

A Raza Vision for San Diego State University

By the San Diego Chicano/Latino Concilio on Higher Education

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The vision:

SDSU as a world-class, Hispanic-Serving Institution(HSI)

The San Diego Chicano/a Latino/a Concilio is a coalition of alumni, faculty, staff, and students of local institutions of higher education. Our members represent California State University San Marcos, the San Diego Community College District, Southwestern Community College, San Diego State University, the University of California San Diego, and the University of San Diego. We work with community organizations such the San Diego County Latino Coalition for Education, Association of Raza Educators, and the Alliance San Diego. For over twenty years the Concilio has advocated for equity in our local higher education institutions' structures, standards, policies, and practices.

In her seminal analysis of the educational value of diversity and equity in higher education, Daryl Smith (2013) identified “Institutional Viability” and “Institutional Vitality” as critical concepts for colleges and universities. These two concepts provide direction for San Diego State University’s effort to fully operationalize its status as a Hispanic Serving Institution (HSI). In this context, institutional viability refers to the urgency for SDSU to reflect equity in Chicano/Latino enrollment, learning, and graduation. Institutional vitality refers to SDSU’s responsibility to ensure that its graduates—both Chicano/Latino and non-Chicano/ Latino—acquire cultural competence that reflects the largest ethnic group in California. Fulfilling these two important responsibilities requires a focused effort by SDSU to equitably incorporate Chicanos/Latinos into all dimensions of institutional life.

Other theoretical frameworks of diversity and equity in higher education (e.g., Milem, Antonio, & Chang, 2005) would emphasize the importance of a positive, equitable campus racial climate at SDSU to ensure Chicano/Latino students’ success. In turn, their success enables Chicano/Latino students to maximize their contribution to the educational environment, including the cultural competence of other students. According to these higher education scholars, the foundation of a

positive racial climate and educational environment is “compositional diversity,” the equitable representation of Chicanos/Latinos in student enrollment, faculty representation, administrative leadership, etc. Only through the achievement of such compositional diversity can an institution such as SDSU enact diversity as a process that improves educational conditions and outcomes for all students.

As we enter the 2018-19 academic year, SDSU’s student enrollment is almost thirty percent Chicano/Latino, giving SDSU the status of a Hispanic Serving Institution. This status creates an opportunity for SDSU to assemble stakeholders—both on and off campus—to develop a focused, comprehensive institutional plan that leads to institutional viability and institutional vitality. The vision articulated by the San Diego Concilio provides directions toward the establishment of such an institutional plan. It also positions the Concilio as an active stakeholder in the process of developing and implementing the plan.

The Concilio for Higher Education is recommending indicators to measure the focus on San Diego State University (SDSU) as a Hispanic Serving Institution (HSI). These indicators serve as areas in which the Concilio wishes to partner with SDSU to actualize its status as an HSI.

In existence by 2024 and characterized, at a minimum, by:

I. Representation and Success

- a. Highest proportion of Chicano/Latino students in undergraduate population among CSU HSIs and, at minimum, comparable to proportion of Latinos in California population;
- b. Annually increasing admission of Chicano/Latino students, with emphasis on sustained and increasing access to SDSU teaching-research excellence for students in San Diego and Imperial Counties, including annual public reporting of number of SDSU service area-student applications, admits, and enrollees;
- c. Socio-economic diversity among Chicano/Latino student population, with annually growing numbers of Pell grant recipients;
- d. High level of Chicano/Latino student success that is monitored, measured and reported annually by college and major;
- e. Proportionate gender diversity among Chicano/Latino student population;

- f. Representation on faculty in proportion to Chicano/Latino population in California and distributed across colleges;
- g. Representation of Chicanos/Latinos on staff in proportion to proportion of Chicano/Latino population in California population;
- h. Latino representation in leadership policy-making administrative positions across SDSU;
- i. Full student and parent notification system for first-year and transfer applicants, including major specific criteria for admission, reasons for denial of admission, and appeals of denial of admission process;
- j. A fully-funded pre-doctoral and post-doctoral funded fellowship program for doctoral and post-doctoral scholars pursuing research on Chicano/Latino issues similar to pre-doctoral fellowship program at University of California, Santa Barbara and the Chancellor's post-doctoral fellowship program in the University of California, serving to promote scholarly development, identification of potential CSU faculty, and facilitating recruitment;

II. Admission, Retention and Graduation

- a. Chicano/Latino undergraduate retention rates equivalent to retention rates for white students;
- b. Chicano/Latino graduation rates equivalent to graduation rates for white students at 4, 5 and 6-year completion rates;
- c. Annually increasing numbers of Chicano/Latino students earning Master's and doctoral degrees;
- d. A Chicano/Latino cultural competence minimum of three units, graduation requirement for SDSU undergraduates;
- e. Support of programs with successful records of attracting, retaining and graduating Latina/o students such as the College of Education's Community Based Block (CBB) Multicultural Community Counseling and Social Justice Education Master's Degree program.

III. Curricular Programmatic Offerings

- a. A thriving Chicana/Chicano Studies (CCS) department with at least 16 tenure-track faculty offering bachelor's and Master's degree; developing a joint PhD program in Chicana and Chicano Studies with University of California partner and financially supported as to permit full range of curricular offerings and full-time study by graduate students;
- b. Annually increasing admission of first-year and transfer student admission of students applying for admission as CCS majors, with goal of minimum of 50% admission of applicants;
- c. A thriving Dual Language and English Learner Education Department;
- d. A thriving Latin American Studies program;
- e. A post-doctoral visiting international scholars fellowship program focused on promotion of scholarship on Chicano/Latino issues
- f. A fully-funded office of bi-national affairs housed in CCS and directed by a scholar with a record of binational instruction and scholarship to coordinate exchanges and promote collaboration; development of programmatic initiatives with institutions of higher education and access to research excellence in Baja California;
- g. Institutionally supported consortium of Chicana and Chicano studies led by SDSU CCS in conjunction with CCS programs and departments in local community colleges;
- h. Institution-wide inclusion and cultural competence, certificate-granting program for staff to enhance cultural competence in serving Chicano/Latino students;
- i. An operational and fully staffed Chicano archive in SDSU Special Collections enabling scholars and student to research and disseminate knowledge about the Chicano/Mexicano/Latino communities in San Diego;

IV. Student Success

- a. Campus-wide mentoring program to promote Chicano/Latino student success, including peer and faculty mentoring, and paid research and service learning internships;
- b. Inter-segmental peer mentoring program with local community colleges to promote transfers and success;
- c. Undocumented student services center similar to program at UC Berkeley;

- d. Campus-wide availability of opportunities for undocumented students as an alternative for study abroad requirements in majors with appropriate financial support opportunities;
- e. Provision of funding to SDSU Calexico campus sufficient to provide curricular offerings characterized by rigor and quality of offerings on main campus and extra-curricular opportunities to enable Chicano/Latino and other students to develop leadership skills and undergo experiences comparable to those available to students on main campus;
- f. Thriving EOP with annually increasing number of students served;
- g. Compacts with local community colleges to promote continued transfers;
- h. Fully operational pathways for community college students in all majors offered at SDSU;
- i. Summer research internships for students to engage in research and service with local community-based organizations;
- j. Student referendums on any proposed campus fee increases;
- k. Fellowships for graduate students whose research emphasizes Chicana/Latino and U.S.-Mexico border issues;
- l. Provision of annual funding to MEChA and AChA for annual high school conferences sufficient to each to enable serving at least 1,000 students per conference, inclusive of logistical support such as transportation, rooms, supplies, and food for participants; formal institutional endorsement of conferences and publicity by office of communications;
- m. Fee-waived enrollment in SDSU introductory lower division ethnic studies courses for local high school students seeking to fulfill A-G curricular requirements;
- n. Guaranteed operational access to qualified students in CSU, San Marcos service area seeking to pursue majors not offered at CSU, San Marcos;
- o. Availability of Chicano/Latino Student Success visual data dashboards for the campus and public communities;
- p. Establishment of a Chicano/Latino Student Success Research Consortium - a faculty-led, culturally responsive consortium for Chicano/Latino faculty, students and staff that will serve as a site for professional learning focused on the unique experiences of scholars, students and community members of an HIS;

- q. Expanded mental health services to Latino students on and off campus, including utilizing the Center for Community Counseling and Engagement operated by the Department of Counseling and School Psychology in the College of Education.
- r. Residence hall services that build peer networks and support.
- s. Public art and other dimensions of the built environment that validate Chicano/Latino students.

V. Community Engagement

- a. Sustained, regular engagement with Chicano/Latino Concilio, addressing issues of SDSU as HSI;
- b. Chicano/Latino Community Resource Center promoting and coordinating engagement with and service to Chicano/Latino community;
- c. Free access to SDSU facilities for community-based organizations, such as MANA, Hombres, Alliance San Diego, Southern Border communities Coalition and Association of Raza educators for conferences, and meetings and other events;
- d. Annual sponsorship of Chicano/Latino community-based festivals, including Fiesta del Sol, Sherman Heights, Latino film Festival and Chicano Park Day;
- e. Programmatic support program offering systematic provision of SDSU faculty expertise to and engagement with community-based organizations and recognition of such service in SDSU RTP process;