative data to take action to increase transfer students success.

Departments served: 13*

Actions that were taken included developing a Transfer First-Year Experience course, launching fall faculty and new transfer student mixers, and completing an articulation analysis across all California Community College and departmental lower division courses.

Undergraduate Research and Graduate Pathways

The Research Scholars Program provides paid research internships and graduate pathways support to transfer students. This year we hired 5 graduate students into program coordination and mentor positions, and placed 12 transfer students into on-campus research internships.

Students received 1-on-1 mentoring from faculty and grad student mentors, assistance in navigating the graduate school application process, and up to \$4,000 in research internship compensation. The program culminated with a research symposium event in which students presented their research projects in front of an audience surrounded by their families and program staff.



32* UCSC transfer students served to date

*Denotes cumulative numbers from years 1-2 of the grant



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CULTURA

Year 1 | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

The Centering Undergraduate Latiné Thriving with University Racial-Equity Action (CULTURA) project will support UCSC's commitment to **student success and equity** with structural and cultural changes, data-driven decisions, and **students' voices** to reverse post-pandemic declines in Latiné enrollment (transfer), retention, and graduation rates.

Institutional gaps addressed by the grant:

1. Increase retention and graduation rates for Latiné students.
2. Improve campus climate and sense of belonging for Latiné students.
3. Increase Latiné transfer student enrollment from partner community colleges.
4. Improve institutional capacity by increasing coordination and integration among campus supports, use of data systems, and visibility of UCSC HSI identity.

Grant Overview:

Grant Type: Title V, Part A*

Grant Active Dates: October 2024 - September 2029

Grant Year 1: October 2024 - September 2025

Grant Funding Amount: \$2,999,987

* Title V, Part A Funding: Assist HSIs in expanding educational opportunities for, and improving the attainment of, Hispanic students. Grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Key Partners

- Chicana/Latinx Resource Center "El Centro"
- Collaborative Research for Equity in Action (CREA) lab
- Global and Community Health program

Grant Components:

1. Strengthening El Centro: Expanding programs and internships at the Latiné Student Servingness Campus Hub, including bilingual service offerings for families and prospective students.

2. Latiné Student Success: Coordinating holistic coaching and advising services, warm handoff processes, and increasing validating experiences.

3. Health Professions Pathways: Holding articulation summits with community college faculty, with UCSC student ambassadors' outreach to community college students and providing peer mentoring for new transfer students interested in healthcare careers.

4. Servingness Research Internships: Offering robust research training opportunities for undergraduates and informing new research on student success within HSIs.



Grant goals to increase:

1. Increase Latiné students' retention rates by 5% and the number of graduation Latiné students who graduate by 10%.
2. Improve campus climate and sense of belonging by 5% for Latiné students.
3. Increase Latiné transfer student enrollment in Health Pathway majors by 421%.
4. Increase integration among campus partners by 10%.

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Inputs	Servingness Activities Theories of Change: Hurtado et al. (2012); Dowd & Bensimon (2015); Hallett et al. (2021); Herrera & Jain (2013); Garcia (2019)	Outputs Equity Analysis	Short- and Intermediate-Term Outcomes Equity Analysis	Long-Term Outcomes Student and Institutional Outcomes Equity Analysis
<p>Resources</p> <ul style="list-style-type: none"> • U.S. Department of Education, UC system and UCSC focus on equity research, policy, and practice • Growing population of high potential Latinx and low-income students represent CA demographics • Engaged faculty, staff, administrators, students, and families • UCSC advising and support programs • Community college partners • Undergraduate and graduate research opportunities • Academic departments <p>Needs and Challenges</p> <ul style="list-style-type: none"> • Pandemic challenges • Low-performing K-12 schools • Underprepared faculty, staff, and institutional infrastructure • Institutional barriers 	<p>Math, Writing, and STEM Pathways</p> <ul style="list-style-type: none"> • Redesigned equity-focused courses <p>Holistic Advising and Support</p> <ul style="list-style-type: none"> • Holistic advising, financial literacy, STEM success cohort programs, academic skills sessions, tutoring, Supplemental Instruction <p>Sense of Campus Belonging</p> <ul style="list-style-type: none"> • Family orientation and welcome programs, peer cohort programming, El Centro Latinx Hub <p>Transfer Pathways</p> <ul style="list-style-type: none"> • Transfer and summer transition programs, Cross-campus advising and mentoring, articulation summits <p>Career Pathways</p> <ul style="list-style-type: none"> • Internships, career coaching, research experiences, experiential learning, career exploration courses <p>Graduate Student Pathways</p> <ul style="list-style-type: none"> • Navigating Graduate School Application and First-Year Experience courses, Holistic coaching, Doctoral Summer Bridge, VOCES Graduate Student Writing Center, Latinx Initiative for Future Teachers <p>Professional Development, Department and Practitioner Inquiry, Communities of Practice, and Equity Research and Evaluation</p> <ul style="list-style-type: none"> • HSI Fellows, Departmental Selfies, Transfer Success workshops, Transfer Champion work group, Advising Community of Practice 	<p>All Activities</p> <ul style="list-style-type: none"> • # attending • Who came? • Who was missing? <p>Disaggregated by race-ethnicity, first-generation, gender, and low income (eligible for Educational Opportunity Programs/EOP)</p>	<p>Increase Grades and Passing Rates</p> <p>for redesigned and downstream courses</p> <p>Increase Persistence and Year-to-Year Retention</p> <ul style="list-style-type: none"> • # declaring STEM majors, UCSC GPA and courses at/above 3.0 <p>Increase Sense of Campus Belonging</p> <ul style="list-style-type: none"> • Lower perceived prejudice and social identity threat <p>Transfer Pathways</p> <ul style="list-style-type: none"> • # Transfers applying and enrolling from partner community colleges <p>Career Pathways</p> <ul style="list-style-type: none"> • Increase National Association of Colleges and Employers (NACE) Career Competencies, # graduate school applications, research experiences, STEM identity <p>Graduate Student Pathways</p> <ul style="list-style-type: none"> • Increase writing proficiency and career preparation • Decrease financial and food insecurity <p>Mentoring and Teaching Practices</p> <ul style="list-style-type: none"> • Increase practitioners' culturally relevant strategies <p>Presentations and Publications</p> <ul style="list-style-type: none"> • Faculty, staff, and graduate and undergraduate students 	<p>Graduation and On-Time Graduation Rates Increase</p> <p>Transfer Pathways Increase</p> <ul style="list-style-type: none"> • # from partner community colleges • 2- and 4-year graduation rates <p>Career Placement</p> <ul style="list-style-type: none"> • Increase earnings, alumni placement <p>Graduate Enrollment and Degrees Increase</p> <ul style="list-style-type: none"> • # Latinx undergraduates from UCSC and CSUMB enrolled in graduate school • Latinx and graduate students of color enrolled and completing graduate degrees at UCSC <p>Disrupting Institutional Barriers to Equity</p> <ul style="list-style-type: none"> • Increase Equity-minded faculty • Staff and faculty sustaining holistic support • Professional development with Faculty and Teaching Assistants • Teaching-Learning Communities • Waiving fees for cross-enrollment of community college students at UCSC • Campus data dashboard and coaching for equity analysis • Revised Academic Literacy Curriculum

Integrated Logic Model References

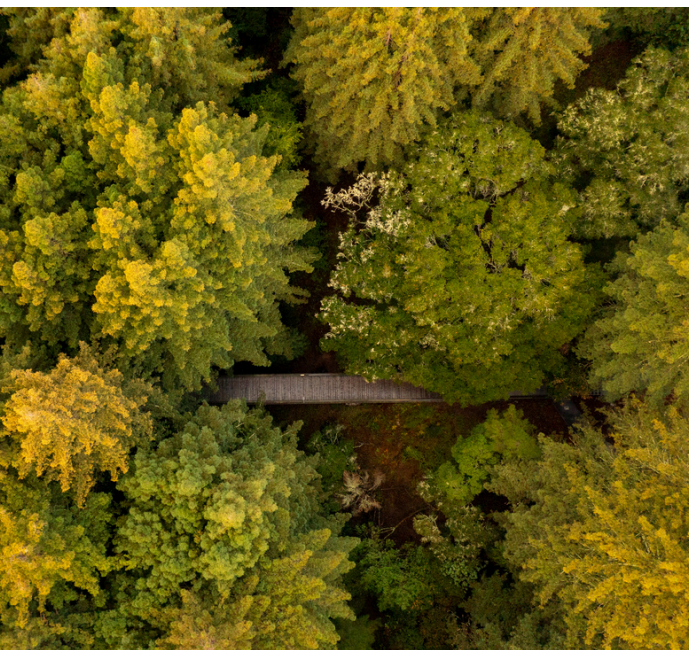
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UCSC HSI Educational Ecosystem

This document maps UCSC's HSI and HSRI resources using an Educational Ecosystem model in our work. Doing so will enable us to strengthen our organizational identity around the concept of "Servingness," identify gaps in Servingness, align campus-wide efforts, and empower systemic changes to support Latinx students, faculty, and staff and realize our potential as an HSI, HSRI, R-1, and AAU member institution.

As UCSC has become increasingly involved in the Alliance of Hispanic-Serving Research Universities, with Chancellor Cynthia Larive as its chair for 2024-2026, the need has grown for greater campus communication and collaboration, such as building connections between HSRU work, which targets graduate education, and HSI initiatives, which have focused primarily on undergraduate education. New and longstanding members in the UCSC HSI ecosystem have also identified the need for greater interconnections, inclusion, and visibility. For the coming year, we envision regular meetings between the HSRU and HSI Initiatives directors and regular communication among contributors to the HSI ecosystem.

The inaugural UCSC HSI Task Force, appointed by the CP/EVC in 2012, was the first leadership-appointed team of campus collaborators who centered HSI goals and priorities. In 2017, UCSC was the first UC to create an HSI Director position. Currently, UCSC committees and positions with HSI in their titles highlight our HSI identity and ecosystem. As a Minority-Serving Institution (MSI) designated by the U.S. Department of Education, UCSC is both a Hispanic-Serving Institution (HSI, one of five undergraduate campuses in the UC system) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI, among all nine undergraduate campuses in the UC system).



Defining an HSI Educational Ecosystem

The term ecosystem is commonly used in biology, ecology, and human development (Bronfenbrenner, 1989, 2022), as well as in business and education. Educational ecosystems reflect connections among individuals, groups, and educational organizations and how they rely on each other ([Building an Ecosystem: An Answer to 21st Century Education 5.0](#)). They can be mapped in terms of their evolving connections among students' identities, experiences, and development; educators' identities, policies, and practices; and multidimensional structures. For years, UCSC's HSI ecosystem has also drawn on related theory and research with the Multilevel Model for Diverse Learning Environments (Hurtado et al., 2012; Multidimensional Servingness Framework (Garcia et al., 2019); and Ecological Validation Model (Hallett et al., 2021).⁶

⁶ Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J. C. Smart & M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (27), 41–122. Springer Netherlands. https://doi.org/10.1007/978-94-007-2950-6_2

Important questions for our ecosystem analyses include⁷:

- What are the operational levels of the UCSC HSI ecosystem?
- Who are our main partners, collaborators, and co-creators?
- How do the parts of the UCSC HSI ecosystem connect and interact?
- Are partners, collaborators, and co-creators operating from grassroots and/or leadership-appointed frameworks?
- How does the UCSC HSI ecosystem support systemic change toward our mission of Servingness?
- Are named positions and committees funded with institutional resources or soft money grants?
- How do we make visible and reward the commonly invisible labor that permeates HSI efforts?

Operational Levels and Main Partners in the UCSC HSI Ecosystem

Our mapping of UCSC’s HSI educational ecosystem has begun by identifying people and programs engaged in HSI/HSRU work on campus to guide our trajectory toward HSI/HSRU goals. Key partners can be mapped by identifying individuals and groups who have centered their goals and priorities in HSI and/or Latinx success for students, staff, and/or faculty, as well as partners who have fostered practices and policies that are key to core processes in Servingness. In addition, alliances like the HSRU, campus participation in UCOP initiatives, and HSI funding all involve UCSC in broader ecosystems outside of the university.



Strengthening UCSC HSI as an Ecosystem

The purpose of strengthening UCSC’s functioning as an ecosystem is to promote joint learning, increase our ability to tap new resources and evolve proactively for systemic change. In an effective educational ecosystem, interconnected participants and programs rely on each other to meet shared goals. For example, how can goals to increase graduate student participation connect to undergraduate efforts to create pathways to graduate school? How can we rely on each other as essential partners and eliminate silos? An analysis of recommendations from the Fall 2023 Envisioning the Future of HSI at UCSC event, which convened 82 attendees (primarily faculty and staff as well as students and administrators), identified ways UCSC can improve as an ecosystem, including [several recommendations](#) for greater coordination among campus units for the Servingness of our students (see [additional example here](#)).

Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-Serving Institutions (HSIs): A synthesis of the research. *Review of Educational Research*, 89, 745–784.

Hallett, R., Bettencourt, G. M., Kezar, A., Kitchen, J. A., Perez, R., & Reason, R. (2021). *Re-envisioning campuses to holistically support students: The ecological validation model of student success*. USC Pullias Center for Higher Education.

⁷ Questions adapted from: <https://courses.mooc.fi/org/uh-edu/courses/uncover-finnish-education/chapter-1/what-is-an-educational-eco-system>

Looking Ahead: An Interconnected and Evolving System

To facilitate communication and make all partners aware of the programs and efforts undertaken to build Servingness at UCSC, we envision the following structures, programs, and activities:

- HSI Leadership Committee, chaired by the HSI Initiatives Director. Members are faculty and staff who are closely involved in current institution-building HSI initiatives.
- HSRU Executive Committee, chaired by the Director of HSRU Initiatives. Members are high-level administrators and faculty involved in HSRU projects.
- Annual HSRU/HSI Envisioning - Fall meeting open to the entire campus.
- Winter or Spring Showcase - convenes the HSI Leadership Committee and HSRU Executive Committee to summarize efforts and update partners.
- Maintain *Seal of Excelencia* Certification
- Provide an Annual Report

Finally, a more systemic analysis of the ongoing evolution of UCSC's HSI educational ecosystem will strengthen connections among key individuals and efforts for greater collective impact in serving Latinx students, staff, and faculty and continue UCSC's history of advancing practice, policy, and research knowledge towards racial and educational justice as a Hispanic-Serving Research Institution (e.g., Reguerin et al., 2020).⁸

Asset Mapping

Below is the beginning of an evolving asset map of HSI and Latinx efforts and programs.

Please contact Charis Herzon (charish@ucsc.edu) to update or add information.



⁸ Reguerin, P. G., Poblete, J., Cooper, C. R., Sánchez Ordaz, A., & Moreno, R. (2020). Becoming a racially just Hispanic Serving Institution (HSI): A case study of The University of California, Santa Cruz. In G. A. Garcia (Ed.), *Hispanic-Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*. (pp. 41-59). Information Age Publishing.

UCSC HSI-Focused Partners and Components

Component	Description	Examples
HSI Positions	Individuals who have HSI centered in their work or named in their job description	<ul style="list-style-type: none"> • HSI Initiatives Director • HSRU Initiatives Director • Associate Campus Provost Academic Success • Education Grants and Evaluation Specialist (OR) • HSI Grant-funded Positions
HSI Committees	Campus and UC-wide HSI Committees	<ul style="list-style-type: none"> • HSRU Executive Committee • HSI Leadership Committee • UCOP HSI Initiatives Committee
HSI Grants	Current grants funded for universities recognized as HSIs	<ul style="list-style-type: none"> • U.S. Department of Education-HSI <ul style="list-style-type: none"> ◦ GANAS Career ◦ GANAS Graduate ◦ Cultivamos Excelencia ◦ CULTURA • UC-HSI Doctoral Diversity Initiative (UCOP): LALS, Arts and Humanities Division • NSF-HSI • NEH-HSI • USDA-HSI • USDA-NIFA Next Gen <ul style="list-style-type: none"> ◦ Cultivando Líderes-ENVS
HSRU Programs	Funding opportunities, current or expected in the near future.	<ul style="list-style-type: none"> • Crossing Latinidades research clusters (Mellon) • Postdoctoral Program • Department of Defense fellowships and research grants
HSI Research	Academic departments whose faculty and students study HSI institutions, outcomes for students at HSIs, and impacts of HSI programs or faculty serving as evaluators on HSI grants	<ul style="list-style-type: none"> • Psychology • Education • LALS • HSI Colectiva • Sociology and Legal Studies
HSI Tools and Practices	Campus units whose staff support tools and practices that enable practitioners to enact HSI servingness goals	<ul style="list-style-type: none"> • Dashboards that disaggregate data by race-ethnicity on student outcomes, student surveys for undergraduate and graduate students (IRAPS) • Teaching and Learning Center (TLC): Culturally Affirming Pedagogy • Mentoring (TLC, Center for Reimagining Leadership) • Lead Retreat: Leadership for Equity and Accountability for Department Chairs (CP/EVC and Academic Affairs) • Programs addressing campus racial climate (ODEI) • The Committee on Diversity, Equity and Inclusion (Senate Committee) • Assessment for Learning Excellence and Equity Center (ALEEC) • Transfer Champion for Racial Equity (STARRS-led) • Departmental and Divisional DEI committees: <ul style="list-style-type: none"> ◦ Soc Sci Associate Dean DEI, ENVS Diversity committee, and Graduate Diversity council

Latinx Student-, Staff-, and Faculty-Focused Components and Partners

Component/Partner	Description	Examples
Latinx-Focused Research	Departments with faculty who conduct Latinx-focused research	<ul style="list-style-type: none"> • LALS • Huerta Research Center - list of affiliated Faculty • Literature • Psychology • Education • CRES • Sociology and Legal Studies • Collaborations/funded projects from UCLA Chicano Studies Research Center Latina Futures 2050 Lab
Latinx Affinity Groups (non-student)	Staff, faculty, and alumni affinity groups at UCSC and UC-wide levels	<ul style="list-style-type: none"> • Latinx Faculty Community Network (Academic Affairs - UCSC) • Latinx Staff Affinity Group (ODEI-UCSC) • UC Chicana/Latinx Advisory Council (CLAC-UCOP) • Latinx Alumni Network (LAN-UCSC) • Chicana/Latinx Alumni Association (CLAA-UC)
Latinx-Serving Units/ Groups/Programs	UCSC units that name serving Latinx students or emphasize Servingness of URM students, many of whom will be Latinx	<ul style="list-style-type: none"> • El Centro • STEM Diversity • Center for Reimagining Leadership • Educational Opportunity Programs (EOP) • Services for Transfer, Re-entry, and Resilient Scholars (STARRS) • MESA engineering program
Latinx Student Groups	Student groups and student professional organizations engaging Latinx students (see El Centro website for more information)	<ul style="list-style-type: none"> • Student groups and professional organizations: ChALE, CAU, CISPES, E.L.A.T.E.D., Los Mejicas, HaU, Hermanos de UCSC, Lambda Theta Alpha Latin Sorority, Inc., MEChA, SACNAS, Sabrosura, Salsita, Sigma Lambda Beta International Fraternity, Inc., Sigma Lambda Gamma National Sorority Inc., Sigma Pi Alpha Sorority, Inc., Estudiantes Oaxaqueños de Ahora, South American Student Association, Mariachi Eterno
Latinx Cultural Practices	Practices that focus on language, family involvement, and rituals	<ul style="list-style-type: none"> • Bilingual programming for families (EOP new student Family Orientations, Chicana/ Latinx Graduation, STARRS Dia de la Familia for prospective transfer students) • Offices offering student services in Spanish • Campus art and murals • Xicameri Productions • Los Mejicas
Latinx Community Engagement	Community engagement includes programs that seek to engage the Latinx community and/or service projects that focus on the Latinx community	Huerta Research Center events and activist in resident program; Educational Partnership Programs (K-16), e.g., GEAR UP

HSI Leadership Committee



Nandini Bhattacharya
Associate Director, CITL
& Lecturer, Mathematics



Saskias Casanova
Assistant Professor,
Psychology



Catherine Cooper
Emerita Professor,
Psychology



Angel Dominguez
GANAS Graduate
Program Director



Rebecca Covarrubias
Associate Professor,
Psychology



Samara Foster
Managing Director, Teaching
and Learning Center (TLC)



Charis Herzon
HSI Initiatives, Director



Rodrigo Lazo
Professor, Literature and
Director of HSRU Initiatives



Xiomara López
Director, El Centro: Chicana
Latinx Resource Center



Jesus Morales
Director, Educational
Opportunity Programs



Juan Poblete
Professor, Literature



Sara Radoff
Director, Services for Transfer
Re-entry and Resilient Scholars



John Tamkun
Professor, MCD Biology



Ebonée Williams
AVC Student Success & Equity



Lydia Iyeczohua Zendejas
Project Director, HSI Grants



HSRU Executive Leadership Group

Our Responsibility

The HSRU Executive Leadership Group was launched by Chancellor Larive and HSRU Initiatives Director Professor Lazo in October 2024. The group will keep university leadership informed about HSRU initiatives, including funding opportunities. It will also connect to other HSI work being done at UCSC and envision pathways from undergraduate study to the professoriate. The Executive Leadership Group will provide input on projects and events supported by the HSRU.

About HSRU

The Alliance of Hispanic Serving Research Universities is a voluntary association of universities that are both Hispanic-Serving Institutions as defined by Title V of the Higher Education Act and in the top 5% of universities in the United States for research as determined by the Carnegie Classification of Institutions of Higher Education. To learn more, please visit the [Alliance of Hispanic Serving Research Universities website](#).



Peter Biehl
Vice Provost and
Dean of Graduate Studies



Jody Greene
Associate Campus Provost



Charis Herzon
HSI Initiatives, Director



Rodrigo Lazo
Professor, Literature and
Director of HSRU Initiatives



Anju Reejhsinghani
Vice Chancellor for Diversity,
Equity, and Inclusion



Ebonée Williams
AVC Student Success & Equity



Terms Used in HSI Work

Equity: “The inability to predict students’ achievement and participation based solely upon characteristics such as race, class, ethnicity, gender, beliefs, and proficiency in the dominant language. When we can no longer detect or predict student outcomes such as GPA, graduation, or retention based solely on these markers, we will achieve parity. Ultimately, equity in education is not just an abstract goal but an ongoing process that consciously entails empowering practitioners as agents of change” (Sanchez Ordaz, 2019).

Emerging Hispanic-Serving Institution (HSI): Institutions as public or not-for-profit degree granting institutions with undergraduate FTE of 15-24.9% Latino undergraduate full-time equivalent ([Excelencia in Education](#)).

Hispanic-Serving Institution (HSI): An institution of higher education where 25% of the undergraduate enrollment identifies as Hispanic (IPEDS) and a large proportion are low-income students (Pell grant eligible) ([HACU](#)).

Hispanic-Serving Institution Eligibility: To be eligible to apply for HSI grants, campuses must complete an annual eligibility application, stating that they enroll a significant number of financially needy students (criteria vary by institution), and that at least 25% of their undergraduate enrollment self-identify as Hispanic, as defined and reported by the Integrated Postsecondary Education Data System ([IPEDS](#), US Department of Education).

Hispanic-Serving Research Institution (HSRI): An institution that is both an HSI and an R1 doctorate-granting university, which indicates “very high levels of research activity” in the Carnegie Classification of Institutions of Higher Education.

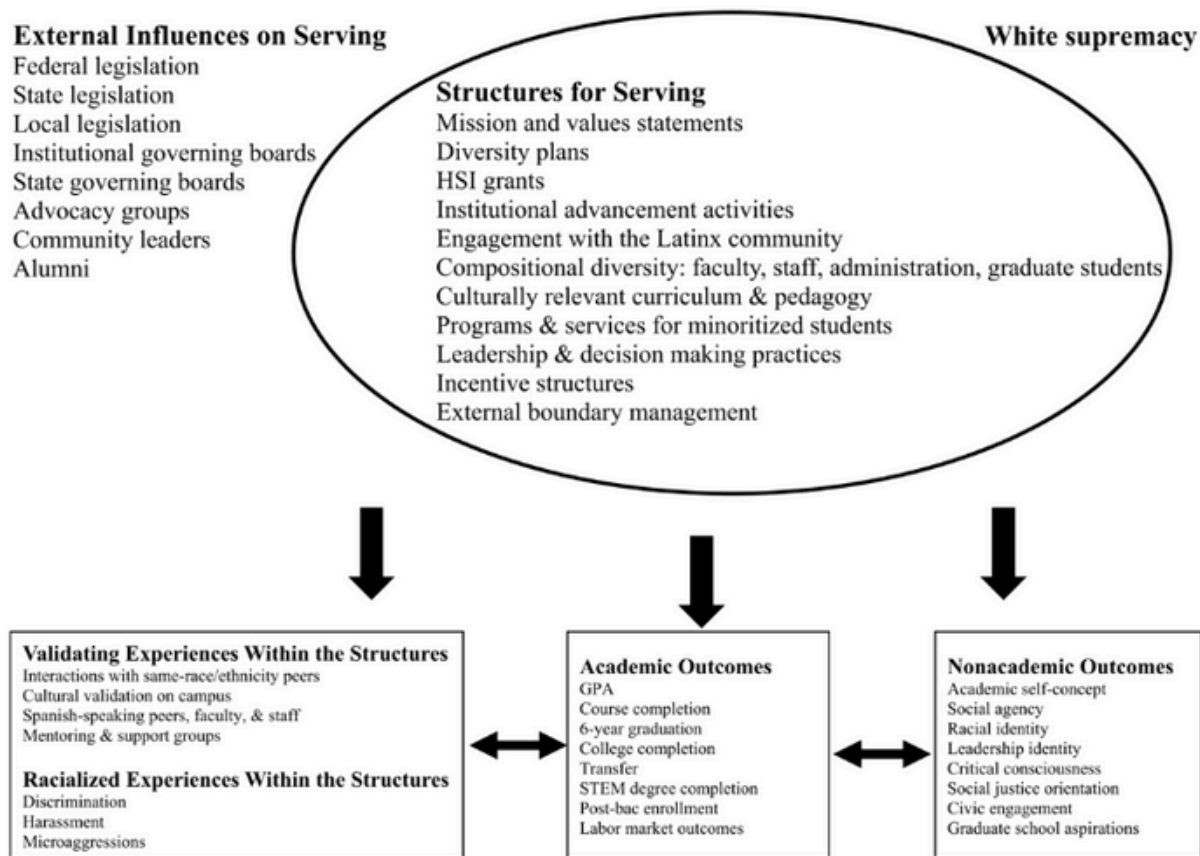
Integrated Logic Model: Many funders require grantees to provide a program *logic model*. This one-page template outlines a program’s *mission* and how *inputs* (needs it addresses and its resources to do so) link *activities* and *outputs* (evidence of implementing these activities) to *short-, intermediate-, and long-term outcomes* and *impacts* (how program addresses its needs beyond funding period, such as through institutional and systemic changes). A *theory of change or theory of action* describes how and why activities are expected to lead to outcomes.

Educational alliances housing multiple programs use the one-page Integrated Logic Model, with the standard one-page template, to unify programs and their work towards educational equity for students’ college and career pathways and institutional change.



Terms Used in HSI Work

Multidimensional Conceptual Framework for Understanding Servingness at HSIs: (Garcia et al., 2019)



Minority-Serving Institution: Institutions of higher education enrolling populations with significant percentages of undergraduate minority students or that serve certain populations of minority students under various programs created by Congress, including Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American and Pacific Islander-Serving Institutions (AANAPISIs), and Tribal Colleges and Universities (TCUs) ([US Department of Interior](#)).

Servingness: The ability of colleges and universities to educate Latinx students through a culturally enhancing approach that leads to both academic and non-academic outcomes (Garcia, Núñez, & Sansone, 2019).

Student Success: Regardless of their entry point, each individual is entitled to transformative experiences. Students have the opportunity, privilege, and access to engage in learning and unlearning various definitions of achievement. We are responsible for creating the conditions for students to achieve their self-determined goals, experience validation, develop as contributing members of the community, and expand their possibilities (UCSC SSE, Fall 2023).

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Appendix 1: History of Hispanic-Serving Institutions (HSIs)⁹

Origin

Programs to serve Hispanic/Latinx students began relatively recently, with conversations and Congressional hearings in the early 1980s on their access to higher education. They focused on HSIs receiving limited financial support for Hispanic students, their lack of fundamental tools to access higher education, and their low college completion rates. In 1992, the designation *Hispanic-Serving Institutions* was created through Senate Bill 1160, introduced by Senator Claiborne Pell from Rhode Island; it became law under the Title III Strengthening Institutions Program in the Higher Education Act (HEA).

Title V

In 1995, the first appropriation for the HSI program under the HEA Title III Strengthening Institutions Program distributed \$12 million to institutions of higher education (IHEs) that served Hispanic students. In 1998, HSIs were designated with their own title (Title V) in the HEA, now known as [the Developing Hispanic-Serving Institutions \(DHSI\)](#) program. This now consists of Part A, the former DHSI program, and Part B, now the [Promoting Post-Baccalaureate Opportunities for Hispanic Americans \(PPOHA\)](#) program.

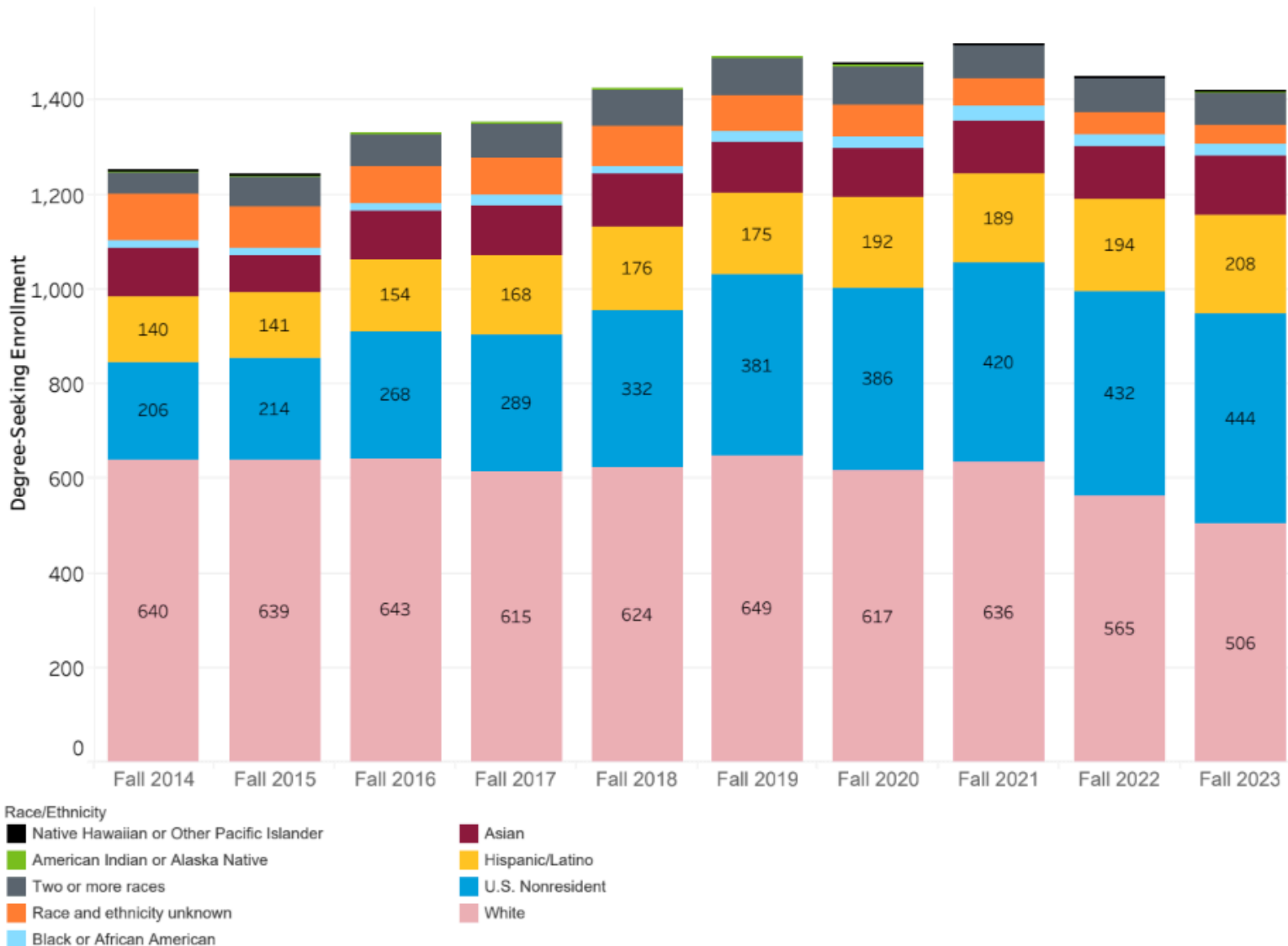
Department of Education HSI Division Grant Programs

Grant Program	Mission
Developing Hispanic-Serving Institutions (DHSI) – Title V, Part A	Grants to assist HSIs to expand educational opportunities for and improve the attainment of Hispanic students; and to expand and enhance their academic offerings, program quality, and institutional stability, with a focus on 2-year and 4-year degree attainment.
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) – Title V, Part B	Grants to: (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand postbaccalaureate academic offerings as well as enhance program quality in institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.
Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM) – Title III, Part F	Grants to: (1) increase the number of Hispanic and other low-income students attaining degrees in science, technology, engineering, or mathematics; and (2) develop model transfer and articulation agreements between two-year and four-year institutions in such fields.

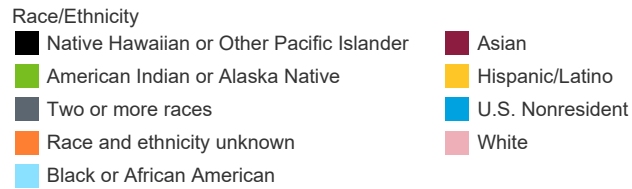
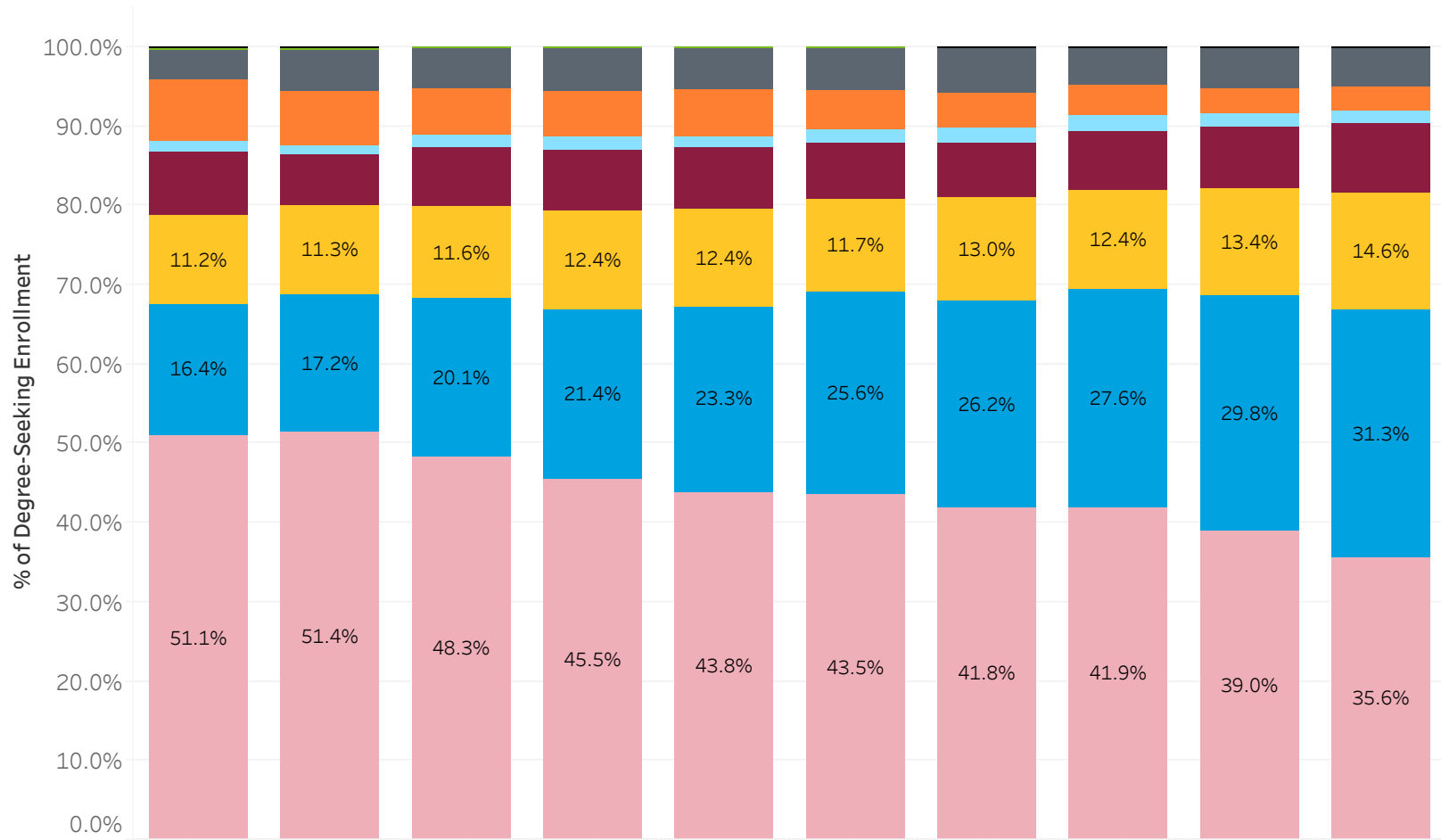
⁹ Department of Education Newsletter September 14, 2023; subscribe at [this link](#)

Appendix 2: 2024 Institutional Report for HSRU Target Setting

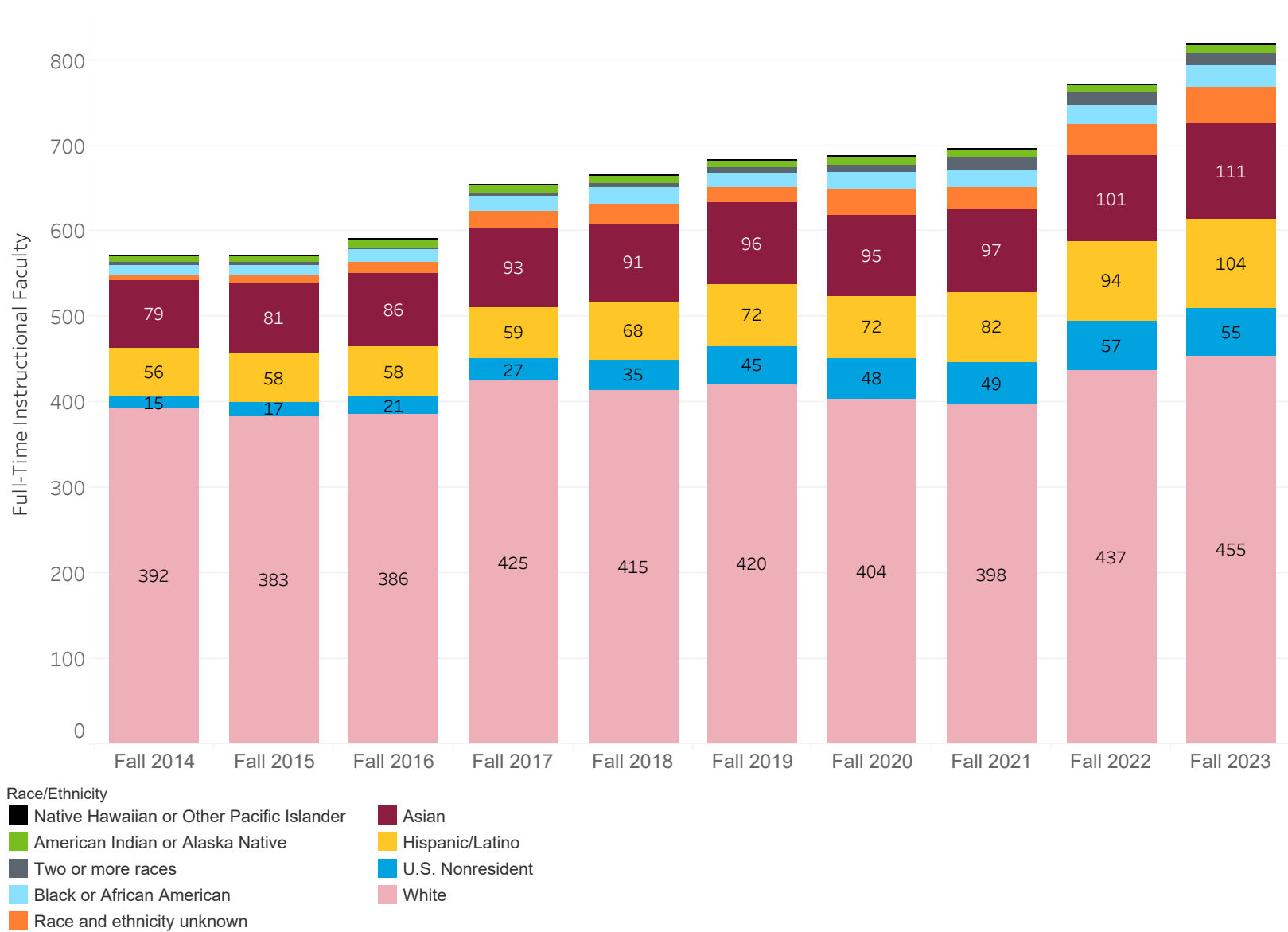
Doctoral Enrollment by Race/Ethnicity
University of California Santa Cruz



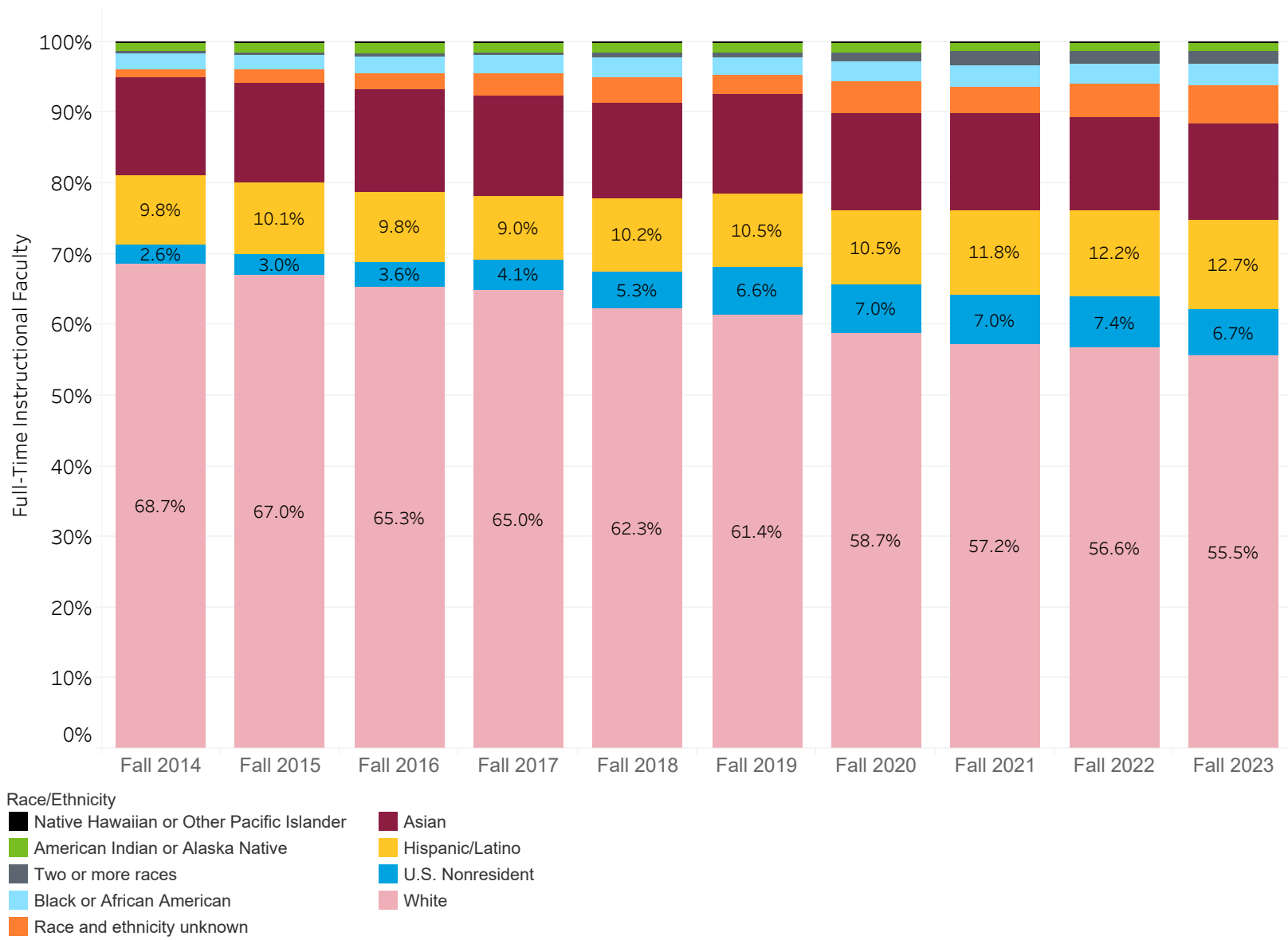
Doctoral Enrollment by Race/Ethnicity: University of California Santa Cruz



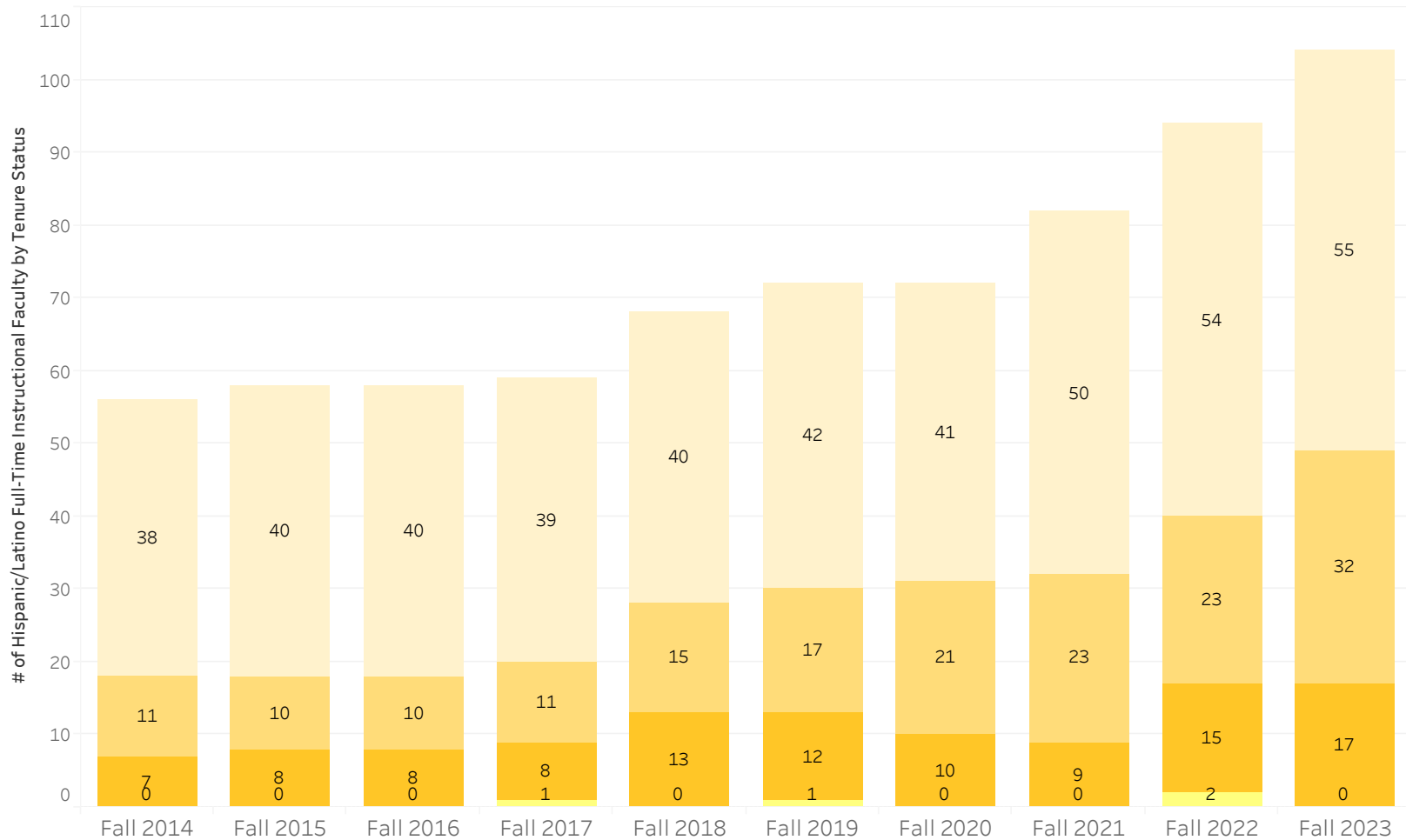
Full-Time Instructional Staff by Race/Ethnicity: University of California Santa Cruz



Full-Time Instructional Staff by Race/Ethnicity: University of California Santa Cruz



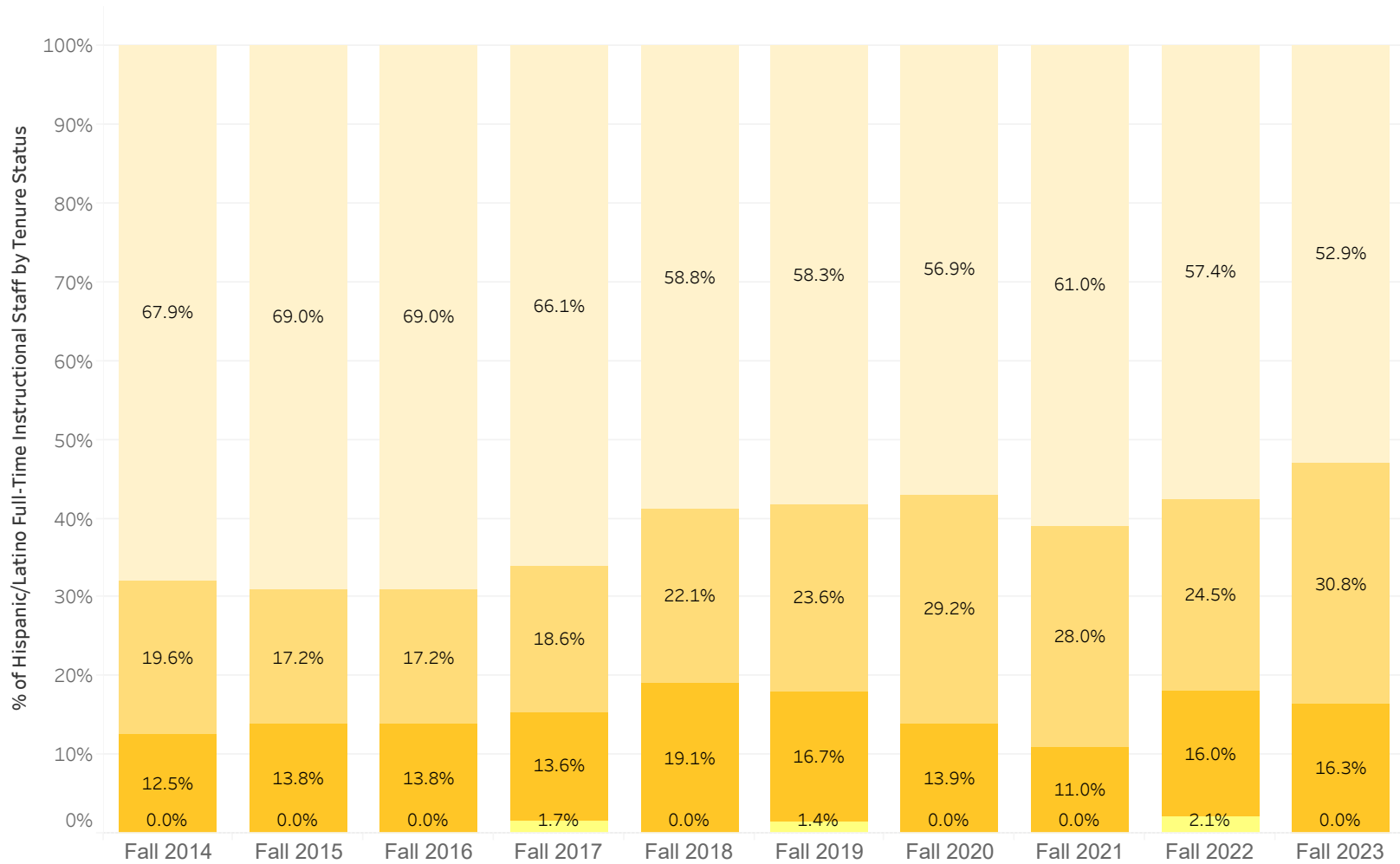
Hispanic/Latino Full-Time Instructional Faculty by Tenure Status: University of California Santa Cruz



Category

- Full-time instructional tenured
- Full-time instructional on-tenure track
- Full-time instructional not on tenure track/No tenure system
- Full-time instructional without faculty status

% Hispanic/Latino Full-Time Instructional Faculty by Tenure Status:
University of California Santa Cruz

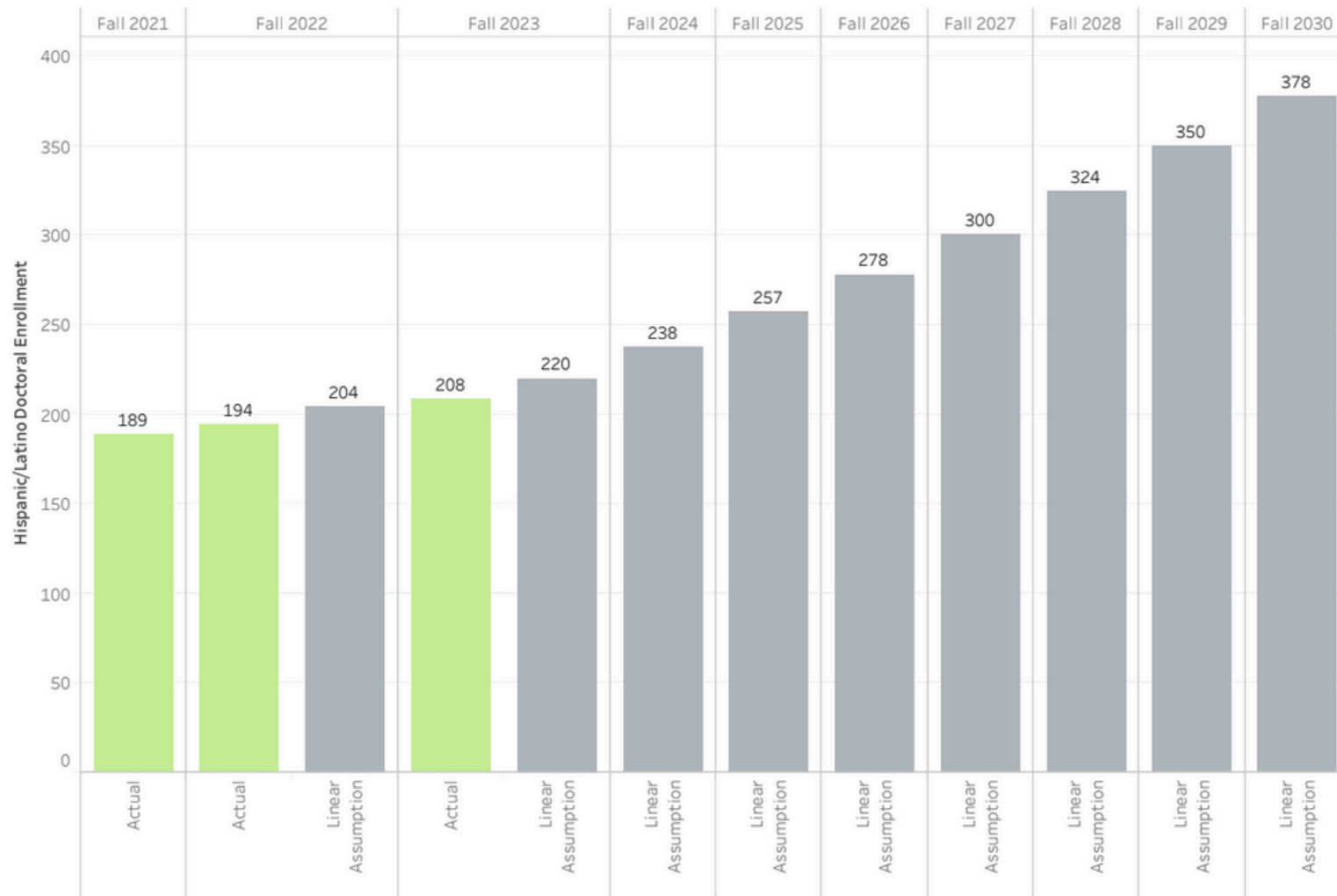


- Category
- Full-time instructional tenured
 - Full-time instructional on-tenure track
 - Full-time instructional not on tenure track/No tenure system
 - Full-time instructional without faculty status

Institutional Target Readout and Scenario

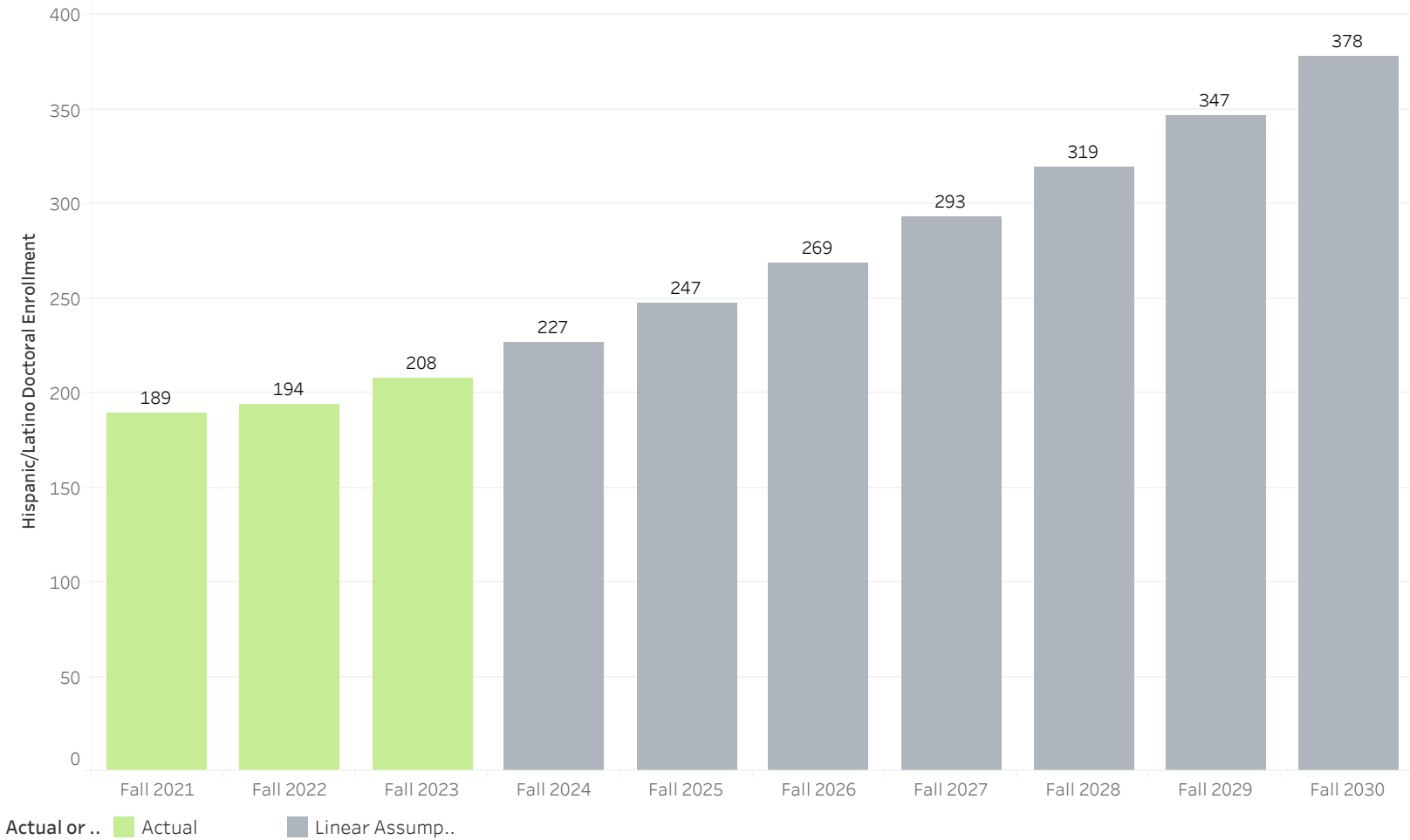
Note: Scenarios provided in the following slides simulate a linear trajectory for each institution to achieve the two Alliance goals independently. Not every institution will follow this path but will establish their institutional trajectory.

Doctoral Enrollment to Goal Linear Assumption Based on Fall 2021 Data:
University of California Santa Cruz



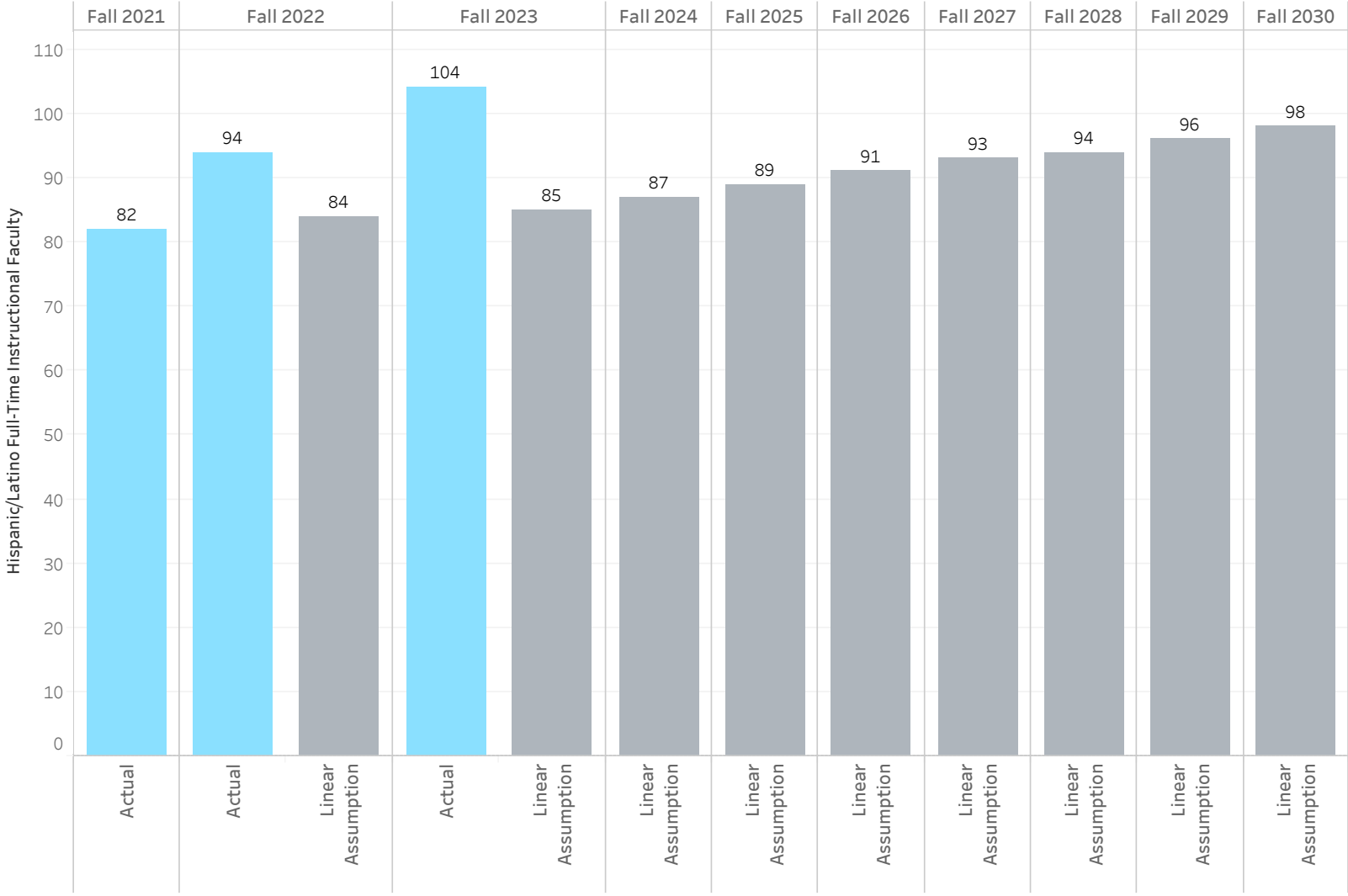
Projection or Actual
■ Actual
■ Linear Assumption

Doctoral Enrollment to Goal Linear Assumption Reset from Fall 2023 to Fall 2030:
University of California Santa Cruz



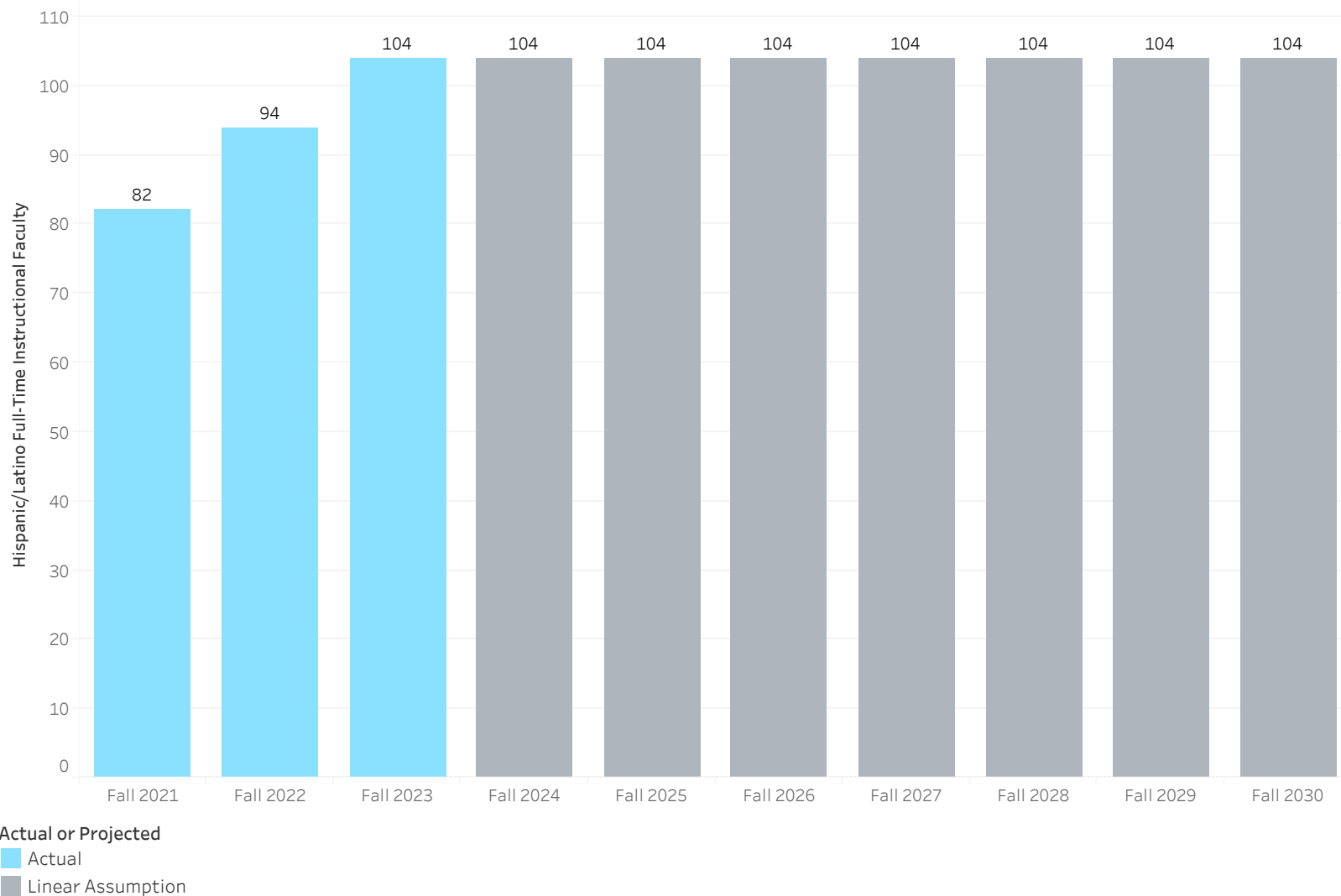
University of California Santa Cruz would need to average an additional 24 Hispanic/Latino doctoral students per year to double enrollment by 2030.

Actual and Projected Faculty Goal Progress:
 University of California Santa Cruz



Actual or Projected
 Actual
 Linear Assumption

Professoriate to Goal - Linear Assumption Based on Fall 2023:
University of California Santa Cruz

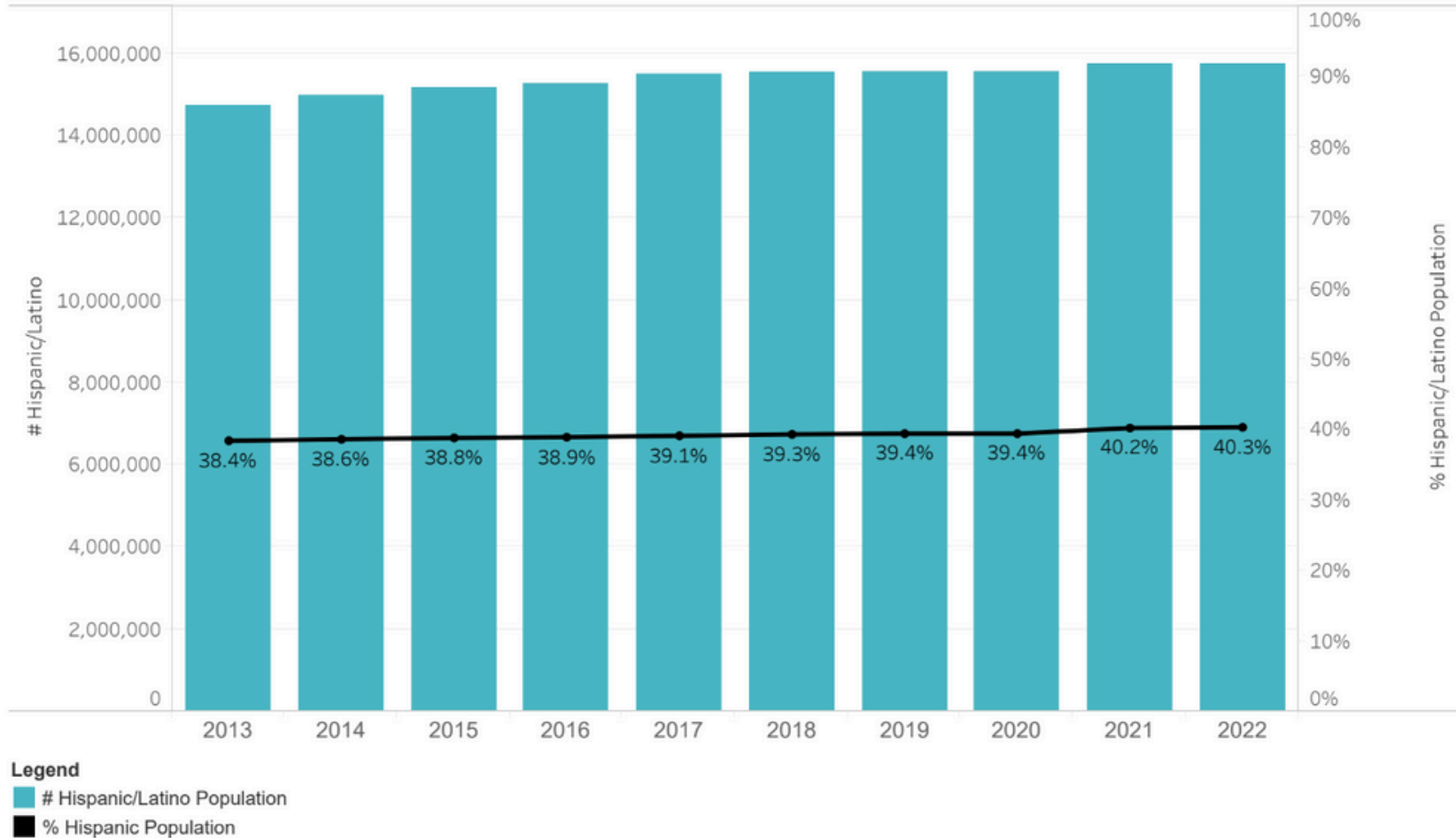


University of California Santa Cruz would need to average an additional 0 Hispanic/Latino full-time instructional faculty each year to increase faculty 20% by 2030.

Based on the Fall 2023 reported faculty numbers, University of California Santa Cruz has already made its Fall 2030 goal. Fall 2023 data is used to represent the linear assumption for Fall 2024 to Fall 2030.

Additional State Demographic Data

California Hispanic/Latino Demographic Growth



From 2013 to 2022, California's Hispanic/Latino population has grown 6.9%, lower than 14.3% Hispanic/Latino population growth across all HSRU states. Within the same time period, California's Hispanic/Latino population has increased by over 1 million, ranking #3 in numeric population growth among the 10 HSRU states.

Source: Census Bureau, American Community Survey, 2013-2019, 2021-2022, 1 Year Estimates
 Source: Census Bureau, Decennial Census, 2020



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