Reimagining the University of California to Serve Latinxs Equitably

A Blueprint for Becoming a Hispanic-Serving Research Institution (HSRI) System

Executive Summary

Introduction

Hispanic-Serving Institutions (HSIs), which are broadly defined as non-profit postsecondary institutions enrolling a minimum of 25% Latinx undergraduates, currently constitute 19% of all colleges and universities across the United States and Puerto Rico. Historically, most HSIs have been institutions with open and inclusive admissions policies. Yet, a growing number of research 1 (R1) universities, which are better known for their selective admissions processes and historical underrepresentation of Latinx students, are now meeting the enrollment thresholds for HSI designation. Despite increasing Latinx undergraduate enrollments, Latinx graduate students, faculty, staff and administrative leadership at these institutions remain severely underrepresented. This pattern is concerning given that research 1 universities play a critical role in producing the next generation of researchers and professionals. Recognizing this issue, national efforts involving R1 HSIs are aiming to boost Latinx graduate and faculty representation at these institutions. Yet, it remains uncertain to what extent these R1 HSIs are changing their structures to achieve these objectives, which points to a critical gap in educational research and policy that needs to be addressed.

As the public research university system in the state with the largest Latinx population in the nation, the University of California (UC) is similarly reflecting these broader enrollment trends. UC educates an increasingly diverse student body, including many historically underserved racial minorities and those who are first-generation and from lower socioeconomic backgrounds. Much of this diversification at the UC is due to increased enrollment of Latinx undergraduate students. Five of the nine undergraduate campuses now meet HSI eligibility criteria, while the remaining campuses are on paths to meet the 25% undergraduate enrollment threshold soon. As these institutions, which were historically predominantly attended by white students, now educate a significantly more racially diverse student population, it is essential to employ culturally responsive and asset-based approaches in serving this multicultural, multilingual, and first-generation critical mass of students. Substantial efforts are required to transform the entire UC system into a reflection of the state's population and to establish structures

and environments indicative of servingness. This presents ample opportunities for UC to actively engage in the necessary process of institutional transformation, ensuring optimal support for its students and remaining the world's leading research public university system.

Purpose of the Report

This report explores the concept of "servingness" within the University of California (UC) system, which is on its way to becoming a collection of fully-fledged Hispanic-Serving Research 1 Institutions (HSRIs). This work stems from a UCOP Office of the Provost planning grant under the cross-campus leadership of Drs. Marcela G. Cuellar (Davis), Frances Contreras (Irvine), and Juan Poblete (Santa Cruz). The report begins with an introductory section, outlining the increasing presence of HSRIs across higher education overall and, more specifically, within the UC system. Following this, three papers explore how servingess can be conceptualized within UC, given existing inequities in outcomes. Finally, the report concludes by offering a series of recommendations aimed at establishing frameworks, structures, and environments that truly embody the notion of servingness throughout the entire UC system.

Paper Summaries

In the first paper, Dr. Juan Poblete proposes that the arrival of Latinx students into the University of California marks a progressive development, democratizing access and potentially paving the way for greater educational equity within the state. However, this development takes place against the backdrop of substantial student enrollment growth and a series of regressive dynamics that have so far limited the positive social impact of that access. These dynamics encompass factors such as reduced per-student spending, decreased state funding for public education, and the imposition of tuition increases that place a burden on students' families. Within this context, two contradictory dynamics become evident: the expansion of public education's reach and the concurrent privatization of the concept of public education. The attainment of Hispanic-Serving Institution (HSI) status across the University of California system presents a notable opportunity. By reconsidering the meaning of "servingness," this status can potentially initiate a shift

back towards perceiving public education as an inherently public good. This perspective views public education as a collective investment that we undertake to foster educational equity, uphold social justice, and forge a more promising future for all residents in the state.

In the second paper, Dr. Marcela G. Cuellar and Mariana Carrola (a UC Davis PhD student) present the notion that within HSRIs there is a need to formulate a theoretical framework for the concept of servingness, given the unique institutional characteristics shared by HSRIs and key constituents that are understudied, such as graduate students. By conducting a critical literature review of existing research on HSRIs, the paper synthesizes key themes, identifies gaps in knowledge, and begins to contextualize the extent to which institutional transformation is occurring to intentionally serve Latinx communities at these institutions. The paper concludes with a series of recommendations that focus on how research can play a role in informing and guiding the transformation of UC institutional cultures and practices. This approach aims to foster greater responsiveness while simultaneously advancing scholarship on HSRIs. Additionally, these recommendations are intended to guide the overarching process of institutional transformation across higher education to better address the needs of underrepresented communities.

In the final paper, Dr. Frances Contreras examines UC data systems. This paper introduces a novel proposal for a revamped data infrastructure that can effectively assess servingness within the UC system. This section provides an overview of the key data points, surveys, and annual reporting mechanisms within the UC system as a whole and across its individual campuses. These tools have the potential to be harnessed for the purpose of assessing, analyzing, and developing solutions-oriented approaches to better serve and respond to the needs of its Latinx students. Through a critical analysis of key annual reports and pertinent data, this paper emphasizes the potential value of such information in facilitating rigorous self-assessment for campuses. This evaluation pertains to the outcomes and experiences of students, faculty, and staff while attending or working within the UC system. Recognizing that UC's aspiration to grow its own pool of future academicians, top managers and leaders, and to support innovation, it becomes evident

that adopting a systemic approach to assessing Latinx progress for all concerned parties is imperative to the UC system's domestic and global prominence. This endeavor serves as a cornerstone for bolstering the standing of the UC system, both on a national and international level, by ensuring that the advancement and welfare of all those involved remain central to its mission.

Recommendations

The final section offers several recommendations for enacting a 21st century vision for creating a HSRI system. These recommendations represent a multifaceted approach to guide UC in these endeavors.

Shared HSRI Vision

- **Establish a shared systemwide HSRI definition.** Defining and enacting an HSI identity varies across institutions and intersects with other organizational identities, such as R1 status, at UC. UC should establish a shared HSRI definition for the system and its individual campuses.
- **Create actionable goals in line with HSRI vision.** UC should outline actionable goals that can be pursued across the system and all UC campuses.
- **Develop a UC HSI Dashboard and produce annual HSRI reports.** UC should develop an HSI dashboard monitoring progress and produce annual HSI reports for each campus for the purposes of monitoring progress.
- **Convene a systemwide HSRI equity summit.** UC should continue to invest in the UC-HSI Initiative, which has successfully convened campus leaders in several annual HSI retreats since 2017.

Latinx Student Supports

- **Advance undergraduate student success beyond enrolling and graduating Latinx students.** The 2030 UC Dashboard laudably aims to increase graduation rates across the system and eliminate equity gaps among underserved student groups, including Latinx students. UC must expand its perspective on success beyond these important measures to achieve greater equity among Latinx students. Key indicators of success to consider are fostering graduate school access, enhancing career opportunities, civic engagement, and more.

- **Increase student support.** By implementing changes in existing opportunities/programs that take into consideration a growing Latinx student population and the engagement of this student population in academic/career development programs, UC can more intentionally support Latinx undergraduate and graduate students.
- **Reduce student debt.** Reducing the prospect of student debt would encourage enrollments and ensure that low-income students are working fewer hours and are able to focus on their academic coursework.
- **Direct more support and resources to Latinx graduate students.** UC should direct more support and resources to support the academic and professional development of Latinx graduate students.

Latinx Faculty and Staff Supports

- **Hire and retain more Latinx faculty.** The UC 2030 dashboard boldly aims to invest in faculty hiring and research. To achieve this goal and align with an HSRI vision, UC must intentionally hire and retain more Latinx faculty. This commitment must be championed at all levels—systemwide, at the campus level, and within individual departments.
- **Establish a faculty diversity task force.** A faculty diversity task force would be charged with critically analyzing faculty diversity, retention, and progression through the tenure track ranks.
- **Establish a staff diversity task force.** A staff diversity task force would be charged with analyzing staff composition across campuses, with close attention to mobility within UC.

Research Capacity

- **Provide funding for an HSRI research center.** As more research institutions become HSIs, the need to understand these unique contexts will require research and opportunities for cross-campus collaborations. As UC campuses comprise almost 20% of existing HSRIs in the nation, the system is further poised to lead in research efforts on this institutional type. Funding for the establishment of an HSRI Research Center will create an infrastructure to support this type of research.

- **Incentivize research practice partnerships rooted in the Latinx community and within Latinx-serving institutions.** It's imperative to understand how UC's land-grant mission is intertwined with the identities of Indigenous and historically underserved communities. Specific to the HSRI identity and this report recommendation, providing incentives and opportunities for faculty and researchers to engage in more community-engaged efforts will further advance the historic research and land-grant mission of the system.

Data Infrastructure

- **Invest in HSRI data infrastructure for increased accountability and agency.** UC has made great strides in creating dashboards that provide actionable data. Building on these resources, UC should also develop HSRI-focused data resources.
- **Establish a systemwide HSRI data task force.** An HSRI data task force would convene to assess the status of UC across various metrics for its key partners and collaborators (faculty, staff, students, partnership program participants).
- **Articulate more structured and standardized measures for evaluating HSRIs.** These measures should consider institutions, their programs, and interventions meant to support the retention and success of Latinx undergraduate, graduate students, and faculty.
- **Hire institutional research (IR) staff at UCOP for HSI analysis.**

At this critical juncture, the UC system also has the potential to emerge as the foremost HSRI system in the nation, provided it rises to the challenge of serving its Latinx students equitably. With several HSRIs, the UC system assumes a crucial role and responsibility in spearheading the development of new theoretical frameworks, informing programmatic interventions, and setting exemplary models and methods that can guide the broader national postsecondary education landscape as it endeavors to serve a growing Latinx population. By undertaking these efforts, the UC system can uphold and expand upon its legacy of excellence which has been characteristic of the system since its inception.

Introduction

Over the past two decades, the University of California (UC) has progressed in its advancement of greater inclusion and equity for historically underserved students, including Latinx students. In fall 2020, 25% of the UC system's undergraduates were Latinx, compared to 12.3% in fall 2000 (UCOP, nd). These enrollments also include many who are first-generation and from low socioeconomic backgrounds. This demographic composition has led to the attainment of federal Hispanic-Serving Institution (HSI) designation for several UC campuses. HSIs are broadly defined as non-profit postsecondary institutions enrolling at least 25% Latinx undergraduates. Five undergraduate campuses have obtained this designation, and the remaining four campuses are on the path to attaining this status in the near future. The diversification of the UC system means that these selective institutions that were predominantly white are now educating much more diverse student populations, which calls for more culturally responsive and asset-based approaches to serving this multicultural, multilingual, first-generation critical mass of students.

Despite these strides, inequitable representation within key positions and specific educational outcomes continue to plague the UC system. For example, the composition of the undergraduate student body is still not reflective of California's growing Latinx population of high school graduates (Paredes et al., 2021). Remarkably, nearly 53% of the state's high school graduates are now Latinx, and 45% have met the A-G requirements, enabling them to qualify for admission to the California State University (CSU) or UC (UCLA HSI Task Force, 2022). Similarly, while diversity among graduate students and ladder-rank faculty has increased, the representation of Latinxs in these influential roles continues to substantially lag behind their undergraduate enrollment (Paredes et al., 2021). Inequities in graduation rates between Latinx students and other student groups also persist. The HSI designation invites campuses to engage in the necessary institutional transformation to achieve more equitable access and outcomes for Latinx students (Santiago, 2012). The challenge therefore for the UC system is to ensure that all campuses are critically reflecting on the degree to which they are Latinx responsive, relevant, and serving (Contreras, 2019).

As UC sets out to address these challenges, there is an opportunity for the system to lead as a national model for a Hispanic-Serving Research Institution (HSRI) system. Given the critical role of research-1 (R1) institutions in producing the next generation of researchers and professionals, a few national initiatives are now catalyzing the capacity of HSIs that also hold R1 status. These initiatives aim to advance the progress of Latinx graduate students and faculty. The National Alliance of Hispanic-Serving Research Universities, for instance, has set bold goals of doubling the number of Latinx graduate students and increasing Latinx faculty by 2030 among the 21 HSIs that also hold R1 status (Alliance of Hispanic Serving Research Universities, 2022). With UC representing 19% of all HSRIs, it has the potential to emerge as a leader not only among these institutions but across broader national systems. The system has taken a proactive stance by initiating UC-HSI Initiative—a platform designed to connect leaders across campuses and to strengthen the capacity of UC to serve an increasingly diverse population (Paredes et al., 2021). Exploring the various avenues through which UC can augment its servingness capacity will empower the institution to fully leverage its potential as a trailblazing Hispanic-Serving Research Institution (HSRI) system.

Servingness at HSIs

While most HSIs lack a historical mission to serve Latinx students, scholars have theorized ways through which these institutions can more effectively serve Latinx students. This notion is encapsulated in a concept called servingness (Garcia et al., 2019). Servingness is a multidimensional construct that considers multiple forces shaping HSIs and their ability to support Latinx students. External to an institution, federal and state policy as well as institutional governing boards influence HSIs and servingness. Internally, servingness is embodied through various structures, such as the mission and values of an institution, HSI grants, the cultural relevance of curricula, engagement with the Latinx community, and the compositional diversity of students, staff, faculty, and administrators. Consequently, these factors contribute to the formation of environments that Latinx students encounter within HSIs, which can hold both validating and racialized characteristics. The measurement of serving-

ness can also encompass an array of academic and non-academic outcomes.

Each of these elements of servingness are further shaped by larger systems of oppression, including settler colonialism and white supremacy (Garcia, 2018; Garcia et al., 2019). These systems of oppression are particularly entrenched in research universities across various structures, including UC. Being California's land-grant institution, UC is deeply intertwined with the history of settler colonialism, as these institutions were established through the dispossession of Native lands. (Nash, 2019). White supremacy is further embedded in the design and culture of most institutions of higher education. Cabrera et al. (2017) describe how definitions of meritocracy are always informed by a white racial frame and consistently evolve when intended outcomes are no longer produced. Notions of meritocracy, for example, are shaped by and reinforced by whiteness in certain higher education cultural practices, such as admissions processes (Cabrera et al., 2017).

Within UC, admissions and access for racially minoritized individuals have been hotly contested issues. Twenty five years ago, California residents voted to ban affirmative action in state institutions with the passage of Proposition 209, which eliminated the consideration of race in UC admissions processes. The elimination of affirmative action immediately reduced the representation of students of color within UC. Lasting impacts are also visible in hostile campus racial climates and under-representation of faculty of color on these campuses over time (Ledesma, 2019). Attempts to repeal the affirmative action ban through recent ballot measures, such as Proposition 16 in 2020, also failed. Though strides have been taken to dismantle certain structural barriers, like the recent elimination of standardized exam prerequisites for admissions, there is still a significant amount of work ahead to reshape the UC system in a way that aligns with California's demographics and actively

nurtures Latinx faculty, staff, and students. Comparable obstacles are anticipated in other HSRIs, particularly following the Supreme Court's ruling against affirmative action practices in higher education.

Purpose of This Report and Structure
This report will explore the concept of servingness (Garcia et al., 2019) specifically within R1 universities with a focus on the University of California (UC) system. This work stems from a planning grant provided by the UCOP Office of the Provost starting on July 1, 2021. Under the cross-campus leadership of Drs. Marcela G. Cuellar (Davis), Frances Contreras (Irvine), and Juan Poblete (Santa Cruz), the planning grant aimed to:

1. Engage in deep, conceptual, and analytical work to fully understand the theoretical and empirical landscape for HSRIs.
2. Conduct a critical assessment of the UC system's ability to measure HSRI outcomes for all partners and collaborators (students, staff and faculty).
3. Provide recommendations for greater data transparency and access by suggesting a framework and infrastructure for data mapping and analytics.
4. Develop a blueprint for the UC system as it moves toward becoming a premier Hispanic-Serving Research system in the nation.

Three papers in this report address these activities and deliverables as part of the grant:

1. Conceptualizing HSRI at UC
1.1. Develop a historical overview of Latinx arrival to the system.
1.2. Examine investment and disinvestment of resources in the past 15 years.
1.3. Develop a literature review of existing HSI scholarship and identify gaps.
1.4. Generate a blueprint for a 21st Century Vision for UC to become the premier HSRI system in the nation.

2. Data Mapping

2.1. Examine the landscape of existing data sources that can be used for assessing UC's current state of "servingness" and its possibilities and challenges for HSRIs.

2.2. Propose how these sources can be aggregated and presented as an HSI data module that is more accessible for research, policy and practice.

In the first paper, Dr. Juan Poblete examines the socio-historical developments leading to the formation of UC as a HSRI system and calls for a recommitment to the public good as integral to servingness. Next, Dr. Marcela G. Cuellar and Mariana Carrola critically analyze literature on HSRIs and propose areas for future research that can guide transformation towards servingness within UC. Lastly, Dr. Frances Contreras proposes HSI metrics that would enable UC campuses to monitor progress in becoming more Latinx responsive and to fulfill the concept of servingness. Collectively, these three papers advance ideas on how servingess can be conceptualized and enacted at UC. The report concludes with recommendations that serve as a blueprint for how UC can set an example in its efforts to become a leading HSRI system in the nation.

The Arrival of Latinx Students to the University of California System and the Future of California[a]

Dr. Juan Poblete, Professor, University of California, Santa Cruz

"Futures are coordination devices. They are central to the creation and sustenance of political projects and material practices. They act as programs around which people, tools, finances, and organizations are mobilized. The process of attending to futures forms an arena in which groups can construct a collaborative agency where none existed before." (Facer and Newfield, 79)

Abstract: This paper proposes that the arrival of Latinx students to the University of California—a progressive development democratizing access and potentially making possible higher levels of educational equity in the state—has occurred in the context of sizable student enrollment growth and a series of regressive dynamics that have so far limited the positive social effect of that access—among them: lower per-student spending, diminished state funding for public education, and tuition increases burdening students' families. More generally, the pipeline guiding Latin@ Californians from P–20 (preschool through graduate and professional school) has been affected by increasing levels of demand throughout the pipeline and decreasing resources to address the needs and aspirations of a significantly diversified population at the college level. Two contradictory dynamics are manifest here: an expansion of the reach of public education and the privatization of the concept of public education. Hispanic-Serving Institution status (HSI) across the University of California system is a great opportunity, through rethinking the meaning of 'servingness,' to begin a return to an understanding of public education as fundamentally a public good, i.e., one on which we collectively invest because we strive for educational equity, social justice and a better future for all in the state. Moreover, the UC system—including, as of 2021, five of the 17 Hispanic Serving Research Institutions (HSRI) listed among the more than 560 HSIs nationally, many of which are two-year community colleges)—is destined to play a key role in the evolution of the meaning and possibilities of servingness in the Hispanic-Serving Institution category, as the work of educational inclusion meets the mission of high levels of research production.

During the late twentieth and early twenty-first centuries, three long-term processes changed the University of California. The first involved the demographic changes in the state of California in the last 50 years, including the ascent of Latinx populations to the largest ethnoracial group in the state and their increased eligibility for and access to the UC system. The second was a significant defunding of public education. The third was the resulting relative privatization of funding for attendance to public universities, as more and more of the burden of covering the costs of attendance was shifted to students' families through loans to pay for tuition. This paper examines these three processes, situates them within historical patterns of inclusion and exclusion, and explores the implications, difficulties, and opportunities arising from their convergence in the contemporary landscape. The aim is to provide context for what the paper terms

as the "Arrival of Latinx Students to the University of California" and the consequent evolution of the UC system into the leading Hispanic-Serving Research system in the country.

**Six quick facts illustrate this complex and contradictory situation:**
- Between 1970 and 2020, California's population doubled from 20 to 39.5 million, tripling its Hispanic component;
- Between 1992 and 2019, undergraduate student enrollment at the UC grew from 125,000 to 226,000 (approximately 80%);
- Between 1990 and 2009, per-student state funding for UC students (adjusted for inflation) decreased by more than 50%. In the late 1980s, state funding was as high as $25,000 per student and fell to about $10,000 by 2015 (Johnson et al., 2014);
- Today, Pell Grants are the federal government's main tool for helping low-income students pay for college. In 1980, Pell Grants covered more than 75% of the cost to attend a 4-year public university; the current maximum award covers just 28%[1];
- In the last 40 years, nationally, per capita student debt has skyrocketed,
- Five of the UC system's nine undergraduate teaching campuses are Hispanic-Serving Institutions (at least 25% of their undergraduate students are Latinx) and

the other four are emerging HSIs, approaching that status in the next few years.

The growth of California's Latinx population in the last fifty years is illustrated in Figure 1.[2]

Since 1970, California's Latinx population has tripled. This transformation has sparked substantial inquiries into how a prominent public education system like the University of California, a public Land-Grant institution, can uphold its dedication to the public and its mission of fostering knowledge, prosperity, and societal welfare. What could it mean for UC to become a Hispanic-Serving public education system? How should we interpret the essence of "servingness" embedded in this designation? This paper explores a range of implications stemming from this demographic and societal shift. The convergence of three enduring processes—demographic shifts (leading to the Latinx population becoming the largest ethnoracial group in the state and to increased UC enrollment), substantial disinvestment in public education, and the partial privatization of funding for public higher educa-tion—coinciding with the arrival of Latinx students to the University of California, needs to be examined within the backdrop of four broader historical trends that have historically influenced the status of Hispanics in the state and shaped their historically formed pattern of inclusion with elements of exclusion.

Figure 1: California's Population is Increasingly Diverse
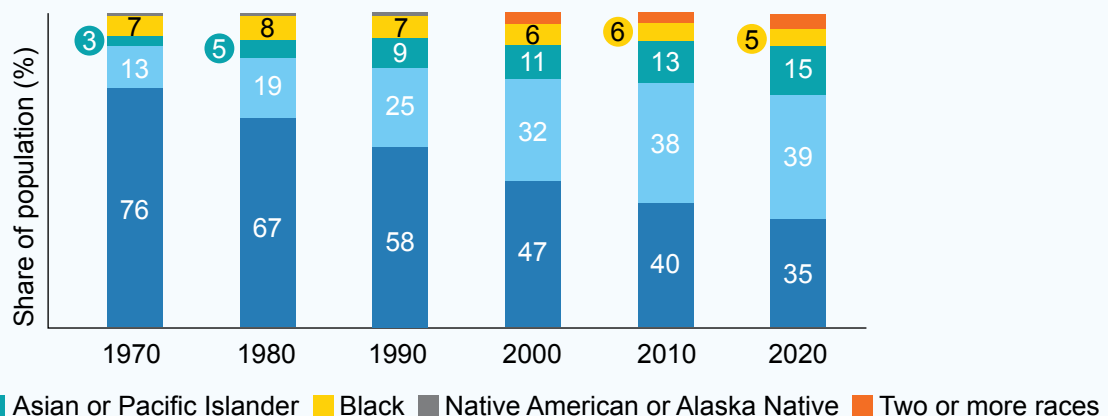
Source: Census Bureau decennial counts

1 Source: www.universityofcalifornia.edu/double-the-pell
2 Source: Public Policy Institute of California, www.ppic.org/publication/californias-population

Coloniality, according to Peruvian sociologist Aníbal Quijano (2008), refers to the productive structure of power resulting from what we now term as the continental expansion in the Americas of colonialism with the accompanying racialization of labor. Coloniality not only solidified the identity of the colonizing subjects (White Europeans) but also defined the identity of the colonized individuals (non-European, non-White others), categorizing them as subjects of political, economic, and cultural exploitation at the hands of the former. Across the Americas, this conquest was realized by instituting a system that intertwined labor and racial difference at the economic level, as well as knowledge and subjectivity at the social level. As a result, the labor of some (Whites) was deemed worthy of a full salary while the labor of others (enslaved Africans and Native Americans, and later Mexican Americans in the USA) could be minimally remunerated or even exploited without compensation. A Eurocentric ideology, dichotomizing concepts like civilization/barbarism and modern/pre- or nonmodern societies, further shaped the narrative concerning the value of knowledge and the establishment of hierarchically ordered and racialized subjectivities and laborers (Quijano 2008).

Proletarianization is the racialization-based process through which California-based Mexican citizens who were entitled to American citizenship due to the Treaty of Guadalupe Hidalgo (1848) experienced gradual dispossession, whether de jure or de facto, of those entitlements and their ownership and property rights. Consequently, they were assimilated to the social racial classification, along with other Hispanic proletarian immigrants, as citizens or non-citizens of second or third category (Almaguer 1994). Proletarianization was the manifestation of the coloniality of power, understood as the capacity of coloniality to function even after the historical demise of colonialism, resulting in the constitution of racialized subjects whose access to labor compensation, property and social rights was negatively affected.

Studying the racialized restrictions on third world immigrants to the U.S. from 1924 to 1965 and the production of illegality, Mae Ngai (2004) outlined the emergence of the illegal alien as a racialized and discriminated against actual presence that cannot turn itself into a full person.

This specific form of limited belonging was an "inclusion in the nation [that] was simultaneously a social reality and a legal impossibility," and it generated what Ngai calls "impossible subjects" (2004, 4).

Latinx immigrants have historically emerged as these impossible subjects within the historical context of California. Similarly, a conspicuous contemporary case involves undocumented students, who inhabit a dual status of being a tangible social presence and simultaneously facing legal precarity that renders their existence either implausible or significantly limited. Thus, "the Integrated Postsecondary Education Data System (IPEDS), the National Center for Education Statistics' (NCES) core postsecondary education data collection program, designed to help NCES meet its mandate to report full and complete statistics on the condition of postsecondary education in the United States for the Department of Education" (IPEDS, 1), does not count undocumented students, despite their relevance for states like California. Their case is a specific manifestation of a much more generalized dynamic historically modulating the forms of economic, social, political, and cultural belonging and exclusion of Latinx populations in California.

Coloniality, proletarianization, impossible subjects, and racialization processes, as well as the ensuing struggles for equity and social justice, are then the historical roots of the coexistence of dynamics of relative inclusion and significant exclusion of Latinx populations in the state of California today. In other words, the experience of Latinx populations are characterized by limited participation and access, as well as notable exclusion, whether in historical or contemporary contexts, all of which are shaped by the enduring influence of racial identification within the framework of coloniality.

The UC has been a crucial space in which these dynamics have unfolded and is now one of the central sites where these issues can be redressed and the nation's ongoing struggle for equity and social justice can be fought. These dynamics can be retraced from the historical exclusion of Latinx students to their present-day inclusion at the undergraduate level, thus showcasing the gradual demographic arrival and integration of Latinx students into UC. From 1980 to 2020, enrollment of

Latinx undergraduates at the UC grew by a factor of 10, and their percentage of all undergraduates almost quintupled (Table 1[3]).

At the graduate level, as expected, growth has been slower but increasingly significant; the number of Latinx graduate students enrolled in the UC system quadrupled since 1980 and close to tripled as a percentage of the total graduate student population (Table 2[4]).

Despite this expansion, both undergraduate and graduate students, and, even more significantly, faculty and senior management, are categories in which Latinx people are still underrepresented in the UC, considering

their demographic size in the state today. According to the UC system, the two major categories of UC personnel are: 1) Academic: including academic administrators, regular teaching faculty, lecturers, and other teaching faculty, student assistants, researchers, librarians, cooperative extension researchers, university extension faculty, and other academic personnel; and 2) Non-academic: including senior management (SMG), management and senior professionals (MSP), and professional and support staff (PSS). How underrepresented Latinx people are in the UC system in those two key personnel categories in the last four decades can be clearly seen in Tables 3–5[5].

Table 1: UC Campus Fall Undergraduate Enrollment: 1980–2020*

	1980	1990	2000	2010	2020
Total	97,102	125,458	141,366	179,581	226,449
Latinx	5,355	14,284	17,402	31,909	56,667
% Latinx	5.5%	11.4%	12.3%	17.8%	25.0%

Table 2: All UC Campuses Fall Enrollment–Graduate Level*

	1980	1990	2000	2010	2020
Total	38,719	41,089	41,989	54,883	59,267
Latinx	1,633	2,443	2,681	4,084	6,751
% Latinx	4.2%	5.9%	6.4%	7.4%	11.4%

Table 3: University of California Academic Personnel

	1980	1990	2000	2010	2020
Total	27,225	37,908	44,960	58,687	73,012
Latinx	849	1,758	2,582	3,492	5,816
% Latinx	3.1%	4.6%	5.7%	5.6%	8.0%

Table 4: University of California Non-Academic Personnel

	1980	1990	2000	2010	2020
Total	66,993	88,858	106,351	126,702	123,372
Latinx	5,474	10,876	16,734	22,721	29,856
% Latinx	8.2%	12.2%	15.7%	17.9%	24.2%

*Latinx reported as Chicano and Latin American for 1980 and 1990. Latinx reported as Chicano/Chicana and Latino/Latina for 2000. Latinx reported as Hispanic/Latino(a) for 2020.

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3 Source: *The University of California Statistical Summary of Students and Staff. Fall 1981, 1990, 2000, 2010.* Source 2020: Fall enrollment at a glance | University of California

4 Source for 2020: Fall enrollment at a glance | University of California. Source: *The University of California Statistical Summary of Students and Staff. Fall 1981, 1990, 2000, 2010*

5 Source: *The University of California Statistical Summary of Students and Staff. Fall 1981, 1990, 2000, 2010.* Source: UC workforce diversity | University of California.

*Latinx is reported as Hispanic.

Table 5: SMG & MSP (Managers, Senior Professionals, and Senior Management Group)*

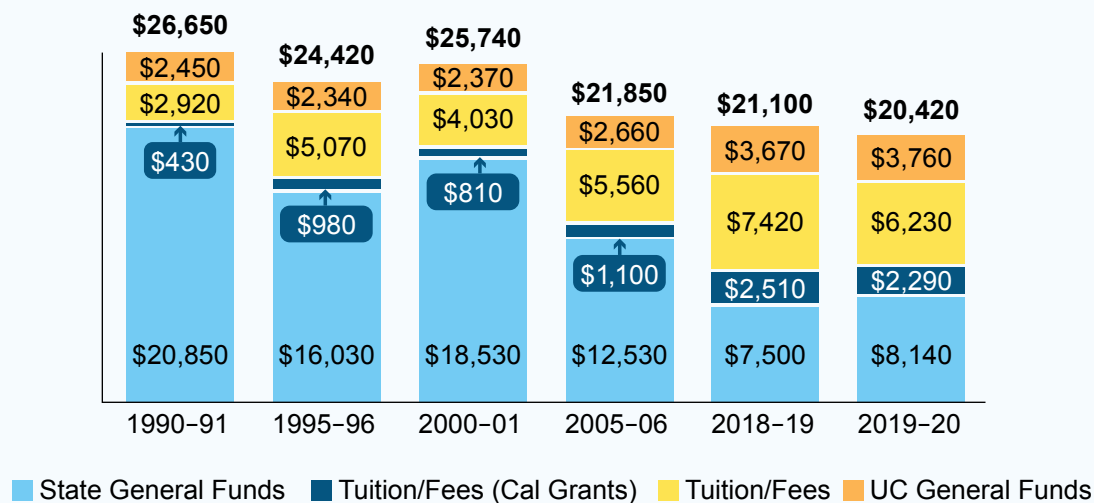|	2000	2010	2020
Total	5,312	9,285	16,801
Latinx	262	591	1,646
% Latinx	4.9%	6.4%	9.8%

In 2010, the UC recategorized some academic administrators (mostly deans) from SMG staff to academics.

The arrival of Latinx students into the UC system, constituting our initial long-term process, has always been an inevitable demographic occurrence, intricately interwoven within the broader historical trajectory of constrained inclusion, often accompanied by marked exclusion. However, this arrival has also been constrained in its potential for transformative impact, due to its alignment with the concurrent unfolding of two other processes: a noteworthy reduction in public education funding and a parallel tendency towards the privatization of financial support for public higher education. These two latter dynamics are intricately connected.

Thus, according to UC data, adjusted for inflation, as shown in Figure 2 below: "since 1990–91, total instructional expenditures per UC student have declined by 21%," while "students and their families bear a greater share of that cost." In other words, California, as a state, invests less in students (today, on a per capita basis, less than 50% than in 1990) precisely when more first-generation and working-class students of color are entering the system, placing an increased financial burden on them and their families to finance their education (today, twice as much, through tuition increases and loans, than they did in 1990) (See Figure 2[6] with inflation-adjusted amounts).

State-provided education has nationally, on the other hand, come to depend on the payment of tuition through federal loans by the families of many of these newly arriving students of color. As Josh Mitchell's *The Debt Trap. How Student Loans Became a National Catastrophe* (2021) makes clear, a vicious circle has developed between underfunding of state schools and the growth of tuition paid for by loans in both state and private schools: "The more colleges raise tuition, the more Americans borrow. The more Americans borrow, the more colleges raise tuition" (2021,7). In that scenario, today "more than two-thirds of undergraduates borrow, and those who do graduate owing an average of $29,000. [...] A generation

Figure 2: Core Fund Expenditures for Instruction Per Student

6 Source: https://accountability.universityofcalifornia.edu/2021/chapters/chapter-12.html#12.1.5

ago it was rare to owe $60,000 in student debt; now more than seven million Americans owe that much" (2021,7).

The interlinked dynamics of defunding and privatization, operating on both a national and interconnected level, have limited the potential impact of the arrival of people of color and non-traditional students to higher education in the U.S. This also pertains to Latinx students' access to California's premier tier of public education. These dynamics are analyzed in a series of important and recent books such as Caitlin Zaloom's *Indebted, How Families Make College Work at Any Cost* (2019), Elizabeth Tandy Shermer's *Indentured Students. How Government-Guaranteed Loans Left Generations Drowning in College Debt* (2021); Josh Mitchell's *The Debt Trap. How Student Loans Became a National Catastrophe* (2021), Tressie McMillan Cottom's *Lower Ed. The Troubling Rise of For-profit Colleges in the New Economy* (2017), and Christopher Newfield's *The Great Mistake. How We Wrecked Public Universities and How We Can Fix Them* (2016).

For Elizabeth Tandy Shermer, the multiple comparisons sprouting from the end of the 20th century into the 21st between indentured labor and educational debt have an underlying commonality: as did workers of color in the past, many students throughout the nation today—especially those from low socioeconomic backgrounds (preyed upon by for-profit colleges more interested in capturing federal loans than in effectively educating and graduating students)—find themselves unable to escape the debts acquired in the pursuit of their degrees, debts that, instead of decreasing with time, tend to increase through interests and penalties. As a result, "Student debt has become one of the largest categories of American consumer debt, second only to home mortgages, in the new millennium" (2021,3). Differences in families' capacities to pay tuition mean that a working-class family will pay more money over time than a wealthy one for the same degree, increasing "the racial wealth gap," accomplishing the opposite of the historical promise of education. Mitchell (2021) opens with the illustrative case of an adult student, two years into an educational loans-generated bankruptcy, who had gone into college to get a BA and then to graduate school to get a degree that would allow her to become a psychologist:

Exhibit 1 of her bankruptcy documents listed how much she had sent over the years to Sallie Mae and its spinoff, a company called Navient, to repay her student loans. Month after month, year after year [for seventeen years], she mailed off those payments, each check for more than $700. After some 160 checks, she had paid $135,603.34. Most of it, $100,000, went toward interest, padding the profits of Sallie Mae. Her balance now sat at $96,820. (7)

Lest this be seen as an aberration exploited only in the for-profit sector, Shermer clarifies that "By 2017 state-school graduates [nationally] had an 11 percent default rate, just a few points less than for-profits' percentage" (5). Likewise, it is not only a problem for working-class families but one with the capacity to redefine the experience of middle-classness in the U.S., as Caitlin Zaloom (2019) makes clear: "Today being middle class means being indebted. It means feeling insecure and uncertain about the future, and wrestling with the looming cost of college and the debt it will require" (1).

Tressie McMillan Cottom's *Lower Ed. The Troubling Rise of For-profit Colleges in the New Economy* (2017) points to the unexpected synergy between traditional higher education in not-for-profit institutions and for-profit colleges: "Lower Ed can exist precisely because elite Higher Ed does. The latter legitimizes the educational gospel [as a morally and financially sound investment] while the former absorbs all manner of vulnerable groups who believe in it: single mothers, downsized workers, veterans, people of color, and people transitioning from welfare to work" (11).

After describing the history of the federal student loans program, Josh Mitchell concludes:

The student loan program is the quintessential form of crony capitalism. It privatized profits and socialized losses. In an echo of the housing bubble, all the risk fell to students and their families, who have been told repeatedly that college and grad school are safe and necessary investments. The narrative of higher education as a ticket to the American Dream fueled the exploitation of good intentions by bad actors. (18)

After showing how, in a tuition and loans system, racial wealth inequality affects college affordability and post-secondary educational success, including "students' ability to attend college, complete their studies, and depart with a reduced debt burden," Fenaba R. Addo and Lorna Jorgensen Wendt conclude their essay on "The Racialization of the Student Debt Crisis" (2020) by stating: "A debt-financed higher education system in a society with extreme wealth inequality means those with fewer resources are more likely to take on debt to access postsecondary education" (211). Unfortunately, relative defunding and privatization of cost have been two of the contemporary forms of historical inclusion/exclusion or qualified inclusion determining the social trajectory of Latinx people in California.

In *The Great Mistake. How We Wrecked Public Universities and How We Can Fix Them* (2016), Christopher Newfield traces the intertwined history of this double privatization of public education as a social reality and as a concept. He makes clear that this is not a problem exclusively produced by a bad system of financing but, instead, one generated by a fundamental change in our concept of public education as, centrally, a private and individual good instead of part of the common good. This point is important for this paper's argument because delivering on the progressive and democratizing promise and potential of the University of California becoming the premier HSRI public education system in the nation depends, to a significant extent, on the institution's honoring of education's public good status. This promise depends on UC's commitment to shifting from a focus on equitable access work to widely distributed excellence. After all, by 2019–2020 "The majority of Latinos earned their degrees at a public institution. Over 70% of Latinos that earned a certificate or degree did so at a public four-year (42%) or public two-year (29%)" and "Over half of Latinos who earned a degree [in 2019–20] did so at a Hispanic-Serving Institution (HSI). HSIs awarded 55% of the degrees Latinos earned in 2019–20" (Excelencia, 2022, n.p.).

Defying the dominant ideology about the origins of the contemporary troubles in public higher education in the U.S., Newfield sees those problems as not stemming from a lack of business acumen in the sector or from its distance from market logic. Instead, for him they are the direct reflection of the penetration of such logic into the sector. This affects public higher education in two connected ways: the relative privatization of funding and the lack of understanding of what are the meaning and goals of public education itself.
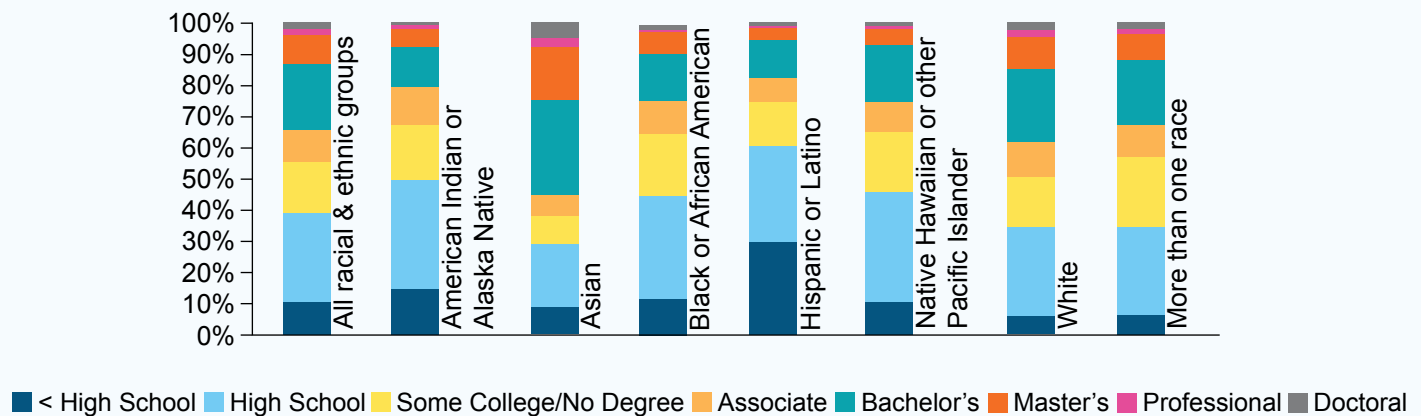
To Newfield, "the American Funding Model" of public higher education is "broken": "It has been broken by too much private funding and service to private interests" (2016, 4). His diagnosis: "Private sector 'reforms' are not the cure for the college costs disease—They *are* the college cost disease" (4)*.* They lower educational quality and raise costs. His concise formula for such an analysis is: "low public funding *equals* high tuition *equals* high student debt *equals* lower access *equals* lower college attainment, period." (12).

Newfield traces the origins of the ideological transformation that facilitated a substantial level of higher education privatization back to the Reagan era and the era of economic uncertainty. He clarifies that this transformation didn't directly entail the transfer of public assets to private ownership. Neoliberalism, one of the ideological responses to such a situation, resulted in the white middle class voting to lower their taxes and weakening of support for public infrastructure more generally. Ideologically, such diagnosis: "narrowed the value of college to the individual's private investment in their future earnings while stigmatizing public benefits, particularly racial equity via race-conscious admissions, as attacks on private interests" (39).

Newfield argues that in continuous 20th century expansion, by 1980, the U.S. was still a world leader in educational attainment, but by 2015 had moved into "a middle of the pack" position (45). As we have seen, those same four decades were also the years of the arrival of Latinx students to the UC system. The promise of such an arrival was to begin correcting the still very unequal distribution of educational attainment nationally, as seen in Figure 3 on the following page [7]:

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7 Source: www.equityinhighered.org/indicators/u-s-population-trends-and-educational-attainment/educational-attainment-by-race-and-ethnicity

Figure 3: U.S. Educational Attainment of Adults Ages 25 and Older by Race and Ethnicity, 2017

Legend: ■ < High School ■ High School ■ Some College/No Degree ■ Associate ■ Bachelor's ■ Master's ■ Professional ■ Doctoral

The neoliberal response, as it did in many other areas of life such as health and social services, misunderstood or misconstrued the meaning and goals of public education itself. Faced with budgetary crisis, partly produced by the neoliberal cutting of taxes, educational leaders felt compelled to embrace the neoliberal definition of public education as a private good, something like an investment the individual made on their own future, and thus something they should be willing to incur debt to pay for. This, in turn, became the basis for justifying tuition raises to address California's decreased funding. This is a cycle that has significantly privatized public education. According to Newfield, tuition increases in the 1980s and 1990s preceded and were initially independent of the funding cuts (42). This cycle became part of the informal agreement between state legislatures and state higher education leaders; tuition raises could be justified by state cuts, and the latter could be absorbed by tuition increases, allegedly without affecting the quality of education. Nationally, "state appropriations for public colleges and universities declined by 25 percent in constant dollars between 1989 and 2014. During the same period, net student tuition doubled" (18).

The accepted main rationale, on both the state and college sides, was that an education would eventually amply compensate the individual beneficiary for the investment and the temporary debt. For Newfield, this

was only one half of the historical understanding of such rationale in the previous 20th century expansion of public higher education. Forgotten was the second half that insisted on private-nonmarket and public benefits for all, such as democratization, a generalized intellect based on skills and cognitive development, better health, and a more informed electorate. What was forgotten then was the dual nature of public education: "It has obvious private good features like increasing a graduate's future personal income, and it has an equally public good status" (65). Newfield understands the notion of public good as "a good whose benefit continues to increase as it approaches universal access" (64). In fact, those socially distributed benefits depend precisely on public funding to achieve something close to universality within a society. Absent public funding, higher education transforms into a privilege distinguishing some from others, instead of connecting them as a society and benefiting all of them as a group. Using economist Walter W. McMahon's calculations of the benefits of higher education, Newfield divides the yearly benefits into thirds: private market benefits (as return on investment) = $31,174 (in 2007 dollars); direct and indirect nonmarket private benefits = $38,080, including the ability to work in areas with high compensation, affording high quality of life and services; and direct and indirect social benefits = $31,180. More than 50% of the benefit of higher education, according to McMahon, could be

deemed externalities, i.e., benefits realized by others in society as a result of the individual's education. Newfield concludes: "In sum, standard calculations of the value of college are completely wrong. They miss about two thirds of its overall value" (72).

Elizabeth Popp Berman's book, "Thinking like an Economist: How Efficiency Replaced Equality in U.S. Public Policy" (2022), elucidates the historical evolution of what she terms "the economic style of reasoning" (13), which has supplanted other conceptual frameworks, such as "universalism, rights, and equality" (38), in shaping public policy design in the United States since the 1970s. Unlike denunciations of right-wing neoliberalism at the macroeconomic level, Popp Berman's account emphasizes, at the microeconomic level, the central role played by center-left economists and thinkers in the supposedly neutral privileging of "markets as efficient allocators of resources'' and efficiency itself as the supreme value for all realms of life, including areas "such as education or healthcare, that are not governed primarily or solely as markets" (17).

The social and individual benefits of a public education, its dependence on broad access and high quality massively distributed among the population, its contribution to social mobility, and the democratization of the benefits of economic development are part of what I termed as the progressive and democratizing promise and potential of the University of California. In particular, UC's path to becoming the premier HSRI public education system in the nation is an opportunity to think about how a public understanding of education and servingness (García, 2020) help us honor and enhance the social benefits of education as a public good. Rather than constituting a paradox, the notion of combining extensive inclusivity with substantial research endeavors is exemplified by the concept of HSRI, an educational classification that, though still uncommon, is progressively gaining ground. This term encapsulates a noteworthy endeavor in itself.

The promise and potential of UC as an HSRI system as seen in the example of UC Santa Cruz

As a research-intensive (R-1) institution, UC Santa Cruz is, as of 2022, one of 20 Hispanic-Serving Research Institutions (HSRIs) and one of two HSRIs and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) elected to the American Association of Universities (AAU). UC Santa Cruz has earned international distinction for its high-impact research and uncommon commitment to teaching, public service, and social justice.

In 2012, as UC Santa Cruz anticipated reaching 25% Latinx undergraduate student enrollment, a task force of faculty, staff, and students was charged with planning how the campus would implement its HSI mission (Reguerín et al., 2020). The task force began by reviewing relevant research models, empirical evidence, and best practices to address the question "What accelerates or impedes the academic and socioemotional success of our Latina/o students?" It was the first time the campus systematically used data disaggregated by race/ethnicity, socio-economic status, and gender to study Latinx students' academic pathways, complemented by the voices of Latinx undergraduates, who developed and presented their study of this question at the American Educational Research Association (Reguerín et al., 2020). This work allowed UC Santa Cruz to begin asking questions about itself such as: What is the meaning of HSI servingness and more specifically within an HSRI (Hispanic-Serving Research Institution)? Our now 10-year long HSI trajectory is captured by the further evolution of our initial guiding question about what accelerates or impedes the academic and socio-emotional success of our Latina/o students to our current guiding questions:

• What forces accelerate or impede the **holistic success** of Latinx, low-income, and first-generation undergraduate, transfer, and graduate **students** at UC Santa Cruz?
• What educational **interventions**, student-centered practices, and investments can increase UC Santa Cruz's capacity as a public R-1 institution[8] to support successful academic and career pathways of Latinx,

8 An R-1 institution is, according to the Carnegie Classification of Institutions of Higher Education, a university that produces "very high research activity" (Carnegie)

low-income, and first-generation undergraduate, transfer, and graduate students?

• What **structures**, changes, and **institutional investments** can increase the capacity of UC Santa Cruz, as a public R-1 HSI, to serve as a UC and national leader in redefining servingness, achieving equity, and promoting social mobility?

The comprehensive redefinition of the purpose and extent of our educational endeavors carries a significant implication—the potential for HSI initiatives to reintroduce and emphasize inquiries like: What is the meaning and mission of public education? What are the connections among public education, the public who funds it in California, and both of their futures? What does educational equity mean in this context and how do we achieve it? It also means exploring the possibilities of being a public, HSRI, and R1 educational institution and system. This centrally involves exploring, expanding and developing the meanings of "servingness" (García, 2020; Reguerín et al, 2020) by probing the fit between the needs of our students and our institutional capacity to satisfy them, in ways that lead to equity of results at all levels of the educational process:

• How do underrepresented students experience the institution?
• Are classes designed for the success of students from underrepresented groups (URGs)?
• Are departments and their faculty—through their courses, schedules, curricular logics and course sequences, and major requirements—cognizant of the differential impact they may have?
• Are we ready to investigate our own practices and premises to be more effective in our work towards educational equity?
• Are all campus divisions (academic, student affairs, advising, etc.) coordinating?
• How can we bridge their practices?

Since "race" can be historically seen as one of the organizing principles structuring inequality in U.S. history (Omi & Winant, 2014)—and, certainly, determining the status of Latinx people in California—and given that "In post-secondary education in the United States, the core educational concepts of college, college students, and education are racialized by the ideological values of

merit and equal opportunity [...] which block awareness of structural racism" in education (Dowd and Bensimon, p.1–2), UC Santa Cruz's HSI Initiatives developed a set of Guiding Principles for Becoming a Racially Just HSI (Reguerín et al., 2020, p. 57):

• Move from successful admission of racially diverse students (our strengths) to equitable outcomes and experiences across all racial groups (our challenge).
• Raise awareness and consensus building by disaggregating data by race and other identities.
• Reject attempts to mute race and highlight racial (in) equities at every opportunity.
• Improve inclusion and campus climate by redesigning gateway classes and providing professional development with faculty and staff to meet needs of all students.
• Introduce socially and culturally informed innovations in teaching and practice, including those centered on minoritized ways of knowing and being.
• Build on successes and acknowledge challenges and issues revealed by ongoing inquiry.

As we undertake the revision of these principles to align with the expansive evolution of our HSI endeavors, which now encompass all educational levels (ranging from undergraduate to transfer to postgraduate education and faculty roles) and all facets (including admission, the first-year experience, retention, persistence, professional preparation and timely and successful graduation, as well as postbaccalaureate access and achievement) within the educational pipeline, they vividly underscore our dedication to confronting the interconnected structure between "race" and unequal educational outcomes. Moreover, these revisions serve to emphasize our commitment, both as researchers and practitioners, to scrutinize our educational practices to prevent any participation in perpetuating social inequality and to propel the cause of educational justice forward.

The choice to prioritize the examination of structural disparities in access, opportunities, readiness, and outcomes, and to subsequently scrutinize our institutional practices through both cognitive and non-cognitive lenses, with the objective of preventing the perpetuation of inequality and initiating steps towards rectification, stands as a pivotal embodiment of servingness at UC Santa Cruz as an HSRI. Such work has allowed us to

improve many of our institutional practices—including our gateway and other required classes in STEM, introductory literacy and mathematics classes preparing students from different backgrounds for success in college—build a transfer-receptive culture (Herrera & Jain, 2013), provide access to research and internship opportunities, and address graduate students' need for writing support.

These efforts allowed us to see that if we want to be more effective with all our students, we must change institutionally. They helped us see that our problems achieving equity of results were not centrally an issue of students' alleged under-preparation but instead of our institutional relative (in)capacity to meet our students' needs and hopes. Moreover, HSI work—reorienting our priorities to serve the needs of the students who need us the most, often the majority of students in many of the UC campuses now—also holds the promise of improving educational attainment for all students. By concentrating on the quality and actual results of students' learning experiences and support services, we improve our capacity to foster success among all our students.

The Challenges We Must Meet

The array of challenges we must confront to fully harness the potential of HSI efforts in substantially enhancing equitable outcomes throughout the University of California is extensive. In essence, we are tasked with achieving

more with fewer resources to effectively meet the requirements of a markedly diversified student population. This paper has argued that the increasing levels of student debt and underfunding per capita by the state are fundamental challenges to the transformative power of higher education in California. They are structural conditions that no amount of HSI work can fully neutralize. We must then recover our view of public education as a fundamental public good, in which we collectively invest because we strive for educational equity, social justice, and a better future for all. The current Latinx underrepresentation at all levels of university life poses a significant problem that was notably evident at UC Santa Cruz in 2019, as shown in Table 6.[9]

Taking into account that UC Santa Cruz boasts a commendable diversity profile in numerous categories within the UC system, encompassing the percentage of both undergraduate and graduate students, as well as faculty members, it becomes apparent just how profound and significant the imbalanced representation of Latinx individuals within UC system truly is. The fact that a considerable portion of our senior management remains predominantly White implies that the input of people of color is less impactful than what the state's demographic makeup necessitates. Furthermore, the limited presence of Latinx graduate students introduces complexities in terms of attaining improved representation among faculty members and senior administrators in

Table 6: Levels of Representation by Race/Ethnicity at UCSC in 2019

Race/Ethnicity	CA Population (2019) PPIC	Ladder-Rank Faculty	Lecturers (Individuals)	Management Senior Staff (Individuals)	Professional Support Staff (Individuals)	Graduate Students	Undergrad Students
Latinx	39%	10% (55 individuals)	31	35	759	10%	27%
White	37%	65% (361 individuals)	221	373	1,369	40%	30%
Asian, P.I.	15%	17% (100 individuals)	29	34	254	11%	28%
African. Am.	6%	3% (18 individuals)	7	14	102	3%	4%
Native Am.	1.6%	2% (11 individuals)	3	5	23	1%	1%

9 Sources: California demographics: Public Policy Institute of California: www.ppic.org. Personnel: UCSC personnel profile 2019–20. Faculty welfare: UCSC Committee on Faculty Welfare May 2018.

the future. While we have made strides in expanding undergraduate access to UC, the composition of the faculty has not experienced a similar democratization. This imbalance leaves the few professors in place shouldering an excessive load, sometimes grappling with an overwhelming volume of student and institutional demands on their time and attention.

A different challenge is highlighted in Laura Hamilton and Kelly Nielsen's *Broke: The Racial Consequences of Underfunding Public Universities* (2021). The authors use the case of the UC system to illustrate two opposing but connected dynamics affecting public university systems across the country. First, they discuss the racial consequences of what they call "postsecondary racial neoliberalism," where using individual "merit" to launder family and class privilege results in significant levels of per capita defunding for under-represented students who, lacking cultural, social, and economic capital relative to most of their White peers, are most in need of resources and support (20). Second, they highlight the limitations and possibilities of what they call "new universities" such as UC Merced and UC Riverside, "schools that pair high research ambitions with predominantly disadvantaged student populations" (3). The limitations are derived from the mismatch between student needs and available per capita funding. They include "potentially risky public-private partnerships (or P3) as a strategy for building and maintaining large portions of campus" (25), "austerity practices", and "tolerable suboptimization" of services such as "academic advising, mental health services, and cultural programming" (25). The possibilities, on the other hand, paradoxically reside in the transformational potential of the work that is required to make underfunding compatible with high research, diversity with excellence, and racial inclusion with full socialization of knowledge and creativity. Such potential may entail successfully 'breaking' the mold of the traditional (predominantly White) research university.

Although the UC system is significantly more democratic in demographic composition and in Pell grant recipients' participation than other large higher education public systems in the country and, certainly, is more inclusive

than most research universities, it still has a hierarchy of trajectory, endowments, and prestige that makes some campuses (UC Berkeley and UCLA at the top) fund most of their educational per capita expenditures with private resources and out-of-state enrollments; while other campuses such as Merced, Riverside and Santa Cruz must fundamentally rely on decreasing state funding. This situation risks what the authors call the perils of a stratified UC system, resulting in an unequal "co-opetition," both cooperation and competition, for UC resources (86). In that context, UC Merced and UC Riverside provide "political cover" for UC by helping "produce favorable optics at the system level, allowing the university system to demonstrate its commitment to serving in-state students, low-income students and URS."[10] (75). Crucially, however, they do so "with a fraction of the resources" (75). Consequently, a specific subset of two or three campuses becomes the nexus for the amalgamation of both student population diversity and resource scarcity. These campuses house a larger proportion of low-income students, those who are classified as underrepresented students, and in-state students. These individuals receive education with considerably lower per capita funding. Simultaneously, the entirety of the system capitalizes on the political leverage that such allocation facilitates, enabling the system to assert its demands at the levels of state leadership and legislative bodies.

To begin meeting those challenges and actualize the democratizing educational potential of UC becoming the premier HSRI system in the country, we must first understand why our HSRI status matters for all and not just for URGs. To become an HSI, or more precisely, to be recognized as HSI-eligible by the US Department of Education, a post-secondary institution must meet three criteria: 1) Demographic: a minimum of 25% of its undergraduates must be Hispanic; 2) Economic: about a third of the students must be low-income students (recipients of Pell grants); and 3) Economic: relatively low overall campus spending per student (core expenses). In other words, to become an HSI, such a college must come close to the definition of the "new university" Hamilton and Nielsen elaborate upon. It has to successfully combine access and excellence, the production of

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10 URS refers to historically underrepresented racially marginalized students.

high-level research and chronic underfunding, and the creation of opportunities in the context of structural limitations. Even with the limiting structural constraints of the co-occurrence of increasing levels of student debt and underfunding per capita by the state, with the arrival of Latinx populations to the UC system, HSRI status for UC is a recognition of the nature and importance of the social and educational issues it is tackling, and the crucial relevance of the new practices, challenges, and solutions it may be able to identify in that process.

Second, the UC system must pursue six immediate goals:

• Place the vision of equity of representation and the mission of attaining quantifiable equity outcomes in the near future at the center for the UC system at all levels: senior administrators, faculty, staff, and graduate and undergraduate students.
• Champion that vision and mission throughout the system, from the UC Office of the President to campus chancellors and EVCs to deans and chairs.
• Convene a UC system-wide equity summit that includes HSI-related staff, faculty, and administrators across the system to define "serving" in "Hispanic-serving" at all and each of the UC campuses.
• Invest in redistributing per capita student spending

across UC; in the system-wide HSI effort; in student success at all levels; in the data generating and gathering capabilities that create accountability and agency at all levels of the UC educational practice.
• Commit to a UC system in which diversity and excellence are representative of the population of the state in all campuses (not concentrated in 3 or 4 campuses that are asked to do the work of diversity for the system), a system in which research opportunities for undergraduate and graduate students are equally distributed across all campuses and fields, and one in which actual social mobility results from equal funding per student across all campuses.
• Reduce student debt, particularly for low-income and first-generation students and students from URGs, and tie it to access to graduate/professional school to not only increase graduate enrollments but also assure career advancement and success.

A UC HSRI system—while structurally limited by the processes described in this paper—remains poised to seize a historic opportunity to make the arrival of Latinx people to the UC system the occasion for a radical expansion of the democratizing and transformative power of public higher education in the state and the nation.

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Advancing Servingness at Hispanic-Serving Research Institutions (HSRIs): A Call for Research and Action across the University of California

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Commonly identified by their Latinx undergraduate student enrollment of at least 25%, HSIs vary across institutional characteristics, including degree offerings, location, and institutional resources (Núñez et al., 2016). Historically, most HSIs have functioned as open and broad access institutions; however in 2022, a notable development emerged as 21 HSIs were also classified as research 1 (R1) universities (Alliance of Hispanic-Serving Research Universities, 2022). Although a few R1 universities have long been HSIs, such as the University of New Mexico, the growing representation of R1 universities is changing the landscape of HSIs and higher education more broadly in key ways. For several institutions who are members of the Association of American Universities (AAUs), such as UC Irvine, UC Santa Barbara and UC Santa Cruz, obtaining HSI status is historic (Núñez, 2017). More attention is now directed at these institutions, notably with the establishment of the UC-HSI Initiative (Paredes et al., 2021) and, in 2022, the Alliance of Hispanic-Serving Research Universities (HSRUs), a voluntary association with the goal of increasing the number of Latinx doctoral students and professors at these universities by 2030 (Alliance of Hispanic Serving Research Universities, 2022).

Apart from their robust research missions, R1 HSIs typically boast greater financial resources and exhibit selective admissions criteria compared to their non-R1 counterparts, as outlined by the Carnegie classification description (nd). Whiteness also remains embedded in the historical and cultural practices of most institutions, despite changing student demographics (Cabrera et al., 2017). Within R1 HSIs, this includes the underrepresentation of Latinx graduate students (Garcia & Guzman-Alvarez, 2019) and faculty (Zambrana et al., 2017). These patterns are concerning given that research universities play a critical role in producing the next generation of researchers and professionals. Nevertheless, there is a lack of comprehensive empirical research focused on Hispanic-Serving Research Institutions (HSRIs), a term introduced by Marin and Pereschica (2017), and their diverse contributions to enhancing social mobility for marginalized communities. The underlying concept of the HSI designation posits that a heightened presence of Latinx students will drive institutional transformation aimed at providing improved support for this demographic and other historically undeserved populations (Santiago, 2012). However, the extent to which HSRIs are actively reshaping their structures to fulfill this objective remains uncertain, highlighting a significant void in both educational research and policy.

The purpose of this paper is to advance conceptions of servingness at HSRIs, with a focus on UC. We first present and analyze the existing scholarship about HSRIs to identify ways that servingness is conveyed and manifested at institutional and individual levels. Given that the research on HSRIs is relatively nascent, we also consider research on the experiences of Latinx individuals (students, staff, faculty, and campus leadership) at

research universities to begin to contextualize some of the ways in which HSRIs may be changing. In synthesizing key findings from existing scholarship, we propose areas for future research and practice that can advance transformational changes reflective of servingness at UC and HSRIs more broadly.

Literature Review Parameters

We began our literature review by searching for peer-reviewed scholarship that focused specifically on HSRIs, including organizational and individual levels of analyses. We incorporated literature that either explicitly outlined institutions situated at this juncture or provided information about the institution in a manner that facilitated our ability to confirm its status as an HSRI or a developing HSRI at the time the publication was released. We also expanded our search criteria to identify a broader body of scholarship on Latinx individuals at R1s in an effort to contextualize this growing body of HSRI literature. We specifically focused on literature published between 2000–2022 to align with the timeframes in which the representation of students grew exponentially at UC (see Poblete chapter). We included search terms that encompass these types of environments, such as *R1*, *elite*, *research*, and *selective universities*. We first searched for peer-reviewed, empirical articles in education databases, such as ERIC, JSTOR, and google scholar. We then looked at Latinx-specific journals, including the *Journal of Hispanic Higher Education*, *Journal of Latinos in Education*, and the *Hispanic Journal of Behavioral Sciences*. We excluded articles that were not set in or examined education issues related to research universities and did not include Latinx individuals at any level.

Including the broader body of scholarship on Latinx individuals at research universities, our review resulted in 172 articles that met these criteria. Eighty-two of these articles were based at HSRIs (see Appendix A for a list of articles), while the remaining articles focused on R1 universities more generally (see Appendix B).

For this report, our discussion centers on the 82 articles about HSRIs. However, we also refer to the broader R1

literature to begin contextualizing the findings within the HSRI literature. It is important to note the growing interest in HSRIs as a site of study, given the exponential growth of studies published since 2000. Between 2000–2009, merely four studies were conducted within the context of HSRIs. This number jumped to 40 between 2010–2019. In just two and a half years, from 2020 to August 2022, there were already 39 articles published. Less than half of the HSRI studies focused on the experiences of Latinx individuals in these institutional settings, while 17.1% focused on the institutions themselves, and another 13.4% focused on academic and community programs at these institutions (see Table 1). In terms of methodological approaches, just over half of the studies used a qualitative approach, as shown in Table 2.

Table 1: Focus of HSRI Literature: Number of Publications

Focus	#	%
Institutions	14	17.1%
Programs	11	13.4%
Classroom	21	25.6%
Undergraduate Students	20	24.4%
Graduate Students	4	4.9%
Faculty and Staff	9	11.0%
Multiple perspectives	3	3.6%
Total	**82**	

Table 2: Methodological Approaches Utilized in HSRI Literature

Research Design	#	%
Qualitative	43	52.4%
Quantitative	24	29.3%
Mixed Methods	8	9.8%
Conceptual	5	6.1%
Report	2	2.4%
Total	**82**	

Emergent Themes

We identified several emergent themes across the HSRI literature. As the scholarship addresses different levels of analyses (institutional, programmatic, individual), we present emerging themes corresponding to these foci.

Institutional Analyses

Almost one fifth of the HSRI literature focuses on institutional level analyses. Institutional characteristics of HSRIs are some of the features considered in these studies, particularly the extent to which these institutions have included or excluded Latinx students and other historically underserved groups. Historically, most HSIs have been community colleges and four-year teaching universities (Marin & Pereschica, 2017), which are commonly recognized by their accessibility for students from these communities. By contrast, R1s have historically been less accessible for minoritized students, including Latinx students, until more recently with the increased enrollment of Latinx students across all institutional types (Marin & Pereschica, 2017). While not yet deeply explored in this scholarship, other important institutional characteristics at HSRIs may include land-grant status, whether they are public or private, and the size of the campus population. Some of these characteristics are more static while others may be in flux.

More importantly, organizational identity and institutional capacity building are critical to understanding the level of transformation fundamentally occurring at these institutions to more intentionally support Latinx individuals and communities (Hurtado & Ruiz Alvarado, 2015). Some HSIs are distinguished by enacting institutional cultures that reflect Latinx cultures and values (Garcia, 2017; 2019). Garcia et al. (2019) additionally elaborate on how the concept of servingness can be interpreted within an HSI context, illustrating its manifestation through mechanisms like culturally relevant programs and pedagogical approaches. Through case studies, several articles consider some of the broader challenges and opportunities that HSRIs may face at the intersection of their organizational identities as HSRIs. The organizational identity of HSIs may also be perceived distinctly by individuals given their own roles and positionality within an institution (Hurtado & Ruiz Alvarado, 2015). Institutional analyses thus showcase the multiple and complex identities of HSRIs and how these can influence the goals of the university, allocation of resources, and program development.

Advancing Access and Excellence

A recurring theme within the literature grapples with the intersectional institutional identities of the R1 university designation (Carnegie, 2009) and an HSI designation, which can be seen as contradictory due to the conventional belief that being recognized as an R1 institution signals prestige, while identifying as an HSI is often perceived as the opposite (Marin & Pereschica, 2017; Zerquera et al., 2017). Several studies found a stigmatization around the HSI designation and recognition as an HSI or having high enrollment of Latinx and other Students of Color (Doran, 2015; Marin & Pereschica, 2017), which is connected to broader racialized patterns in U.S. higher education. The most selective and well-resourced colleges in the country are more likely to be racialized as white, whereas colleges and universities that serve larger populations of Students of Color tend to be broad access and less selective (Garcia, 2019). Furthermore, the assessment of an institution's worth frequently aligns with its institutional racial categorization (HSI, HBCU, PWI), mirroring the hierarchical distribution of resources and reputation among institutions. As highlighted by Garcia (2019), this underscores the argument that just as individuals and groups are subject to racial categorization, universities also undergo a form of racialization, leading to tangible consequences for their organizational frameworks.

As HSRIs negotiate their multiple institutional identities as both prestigious institutions that are increasingly enrolling a more diverse student body, Núñez (2017) describes this as "a watershed moment in higher education." Specifically, HSRIs demonstrate the potential to simultaneously advance access and excellence as not mutually exclusive ideals (Martinez & Garcia, 2020; Núñez, 2017). A report published by the Rutgers School of Education Center for MSIs (Minority Serving Institutions) highlights how several HSRIs intentionally work to serve both missions of access and excellence (Martinez & Garcia, 2020). Outside of Puerto Rico, for example, Florida International University (FIU), an HSRI, was recognized for graduating the largest number of Latinx students with STEM degrees (Martinez & Garcia, 2020). While programs at certain HSRIs demonstrate intentional

efforts to support Latinx students, the report does not address the process of how these institutions became HSRIs or what particular structures within the R1 environment have been changed to best support an increasingly racially/ethnically diverse student population. The integration of servingness in HSRIs is thus an aspect that needs more theorization and empirical examination. This includes expanding servingness to include key members of HSRIs, such as graduate students and faculty, and integrating the research mission of these institutions.

Negotiating Multiple Institutional Identities

A few articles investigate some of the tensions that may emerge as institutions become HSRIs. The pattern for how institutions arrive at this intersection of organizational identities, however, varies. Some HSIs may become R1 institutions while in other instances, R1s become HSIs. These patterns towards an HSRI intersectional identity may yield different challenges and opportunities in servingness.

HSIs Becoming R1s. A few articles focus on long-existing broad-access HSIs and their process of attaining R1 status, specifically centering on the challenge of remaining accessible with increased demands for research. Motivation to achieve R1 classification among several public institutions largely stems from changing state higher education policies and budgetary constraints as R1 universities offer greater opportunities for funding and research (DeTurk & Briscoe, 2019; Doran, 2015). One study at the University of Texas at San Antonio (UTSA), an HSI striving for R1 status, found that some administrators had deficit perspectives of Latinx students rooted in deep-seated racism (Doran, 2015). Moreover, the mission of excellence as pursued by an R1 is often perceived as being inharmonious with the HSI mission of accessibility for historically underrepresented students (Doran, 2015). Another concern that arose was that an increased focus on research would result in decreased emphasis on teaching and service at HSIs (Doran, 2015). Similarly, another study concerned with tensions of the R1 status with accessibility found that after 10 years of attaining R1 status, UTSA maintained its high enrollment of Latinx students; however, there were fewer Latinx students admitted from the local community, suggesting that some of the historical mission changed in the transition (DeTurk & Briscoe, 2019). Further examining

how other HSIs who became R1s grappled with their historical and emerging missions can provide a richer understanding of organizational identity and change.

Other aspects of R1s, specifically the infrastructure to support research, have been less explored. One study, nonetheless, examined the transition of a broad-access HSI becoming an R1, shedding light on the opportunities and challenges with the institution's greater focus on research (Bernal & Ortiz-Torres, 2009). In 2006, the University of Puerto Rico, an HSI and primarily a teaching college at the time, transitioned to a research-intensive university. Faculty faced infrastructural challenges to meet the new expectations of engaging in research projects, grant writing, and publishing at a level that had not been previously expected of them. The university also lacked structural resources to support faculty research. The organizational journey of the University of Puerto Rico demonstrates the critical need for HSIs seeking R1 classification to build infrastructural capacity to support Latinx faculty and students engaging in research. Given that the R1 classification is contingent on the quantity of graduate programs and enrolled graduate students, it becomes crucial to delve into how HSRIs deliberately bolster outreach and admissions processes at the graduate level, while also providing essential support for the academic and professional growth of Latinx graduate students.

R1s Becoming HSIs. The process of R1 universities attaining HSI designation is less documented in the literature. UC campuses becoming HSRIs largely reflect this pattern (Paredes et al., 2021). As more Latinx students enroll at UC, more campuses are becoming HSRIs and engaging in activities to increase Latinx enrollments (Paredes et al., 2021). At least one study, however, has considered the perspectives from administrators on what the attainment of HSI status means for R1 universities (Marin, 2019). According to several university leaders at one of these HSRIs, the importance of community involvement beyond the university and of serving Latinx students requires intentionality and continuity. Marin and Pereschica (2017) further detail how other organizational actors, such as graduate students, influence changes at these types of HSRIs. Given the growth of HSRIs, it is important for universities and educational researchers to further examine and

understand the unique contexts and opportunities these institutions currently offer and how they can further develop to better support Latinx success.

Programmatic Explorations

Another strand within HSRI scholarship is the importance of program evaluations. Some of the programs assessed included undergraduate mentorship programs, teacher education programs, community collaborations, departmental outreach efforts, undergraduate research programs, and undergraduate resource centers. Several of these studies shed light on the multigenerational mentoring programs Latinx individuals, such as faculty and staff, create on their own in an effort to build connections and community in these historically white spaces and disrupt notions of competitiveness (Ek et al., 2010; Lopez et al., 2020). In addition, studies utilizing quantitative research primarily examined the association between program participation and student outcomes, such as engagement in undergraduate research opportunities and educational outcomes, such as graduation rates and graduate school enrollment (Battaglia & Diaz Martinez, 2022). Most of these programs within HSRIs were perceived as highly valuable and impactful to student and faculty beneficiaries. While numerous recommendations exist for enhancing the effectiveness of these programs, the potential to accommodate a larger number of students within HSRIs is somewhat constrained due to the typically substantial student populations.

Although the contexts of these programs are clearly described in articles, there is limited examination of the research university context and HSI designation and how these identities influence programmatic structures and resources. In fact, only four of the 11 articles focused on programs connected to HSI efforts or funded through HSI-based sources. These articles specifically addressed cross-institutional efforts to expand representation of students in areas where they have been historically underserved (Haq et al. 2021; Martinez, 2020), the impact of a Title V student center (Roberts & Lucas, 2020), and departmental efforts to define and infuse notions of servingness within a school of education (Schall et al., 2021). The limited scholarship in this domain points to a critical gap in understanding the impact of different programs that have been established at HSRIs and whether those funded through HSI-based

sources of support have been institutionalized. Furthermore, while a subset of these studies included graduate or postdoctoral students, none focused solely on this population, severely limiting a deeper understanding of the ways in which HSRIs can enhance the success of these integral members.

Individual Experiences and Outcomes at HSRIs

Aligned with the notions of servingness as discussed in the broader context of HSI literature (Garcia et al., 2019), another cluster of research delves into the experiences and results encountered by individuals of Latinx heritage within HSRIs. These investigations offer valuable insights into the organizational dynamics of HSRIs and their capacity to nurture Latinx individuals across various roles, encompassing undergraduates, graduate students, administrators, and faculty members. We discuss each of these constituencies in the following sections.

Pockets of Community to Support Latinx Undergraduates

Given the undergraduate 25% Latinx enrollment-based definition of HSIs, it is not too surprising that a substantial proportion of the HSRI literature considers the experiences and outcomes of this group of students. Latinx students often face unique challenges transitioning into, navigating, and thriving at highly selective universities (Garcia, 2018; Jack, 2015; Kim et al., 2014; Melguizo, 2007; Ramirez, 2013; Santa-Ramirez, 2021). Holding individual students' personal, familial, cultural, and community backgrounds responsible for misalignment with the norms, expectations, and culture of elite college environments is another salient feature of these students' experiences in R1s (Garcia & Figueroa, 2002; Jack, 2015; Lopez, 2013). Integration into elite research universities often forces students to align with university norms and expectations. However, the norms and cultures of these institutions are rooted in Euroamerican ideologies and practices that have historically excluded or situated Latinx students and other Students of Color as inferior. Such approaches need to be acknowledged and challenged at HSRIs.

The larger challenges facing Latinx students at R1s often persist at HSRIs. In one study at an HSRI, for example, Latinx undergraduates (freshman and transfer students) at R1 universities experienced various chal-

lenges in the college transition and navigation process, including informational awareness of their institutions' resources, programs, and development opportunities (Solis & Duran, 2020). However, Latinx undergraduates may find pockets of community and support at HSRIs, including formal and informal spaces, such as mentorship programs, resource centers, Latinx organizations on campus, and peer/friend groups (Amaro-Jimenez et al., 2021; Gonzalez et al., 2020; López et al., 2020; López et al., 2021). Several studies show how Latinx students are supported through these types of programs in their academic journeys and highlight some of the positive impacts, including increased sense of belonging to the institution and to their fields of study, college persistence, and development of research and critical thinking skills (Amaro-Jimenez et al., 2021; Daniels et al., 2016; Gonzalez, 2020; Maestas et al., 2007). Valuable relationships between students, staff, and faculty have the potential to be developed organically through these spaces. Yet, some of these spaces may require external funding to support their creation, and institutionalization at HSRIs may be limited in their capacity to serve more students at large institutions. Furthermore, construing the lack of exposure to elite environments as the singular problem restricts the scope for tackling the intricate web of social, systemic, and opportunity-related frameworks entrenched within research institutions. These structures often create formidable barriers that impede the access and success of Latinx students at these universities.

Limited Attention to Latinx Graduate Students, Faculty, and Staff

While the HSI designation is based on undergraduate student enrollment, Latinx graduate students, faculty, staff, and administrators are crucial members of the community. These individuals are also instrumental for undergraduate success at HSRIs. In fact, it seems reasonable to posit that, without a significant diversification across these roles, undergraduate student success will not reach its full potential. Yet, these individuals receive little attention in the bodies of literature we examined.

In the U.S., Latinxs represent only 7.2% of all doctorates awarded and 4% of all faculty (Santa-Ramirez, 2021). At HSRIs, these figures remain low in comparison to undergraduate enrollment, indicating a dire need to advance graduate school access for Latinx students. Latinx graduate students and faculty are also influential actors within research universities (Marin & Pereschica, 2017). Graduate students, for example, contribute significantly to universities through their roles as teaching assistants, research assistants, mentors, and future professors. In a qualitative study examining the implications of HSI designation for an R1, Marin & Pereschica (2017) showcased the perspectives of graduate students at an emerging HSRI. Graduate students emphasized the need for the university to openly communicate its emerging identity as an HSI to the larger campus community, and they also believed that the designation would increase diversity on campus, which would benefit the institution's research mission. This study demonstrates the importance of graduate students as institutional agents within R1 universities gaining HSI designation. Beyond supporting HSRIs in teaching, research and service, graduate students also require support from the university for their own academic success. Consequently, it is necessary to further understand and address the socialization experiences, opportunity structures, and educational outcomes of Latinx graduate students at HSRIs and emerging HSRIs.

Some of the HSRI literature also considers Latinx faculty and administrator perspectives. Studies have explored faculty perspectives on institutional or programmatic structures in higher education (Krsmanovic, 2021; López et al., 2021), the recruitment and retention of Latinx graduate students (Valle-Riestra, 2011), and faculty's own agency during the process of institutional change (Gonzales, 2012). Another study explored administrators' perspectives on HSRIs' organizational identity (Marin, 2019). A focus on staff is glaringly missing, despite the important educational role these individuals occupy in higher education (Hurtado et al., 2012). Further research is thus necessary to understand the experiences of faculty, staff, and administrators within the unique context of HSRIs in order to develop intentional support systems for their success.

Multigenerational, Reciprocal Mentorship among Latinx Students and Faculty

A consistent theme across many studies focusing on Latinx individuals at HSRIs underscores the vital need for mentorship across all levels of the university. This type of support is crucial not only for surviving but also thriving and persevering in these historically white spaces. The imperative spans across undergraduates, graduate students, and faculty members alike. Mentorship and guidance navigating the "hidden curriculum" at the graduate and faculty level are critical for success (López et al., 2020; López et al., 2021). One study that examined the experiences of Latina faculty and staff in a mentorship program for Latina undergraduates found that Latina mentors were also beneficiaries of the program (López et al., 2021). They cultivated community on campus, which increased their sense of belonging to their institution; learned how to be better mentors from one another, and celebrated each other's achievements (López et al., 2021). While the program focuses on student outcomes and benefits, Latinx faculty and staff who were involved in these programs were also positively impacted by these mentorship programs. The literature unequivocally showcases the significance of mentorship for Latinx graduate students and faculty. Nevertheless, what remains absent from the literature is a direct discussion about the institutional obligation of HSRIs to actively cultivate and nurture purposeful mentoring connections for individuals of Latinx background.

In sum, substantial research underscores the need for Latinx individuals to change their behaviors and values to align with R1 or elite university environments. However, there is a dire need for institutional efforts to change and adapt to better meet the needs of the increasingly diverse student body at HSRIs. Less is documented on the ways that cultures at R1s have been or can be transformed to be more culturally responsive to the needs of an increasingly diverse community on campus and across society. Research within HSRIs, and at UC more specifically, must guide transformational efforts and illustrate the ways in which these institutions can support the success of Latinx students, faculty, and staff.

A Ripe Moment for Advancing Institutional Transformation and HSRI Scholarship

The work to increase the number of Latinx students at the UC began decades ago (Force, 1997; García & Figueroa, 2002). The Latino Eligibility Taskforce was developed in 1992 to research the underrepresentation, experiences, and challenges that Latinx students faced in accessing and successfully completing their degrees at UC (Force, 1997; García & Figueroa, 2002). One of the recommendations made by the Latino Eligibility Taskforce was to eliminate the SAT requirement for undergraduates in order to increase eligibility for Latinx students (García & Figueroa, 2002). Two decades later, this recommendation was met; other issues, including the lack of proportionate growth of Latinx UC students with that of the state demographics, disparities in community college transfer rates to the UC for Latinx students, and unequal racial/ethnic distribution of Latinx students and Students of Color among UC campuses, persist today (Force, 1997; García & Figueroa, 2002). The urgency claimed two decades ago for institutions and researchers to address Latinx eligibility and participation at the UC thus remains. Given the increase of Latinx undergraduates at the UC, this time is critical for pursuing organizational efforts and producing research that accounts for the unique context and opportunities at HSRIs.

With an increasing number of HSRIs becoming integral to the higher education landscape, a burgeoning interest in these distinctive environments has emerged within research and national initiatives. Cross-referencing Excelencia's list of HSIs in 2010–11 and the Carnegie Classification list, we found that there were only two HSRIs during this time. Prior to 2010, only four research articles focused on these types of institutions. The surge in the exploration of this field has unfolded over the past decade, gaining momentum particularly within the last 2.5 years, with nearly half of all related scholarship being published since 2020. These trends highlight the opportune moment for advancing both practice and academic inquiry regarding HSRIs, particularly within the context of the UC system. UC has assumed a leadership role concerning HSRIs through two crucial avenues. Firstly, it has actively trained and recruited numerous scholars dedicated to the study of HSIs, essentially solidifying HSIs as a recognized area of focus within the realm of higher education. Concurrently, five UC campuses have

achieved federal recognition as HSIs. As of 2022, UCs collectively represented 19% of all HSRIs nationwide. The production of scholarly work centered around transformative shifts connected to HSRI endeavors is thus intricately linked with the research mission and future trajectory of the UC system.

Some of the emerging HSRI literature addresses the organizational challenges and opportunities at the intersection of HSI and R1 identities. The majority of these studies concentrate on HSIs in Texas that are undergoing the journey towards achieving R1 status. This focus mirrors the backdrop of diminishing state support and policies advocating for an increase in the number of R1 universities within the state. This pattern of institutional transformation represents a shift from historically broad-access HSIs, that have largely provided postsecondary access to Latinx students, expanding their research capacity and opportunities to garner more prestige and resources. By contrast, the UC campuses were established as research universities from their inception. Despite being lauded for their commitment to serve the needs of the state as part of their land-grant mission, most UC campuses have not equitably enrolled students representing California's demographics, particularly the growing Latinx population. While substantial progress is being made relative to the increasing number of Latinx enrollments and more UC campuses obtaining HSI designation (see Poblete chapter), much work remains to ensure that HSRIs are transforming in ways that not only enroll more Latinx and low-income students but intentionally serve them as well. As HSRIs, the UC campuses can advance access and excellence (Núñez, 2017) as well as challenge exclusionary practices and policies embedded in existing structures at prestigious research institutions (Garcia, 2019). Many of the current and future HSRIs follow this pattern of transformation; yet, too few studies examine these institutions. Thus, UC must lead and attempt to make its campuses and the overall system more culturally responsive. In doing so, UC can serve as a site of understanding these transformational efforts and lead in developing research to inform how other historically white institutions can become more culturally responsive and racially just.

Expanding upon the emerging literature that focuses on institutional analyses, research conducted within the UC system has the potential to address significant gaps in understanding. Some of UC Santa Cruz's federally funded HSI initiatives (Bhattacharya et al., 2020; Cooper et al., 2020; Covarrubias et al., 2020; Reguerín et al., 2020; Sánchez Ordaz et al., 2020) are featured in Garcia's (2020) edited volume. While advancing knowledge on this important context, these single-site case studies of UC Santa Cruz emphasize practical interventions, therefore providing only a snapshot of UC HSRIs. Research on several UC campuses, for example, can produce multi-case examinations that are currently lacking in this body of scholarship. Comparing and contrasting how different UC campuses approach servingness can provide more nuanced understandings of the opportunities and tensions inherent in engaging in transformational efforts. Moreover, it's important to recognize that research universities are not homogenous entities, as evidenced by the distinctions between R1 and R2 categorizations. In this context, the UC system presents an opportunity to investigate potential variations, given the presence of an R2 HSRI (UC Merced), alongside several R1s that fall under the HSRI category. Presently, national initiatives targeting HSRI efforts tend to exclude R2 institutions, despite their robust research-oriented pursuits. Much of the existing research tends to be concentrated on either R1 or R2 institutions, leaving room for exploration within this spectrum.

Additionally, UC can extend current institutional analyses to include systemic explorations. The system-wide UC-HSI initiative that brings together faculty and staff leaders to share best practices across campuses can offer other public systems of higher education models for establishing larger scale HSI coordination. The context of California and the state's higher education policies differ from other states and the other public systems in the state (California State University and California Community College). Nonetheless, such research on various UC campuses and UC-HSI efforts can provide insights for furthering systemic efforts to support individual campuses, systems of higher education, and the postsecondary goals within a state. Internally, these research efforts can inform initiatives to enhance their efficiency and capacity for change. Lastly, the current body of HSRI research has yet to delve deeply into the

multifaceted aspects of research universities. For example, knowledge generation stands as a vital component within numerous R1 universities. However, the innovative approaches that HSRIs might be employing to shape this endeavor in alignment with their HSRI identities remain an underexplored area. Community engagement, an important indicator of servingness at HSIs (Garcia, 2016; Garcia, 2019; Garcia et al., 2019), is also underexamined. Studies on institutional and systemic analyses of the UC can thus contribute immensely to various disciplines, higher education, organizational studies, leadership, ethnic studies, as well as interdisciplinary studies.

Research centered on UC HSRIs should further expand on theoretical and methodological approaches. For instance, studies on HSRIs should adopt asset-oriented and transformative frameworks (Hurtado, 2015; Núñez, 2017), countering past studies set at R1s that have historically placed responsibility on individuals. In line with the HSI designation, HSRIs must consider how they can advance institutional changes that best support Latinx individuals (Garcia, 2019; Santiago, 2012). Additionally, when thinking about servingness at HSRIs, institutions must also consider the various roles and contributions of Latinx individuals at the university and not limit the focus to undergraduate students. This calls for centering those important groups of individuals that are essential to the success of these universities, such as graduate students, faculty, and staff to fully enact servingness within HSRIs.

Furthermore, the UC system possesses the capacity to take the lead and drive innovation in the forthcoming era of HSI scholarship and scholars, much like its historical track record. Notably, UC has played a role in nurturing a significant number of foremost experts in the field of HSIs across the country. Capitalizing on this established legacy, it is imperative for UC to foster a supportive environment for scholars throughout its network who aspire to propel this scholarship into uncharted territories. Specifically, UC initiatives can provide backing to scholars who are pioneering novel methodological approaches to comprehend these contexts, as well as those who are engaged in collaborative endeavors with community partners.

In the face of the ongoing challenges posed by racial unrest and the COVID-19 pandemic, HSIs emerge as crucial settings to envision the future of higher education. Given the inherent institutional diversity found within HSIs (Núñez et al., 2016), it becomes imperative to consider the intersections of identities while reshaping these environments. Within the realm of HSRIs, such as the UC campuses, achieving this requires a profound grasp of both historical and contemporary oppressive practices that can obstruct the ethos of servingness. Research plays a pivotal role in the identification, comprehension, and mitigation of these intricate concerns tied to systemic social inequalities, thereby enhancing the preparedness of Latinx individuals at both the undergraduate and graduate levels. In this pivotal juncture for HSRIs research, the UC system is strategically positioned to lead and contribute to this discourse, serving both as a site for exploration and a generator of knowledge. By confronting historical and ongoing challenges confronting higher education, UC can offer innovative institutional models that foster access and excellence, critically necessary for the demands of the 21st century.

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Developing a Data-Informed UC HSI System: Examining Latinx Responsiveness to Enable Latinx Stakeholders to Thrive at UC

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The role of data in providing a better understanding of how institutions and systems are serving its key stakeholders has become increasingly important in the higher education landscape. The proliferation of Hispanic-Serving Institutions (HSIs) in the United States has further led to the evolution of Hispanic-Serving Institutional Systems. Yet, few systems have characterized themselves as HSI systems and continue to witness challenges to four- and six-year completion, particularly among its Latinx student population. Therefore, it is imperative to delve deeper into the data, employing more deliberate and incisive methodologies. Such an undertaking is necessary if institutions like the University of California, along with other public higher education systems, are to effectively realize the foundational "serving" element embedded in the HSI identity.

Connecting data and systems to better understand student outcomes and experiences is not new to the field of institutional assessment. However, many institutions and systems of higher education continue to struggle with data collection, accuracy, reporting, utility, and direct applicability to informing real time practice. In this new era marked by the growing significance of data science and data analytics playing an increasingly important role in how we, as a society, learn, interact, manage health, consume both information and products, it is imperative to also assess how data tools might further optimized to effectively serve students and key stakeholders across postsecondary contexts and systems.

A core objective of this concept paper is to identify elements of a "blueprint" to assist the University of California in providing a transparent, thorough, and data-driven approach to serving Latinx students academically and socially, while also equipping them with mechanisms for career success. This analysis therefore proposes to create an HSI Blueprint, a metric overview for the UC system that would enable all campuses to better understand its ability to be Latinx-responsive and fulfill the concept of "servingness," which Garcia, Nunez and Sansone (2019) argue is a way to better understand what it means to be Latinx enrolling to actually serving these students (Garcia et al., 2019). This blueprint, in other words, is meant to help the UC system think of itself as an HSI system, thus unleashing the full potential of such an identification for the state and the nation's higher education effort. Enhanced and easily accessible data are also crucial for the university to maximize its efficacy and ensure accountability to both the state and its diverse stakeholders.

Relevant Literature

Various fields have employed the use of real-time data to serve clients, patients, and students. In the field of higher education, state and national systems of public education have invested in data infrastructures that enable leaders to better understand the return on investments in education, the relationship between educational level and economic outcomes, and the overall positive externalities that a postsecondary degree(s) affords the individual, their families, communities, states, and the nation. In addition, education level has been found to be highly correlated with democratic practices such as voting, the existence of sustainable communities, and thriving economies.

In an era where the field of data science is also increasingly relevant in higher education settings, tremendous potential exists to use data to connect systems within higher education, which will enable key leaders and stakeholders alike to better understand student navigational processes, transition points or challenges, as well as institutional levers that may provide real time intervention, support, and guidance. At the staff and faculty level, better data systems also enable an institution to monitor its progress, pay, and composition in a manner that is disaggregated across various individual characteristics and identities. Transparent and accessible data also affords institutions the potential to examine its progress toward becoming diverse and equitable across the various stakeholder groups within universities. As Webber and Zeng (2019) note:
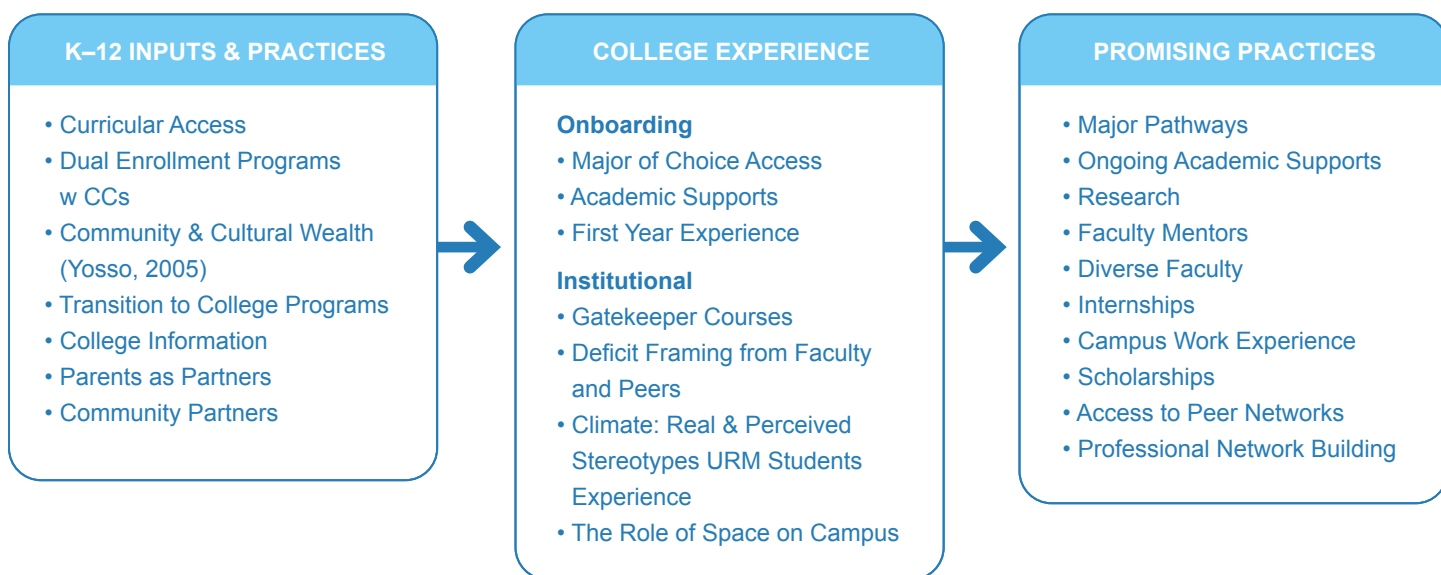
> Higher education leaders must consider how data analytics can be most effectively harnessed, how strategies for good data governance and organizational strategies can support informed decision making, and how and where issues of privacy and security must be addressed. (p. 3)

The issue that institutional leaders face, particularly when it applies to students, is the balance between privacy and seeking solutions to challenges that students face as they navigate their college experience. For example, there are several key intervention points for students as they navigate higher education pathways, yet many of these experiences are part of distinct systems or programs, and not connected to larger P–20 data systems. This makes it challenging for universities to understand the inputs students have already had to prepare them for higher education, and how additional academic supports, advising, access to a set of programs and critical peer networks would further set them on a pathway to thrive in higher education.

Data along these key intervention points are therefore an important aspect for institutions to consider. This includes the partnership efforts that the UC is engaged in, including but not limited to the SAPEP programs, Puente, Umoja, federal programs such as TRIO, Upward Bound, GEAR UP, Mesa, as well as programs designed for transfer students. These data would be useful to include and quantify along the data continuum. Figure one shows the range of inputs that students bring with them to college, offering valuable insights that are pertinent and beneficial for understanding and informing UC's already robust partnership efforts across the state.

Figure 1: Key Intervention Points in UC Student Pathway

K–12 INPUTS & PRACTICES	COLLEGE EXPERIENCE	PROMISING PRACTICES
• Curricular Access • Dual Enrollment Programs w CCs • Community & Cultural Wealth (Yosso, 2005) • Transition to College Programs • College Information • Parents as Partners • Community Partners	**Onboarding** • Major of Choice Access • Academic Supports • First Year Experience **Institutional** • Gatekeeper Courses • Deficit Framing from Faculty and Peers • Climate: Real & Perceived Stereotypes URM Students Experience • The Role of Space on Campus	• Major Pathways • Ongoing Academic Supports • Research • Faculty Mentors • Diverse Faculty • Internships • Campus Work Experience • Scholarships • Access to Peer Networks • Professional Network Building

Source: Contreras, F., (2022). Cultivating First Generation Students to Excel in the Academy.

An HSI data platform, for example, housed at one of the research campuses, could serve to inform all of the HSI systems in the state of California, including the K–12, community colleges, CSUs, and UCs. Student pathways are complex and interconnected; thus, approaches to data should match this complexity in collection, reporting, analyses, and policy formation at the institutional and public level.

Methods

Secondary data that is collected, reported, and housed by the UC Information center (www.universityofcalifornia. edu/about-us/information-center) was examined and analyzed for the purpose of understanding the many variables and tools that exist at the UC system level to assist campuses in assessing their overall effectiveness of serving students, and its stakeholders (faculty, staff employees, etc.). Select reports were also examined to explore the various reporting mechanisms that exist at the systemwide level and at the campus level. A primary emphasis is placed on data that specifically focuses on:

1. Students: Undergraduate, Graduate, and Alumni
2. Staff: Managers, Professional, Unionized
3. Faculty: Tenure-track, Non-Senate lecturers
4. Senior Management Group (SMGs)

Together, these categories represent key stakeholders within UC campuses. The composition, experiences, and navigational processes of each group is critical to ensuring that data inform decision making, resource allocation, and efforts to improve campus climates for all stakeholders within their respective UC campuses.

The central research questions of this exploratory data review are:

1. What data are available to understand UC progress in serving Latinx students?
2. What data are available to cultivate a Latinx faculty pipeline for senior leadership?
3. What data should be available on the metrics of students, staff and faculty?
4. What data would be useful for institutions to consistently measure to understand levels of "servingness?"

This data examination explored the various reports and mechanisms at the system level that may better empower the UC system and its respective campuses to directly assess how they are operationalizing key aspects of "servingness"—a critical component of the HSI and EHSI identities noted earlier in this report by Cuellar & Carrola. Recommendations are included for the UC system to consider in an effort to build out a data system that is transparent, useful, in real time, and comprehensive to ultimately serve all stakeholders across the UC HSRI system.

The Use of Data in Student Success

Institutional data has been used to inform student academic supports, advising, and undergraduate experiences as they navigate their respective UC campuses. These data assist academic units as well as student affairs staff to better assist students to successfully navigate their majors to the point of graduation. Based on the annual UCUES data, URM students of color on average have more challenging experiences or a different sense of belonging (Hurtado & Ponjuan, 2005) with campus climates than their non URM peers, as reflected in Table 1. However, a more complex and nuanced analysis would utilize additional variables to understand context, major, and individual background characteristics (Nunez, 2009). These more complex analyses would provide rich data and allow for greater understanding among staff and faculty on how to serve Latinx students equitably.

**Table 1: UCUES Survey Response—
"I feel I belong at this campus," by race/ethnicity,
Select Years, (2018 & 2020)**

Category	Year	#	At least somewhat disagree
African American	2018 2020	2,193 2,593	30% 29%
American Indian	2018 2020	368 325	25% 25%
Asian	2018 2020	20,963 24,677	22% 19%
Hispanic/Latino	2018 2020	14,549 17,865	23% 20%
International	2018 2020	5,016 5,545	19% 15%
White	2018 2020	13,909 14,637	20% 18%

Source: UC Information Center, October 2022.

What the UCUEs data suggests is the need for a more complex analysis of these sense of belonging data by academic majors, generational status, and gender to better understand Latinx students' academic self-concept within each of their HSI campuses or EHSIs (Cuellar, 2014). Real time analyses may assist universities in developing more culturally responsive infrastructures that support student engagement, success, and overall opportunities (research, social, or personal) to thrive in the HSI context.

Assessment that is more complex, multi-dimensional, and culturally responsive is necessary for UC campuses to fully understand academic and navigational perspectives of its Latinx students. While UCUES is administered annually and available, it is up to the institutional research units and student affairs to note the distinct experiences of their students by various background characteristics such as race/ethnicity, gender, disability status, age, veteran status, etc. If a campus does not have an active HSI task force composed of faculty, staff, and students, for example, the likelihood of these data being requested, analyzed routinely, and publicly available is greatly diminished.

An example of the UC Office of the President's UC Information Center capacity to be responsive to student needs and assessment is the data infrastructure that has evolved around first-generation students. The First-Generation dashboard was created and as of August 2022, it enables public users of the site to disaggregate data by race/ethnicity and select student characteristics. This is a new feature of the UC Information Center's suite of pages that provides a more in-depth data overview of first-generation students across the UC system. Given that among Latinx undergraduates, over 60% are first-generation students, this dashboard is particularly useful to further assess the relationship between ethnicity and first-generation status across select variables.

Table 2 presents a compilation of specific undergraduate student data gathered within the UC system, encompassing individual campuses. This data serves the purpose of pinpointing student outcomes and experiences as they progress through their respective UC campuses. Through an HSI perspective or under the guidance of a dedicated research team, these surveys or data sources could be examined through the lens of HSI Metrics. This assessment would particularly focus on how effectively Latinx students are navigating their UC journeys, evaluating whether the public higher education system is equipped with the necessary infrastructure for Latino students to thrive and adequately prepare for various postgraduate pathways.

Table 2: Select Undergraduate Student Data Collected

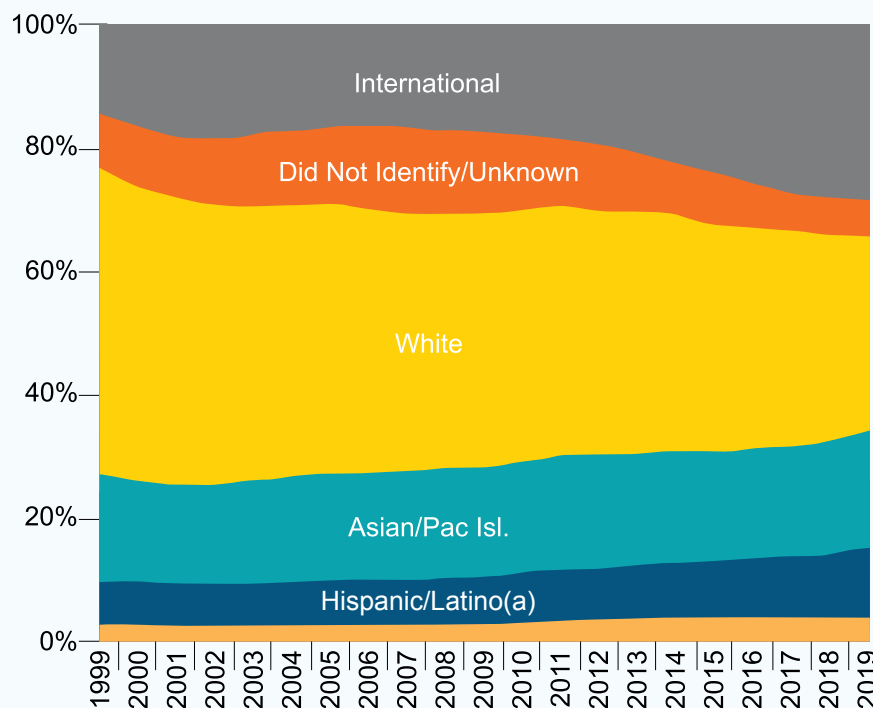| Tool/Data Sources	Administered/Collected	Managing Unit
Application Admissions Enrollment Graduation	Annually	UC campuses Enrollment Management /Admissions (Dashboard), UC Information Center
Persistence	Annually (measures year-to-year persistence)	Campuses, System
UCUES www.ucop.edu/institutional-re-search-academic-planning/ser-vices/survey-services/UCUES.html	Annually	UC Information Center, UC Campuses
Academic probation data	Quarterly or Semester depending on campus system	UC Campuses
Exit Surveys	Upon departure from a UC Campus	UC Campuses
First-generation college students www.universityofcalifornia.edu/about-us/information-center/first-generation-college-students	Quarterly	UC Information Center
Transfer Student Data by Major www.universityofcalifornia.edu/about-us/information-center/trans-fers-major	Annually last was 2021	UC Information Center
Transfer Action team Report www.ucop.edu/transfer-ac-tion-team/	Last one was 2013	UCOP
Divisional Major Migration https://iraps.ucsc.edu/iraps-pub-lic-dashboards/student-outcomes/divisional-migration.html		UC Santa Cruz
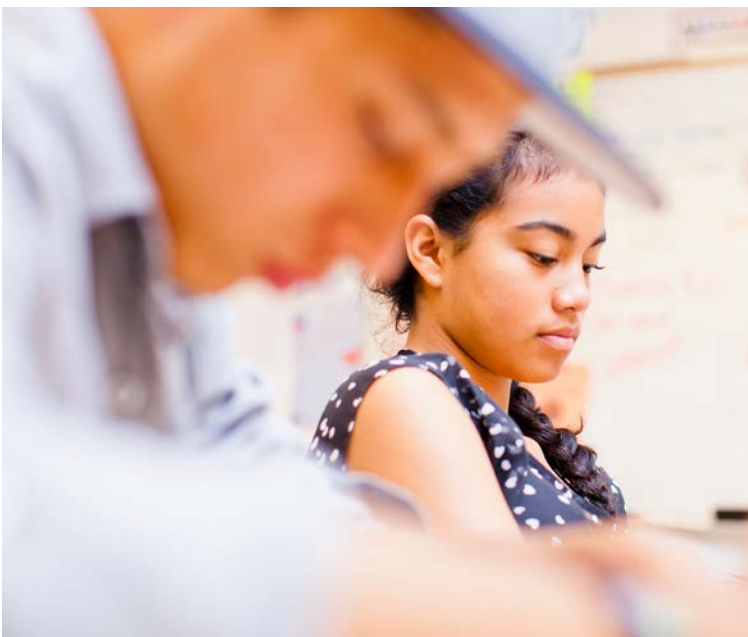
Graduate Students

The Latinx graduate student population has witnessed stagnant growth across the UC since 1999, as evident in Figure 2 (Contreras et al., 2022), raising concerns for the UC's potential faculty diversity. While the undergraduate Latinx population has exceeded 25% composition for the past four years, the graduate student data has remained flat with little growth. If the UC system is to diversify its faculty in the next decade, then the composition of the graduate student population and cultivating doctoral students across fields should remain a high priority for UC with a concerted plan for increasing graduate student enrollments. Therefore, monitoring the data on graduate student application, admission, enrollment, and time-to-degree is essential for graduate students, particularly doctoral students that have a longer time-to-degree than those enrolled in one or two-year master's or three-year professional programs.

Metrics

Select data sources are also collected regularly by the UC campuses and system through the UC Information Center to assess the overall application admission, enrollment, and graduation rates of graduate students at the professional, master's, and doctoral levels. There are also surveys administered to graduate students, such as the annual graduate student experience survey housed by UCOP and the UC Information Center. Table 3 notes the systemwide tools used to assess the graduate student population trends and their experience.

Because graduate students also represent a potential pool of future UC faculty, understanding their experiences in their respective graduate and doctoral programs, time-to-degree, and preparation for the academy or professional fields will also assist UC campuses to better understand how they serve their graduate and professional student populations and the degree to which variation exists across key background characteristics and variables.

Figure 2: Graduate Student Enrollment by Race/Ethnicity, 1999–2019

Source: UC Information Center, 2021.

Table 3: UC Systemwide Graduate Student Data Sources

Tool/Data Sources	Administered/Collected	Managing Unit
Application Admissions Enrollment Graduation	Annually	UC Information Center; UC Campuses
Graduate Experience Survey	Annually	UC Information Center
Ph.D. Career Pathways Survey www.ucop.edu/institutional-research-academic-planning/services/survey-services/PCPS.html	Was administered 2017–2019	Council of Graduate Schools and UC Information Center
Graduate Student Well-Being Survey www.ucop.edu/institutional-research-academic-plan-ning/_files/survey-documents-graduate/graduate_well_being_survey_report.pdf	Last report was 2017	UC Information Center
UC Time-to-Doctorate www.universityofcalifornia.edu/about-us/information-cen-ter/time-doctorate	Annually	UC Information Center
Survey of Earned Doctorates https://sedsurvey.org/	Upon graduation	External-NCES, NSF

Table 4: Select Survey Tools Administered to Staff Across the UC System & Campuses

Tool/Data Sources	Administered/Collected	Managing Unit
HR Data: Staff workforce profiles www.universityofcalifornia.edu/about-us/information-cen-ter/staff-workforce-profile	Annually	UC Information Center
State of the Workplace Survey https://hr.berkeley.edu/deib/employee-experience/state-workplace-surveys	Annually	UC Berkeley HR
Work Reimagined	UC Irvine	UC Irvine Human Resources
Employee Engagement Survey	UCOP	UCOP Employee Relations Unit
Staff@WorkSurvey	Annually	UC San Diego
Work Environment Survey https://oed.ucla.edu/surveys-research/work-environ-ment-survey	Annually	UCLA Organizational Effectiveness & Development (OED)

The Use of Data for Staff Advancement

Staff are the foundation of the university system, serving all constituents, especially students and faculty. The academic enterprise functions because of the expertise of staff across the UC system who administer key programs, manage academic units, ensure fiscal accountability, and are critical to the experiences of multiple partners and collaborators within the UC campuses. Staff data are primarily housed by HR systems on each of the respective campuses. There are a number of annual surveys administered to staff, such as the Staff Engagement survey, which is systemwide, or various institutional climate surveys administered by the campuses. Recently, there have been several campus-level surveys developed and administered to assess hybrid work schedules and to develop a hybrid management approach to academic and non-academic units within the respective campuses. This is an area that would provide valuable insights for UCOP to understand, ensuring that, across the system, campuses strike a balance between flexibility and the optimal support of both undergraduate and graduate students.

The Employee Engagement Survey is a systemwide annual survey developed by the Council of University of California Staff Assemblies (CUCSA) and the systemwide Employee Relations unit. The survey is designed to assist employers within UC to understand the views of staff on topics related to their employment such as performance, career development, engagement and communication. Table 4 provides an overview of select survey tools and data sources on staff across the UC.

Faculty

Faculty are also a key component to understanding "servingness" within the UC system. Not only are faculty engaged in knowledge production and innovation, but through the processes of research, teaching, and service they are cultivating the next generation of scholars. As the data on Latina/o faculty has consistently hovered well below 7% throughout the history of UC, despite the transformation of the UC and all public systems of education in California into HSI systems (Contreras, 2019), the limited presence of Chicanx/Latina/o faculty leaves students with limited access to role models, mentors, and instructors that may share a similar lived experience, relate as first-generation college goers, or fervently advocate for underrepresented student communities. Faculty of color are more likely to mentor undergraduates, provide undergraduate research opportunities, and engage in culturally relevant pedagogy and practices in their research, teaching, and service (Turner, 2018; Castellanos et. al., 2022). This imbalance also generates an extra service and mentoring load on those few faculty, which, in turn, may affect their chances of promotion and success.

The data on faculty diversity encompasses a spectrum of sources within the UC systemwide surveys, individual faculty-related data from AP records delineating their progression through merit reviews and promotions, academic senate surveys, and climate surveys administered by individual UC campuses. There is also opt-in race/ethnicity data collected at the time of hire that enables UC to monitor its faculty diversity over time. Table 5 provides an overview of select data sources that exist (or existed) for UC faculty.

Table 5: Select Data Sources on UC Faculty

Tool/Data Sources	Administered/Collected	Managing Unit
HR Data (Hiring, Race/Ethnicity)	Annually	HR; UC Campuses
Academic Personnel Data (Merit data, annual review and tenure data)	Routinely	UC Campuses, also shared with UC Information Center and UCOP
Faculty Climate Surveys	Campus Specific	Campus Specific
UC Accountability Report https://accountability.universityofcalifornia.edu/2022	Annually also reports on other stakeholders (students, etc.)	UCOP
Faculty and Instructor Remote Education Survey www.universityofcalifornia.edu/about-us/information-center/faculty-and-instructor-remote-instruction-survey	Was a response to the COVID-19 change in instruction modality	UCOP
Faculty Compensation Reporting www.ucop.edu/institutional-research-academic-planning/content-analysis/employees/compensation-reporting.html	Annually	UCOP
Reports of the UC President's Task Force on Faculty Diversity www.ucop.edu/academic-personnel-programs/_files/faculty-diversity-task-force/report.pdf	Existed in 2005–2006	System-wide Senate Task Force

An HSI Blueprint for Data Analytics at UC

The UC System has the potential to serve as a model for the nation as it continues to evolve into an Hispanic-Serving Research Institution (HSRI) System. Building an expansive data platform that builds upon the key variables reported in the First-Generation Page launched in August 2022 is an important step to creating an HSI landing page for data analytics. An HSI data reporting page and system would be very useful to understanding HSI indicators for the individual campuses and the system.

A UC HSI data system could also serve as a valuable partner to an HSI Research Center where a team of faculty, graduate students, and undergraduates examine key indicators of student, staff, and faculty experiences, outcomes, and challenges. The data system would serve as a catalyst for real time analysis, trend reporting, and a solutions-oriented approach to serving all those involved in the efforts within the UC campuses and across the system.

Recommendations

The following recommendations are intended to provide the UC System with guidance on utilizing data to inform various practices and efforts within the UC campuses and across the system to better serve Chicanx/Latinx students, staff, and faculty as well as cultivate a pool of thought, practitioner, and industry leaders for California.

0. Develop a high-level task force capable of thinking together the data, budget, academic and non-academic possibilities and needs of a successful UC HSRI thriving system.

1. Develop a System-wide HSI Data Task Force. An HSI Data Task force would enable UC to have a standing committee composed of institutional leaders and faculty on the data analysis that needs to be done at the system level to explore how UC is serving all key constituents, including students, staff, faculty, alumni, prospective students, and community stakeholders.

2. Annual HSI and EHSI Dashboard. Investing in the development of an annual HSI and EHSI dashboard and annual report with key data indicators for establishing a "Latinx Thriving UC System" is a first step to exploring how the UC's partners and collaborators are navigating HSIs as well as their experiences within the UC campuses.

3. Provide Funding for an HSI Research Center. A research center housed at UC Davis due to the proximity to the state capital and the expertise of Dr. Marcela Cuellar would be the ideal location for a robust HSI Research Center. This research center would allow for cross campus collaboration, multigenerational research teams, and innovative approaches to data analytics that support and introduce real time solutions for the UC campuses to better serve Latinx students equitably.

4. Institutional Research Staff Designated for HSI analysis. An HSI Director of Data Analytics at the UC Office of the President could support the campuses in designing campus level analyses and assessment practices, creating a more robust assessment infrastructure.

5. Develop a Task Force for Faculty Diversity. From 2005-2006, a Task Force to the UC President examined the status of faculty diversity across the UC. This report provided a comprehensive assessment of faculty diversity across UC. Because the UC system has made little progress in increasing the proportion of Latinx faculty across a 30-year period, a standing task force is warranted to provide recommendations for investment, improving department cultures, and ensuring transparent merit and review practices within and across the UC system.

The above recommendations are designed to expedite the evolution of the UC into a thriving HSRI system, ensuring that Latinx students attend campuses equipped with structures that foster success for them and other first-generation students. Additionally, these recommendations prioritize faculty diversity and offer staff the opportunity to advance within all employment categories. The establishment of a research center and key task forces would facilitate the UC in effectively putting the "S" in HSI into practice, serving not only students, but all of its partners and collaborators genuinely, and serving as an exemplar for public higher education systems.

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Blueprint for a 21st Century Vision for UC to Become the Premier HSRI System in the Nation

While increasing the enrollment of Latinx students at UC is a critical step for educational equity and diversity, there is more work to be done to have a sustained impact and advancement of Latinx students, staff, and faculty at UC. Keeping in mind the dual missions of access and excellence as well as the classifications of HSI and R1 is central to developing and supporting sustainable efforts that will ensure the success of Latinxs at the University of California.

The three papers in this report conceptualize servingness at UC in different domains and offer several recommendations for enacting a 21st century vision for creating a HSRI system. Based on these papers, the following recommendations represent a multifaceted approach to guide UC in these endeavors.

Shared HSRI Vision

- **Establish a shared systemwide HSRI definition.** HSI designation is based on undergraduate enrollment per federal policy. Defining and enacting an HSI identity varies across institutions and intersects with other organizational identities, such as R1 status, at UC. As such, it would be beneficial for UC to establish a shared HSRI definition for the system and its individual campuses.
- **Create actionable goals in line with HSRI vision.** Along with defining what it means to be a HSRI, UC should outline actionable goals that can be pursued across the system and all UC campuses.
- **Develop an UC HSI dashboard and produce annual HSRI/eHSRI reports**. To assess progress towards achieving the shared HSRI vision, UC should develop a dashboard monitoring progress and produce annual reports for each campus.
- **Convene systemwide HSRI equity summit.** The UC-HSI Initiative has successfully convened campus leaders in several annual HSI retreats since 2017. The UC should continue to invest in and support these convenings.

Latinx Student Supports

- **Advance undergraduate student success beyond enrolling and graduating Latinx students.** The 2030 UC dashboard laudably aims to increase graduation rates across the system and eliminate equity gaps among underserved student groups, including Latinx. UC must think about success beyond these important measures to achieve greater equity among Latinx students. Key indicators of success to consider are fostering graduate school access, enhancing career opportunities, civic engagement, etc.
- **Increase student support.** By implementing changes in existing opportunities/programs that take into consideration growing Latinx student population and engagement of this student population in academic/career development programs, UC can more intentionally support Latinx undergraduate and graduate students.
- **Reduce student debt.** Student debt remains at an all time high and compromises the ability of Latinx students and families to successfully navigate UC. Reducing the prospect of student debt would not only encourage enrollments but would ensure low-income students are working fewer hours and are able to focus on their academic majors.
- **Direct more support and resources to Latinx graduate students.** The HSI designation is based on undergraduate enrollment. At HSRIs, Latinx graduate students are an important part of the campus community and integral to the success of the knowledge generation and teaching that occurs in these contexts. UC should thus direct more support and resources to support the academic and professional development of Latinx graduate students.

Latinx Faculty and Staff Supports

- **Hire and retain more Latinx faculty.** The UC 2030 dashboard boldly aims to invest in faculty hiring and research. To achieve this goal and in line with a HSRI vision, UC must intentionally hire and retain more Latinx faculty. This commitment must be championed at all levels—systemwide, campus, and departments.
- **Establish a faculty diversity task force.** A faculty diversity task force would be charged with critically analyzing faculty diversity, retention, and progression through the tenure-track ranks.

- **Establish a staff diversity task force.** A staff diversity task force would be charged with analyzing staff composition across campuses, with close attention to mobility within UC.

Research Capacity

- **Provide funding for a HSRI research center.** As more research institutions become HSIs, the need to understand these unique contexts will require research and opportunities for cross-campus collaboration. As UC campuses comprise 19% of existing HSRIs in the nation, the system is further poised to lead in research efforts on this institutional type. Funding for the establishment of a HSRI research center will create an infrastructure to support this type of research.
- **Incentivize research practice partnerships rooted in the Latinx community and Latinx-serving institutions.** It's imperative to understand how UC's land-grant mission is intertwined with the identities of Indigenous and historically underserved communities. Specific to the HSRI identity and this report recommendation, providing incentives and opportunities for faculty and researchers to engage in more community-engaged efforts will further advance the historic research and land-grant mission of the system.

Data Infrastructure

- **Invest in HSRI data infrastructure for increased accountability and agency.** The UC has made great strides in creating dashboards that provide actionable data. Building on these resources, UC should also develop HSRI-focused data resources.
- **Establish a systemwide HSRI data task force.** An HSRI data task force would convene to assess the status of UC across various metrics for its key participants (faculty, staff, students, partnership program participants).
- **Articulate more structured and standardized measures for evaluating HSRIs.** These measures should consider institutions, their programs, and interventions meant to support the retention and success of Latinx undergraduate, graduate students, and faculty.
- **Hire institutional research staff at UCOP for HSI analysis.**

Conclusion

The UC system is one of the main stages of a decades-long radical democratization of access to and diversification of higher education in the nation. UC now educates a diverse student body, one that better reflects the state and nation, including those who are first-generation and from low-API schools, and/or lower socioeconomic backgrounds—but does so with half the funding per capita in real dollars their peers received 30 or 40 years ago (Reguerín et al., 2020). The ongoing pandemic is only going to further complicate this situation. This is the basis of our real challenge: how to be successful with many students who, while being some of the best in their cohort, are still often underserved and structurally underfunded, by acknowledging first that we are, in important ways, equally underprepared to serve them effectively on their way to success. There is then considerable work to be done to make the entire UC system more reflective of the state's population. As a system, we need research and supports that allow us to understand persistent problems to create or redesign the educational and support practices that can lead to success for all.

In this historic moment, the UC system also has the potential to become the leading HSRI system in the nation, if it rises to the challenge of serving its Latinx students equitably. With the largest number of HSRIs, the UC system will play a crucial role in helping to develop new theoretical frameworks, inform programmatic interventions, and establish model approaches that inform the national postsecondary education landscape attempting to serve a Latinx population that will comprise over 21% of the total U.S. population by 2030 (United States Census Bureau, 2020). In doing so, UC can continue to build on its legacy of excellence characteristic of the system since its inception.

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