

The background of the cover features a photograph of several women in traditional Mexican folk costumes, likely performing a dance. They are wearing vibrant, multi-colored dresses with floral patterns and large, decorative floral headpieces. The image is partially obscured by a large teal geometric overlay on the left and a red scalloped-edge overlay on the top right.

SDSU

Student Affairs and
Campus Diversity
Office of HSI Affairs

Hispanic Serving Institution (HSI) Affairs

2024-25 Annual Report

SDSU

San Diego State
University

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Message from SDSU's Associate Chief Diversity Officer:

Dear Campus Community,

As San Diego State University's associate chief diversity officer for Hispanic-Serving Institutions and Regional Affairs, I am pleased to share with you our 2024-2025 annual report, which highlights our continued commitment as a federally designated Hispanic-Serving Institution (HSI). We believe that the HSI designation could not be more salient as we recommit ourselves to being a new kind of R1 HSI that prioritizes serving and supporting the success of our growing Latinx student population, research that makes a true difference in the world, and the stewardship of a culturally affirming and welcoming environment for our SDSU communities.



SDSU has a long-standing legacy as an HSI, with SDSU Imperial Valley earning the federal designation in 2004, followed by SDSU's San Diego campus in 2012. This identity has only grown stronger, as evidenced by the creation of structures to examine and make recommendations to the campus on how SDSU could fully embrace its Hispanic-Serving identity and responsibilities.

Our efforts are yielding remarkable results. SDSU takes great pride in our designation as a Hispanic-Serving Institution. Since fall 2021, the proportion of Latinx undergraduate students has risen from 31.8% to 36.2% as of spring 2025.

This report highlights key efforts and milestones led by campus partners and the office of HSI Affairs. In this report you will find campus-wide statistics, progress, achievements, and assessments of the HSI endeavor over the last year, as well as other efforts implemented at SDSU.

We are excited to share the report with the SDSU campus community and beyond, and we encourage you to read the report and reflect on how each of us can contribute to our effort to be a true Hispanic-Serving Institution.

Sincerely,

A handwritten signature in white ink, appearing to read 'Emilio Ulloa', set against the teal background.

Emilio Ulloa
Associate Chief Diversity Officer for San Diego State University

SDSU

Student Affairs and
Campus Diversity
Office of HSI Affairs

The Office of HSI Affairs at SDSU is proud to present its 2025 annual report to commemorate the initiatives, programs and efforts dedicated to supporting the Latinx community this year. The report outlines relevant data; new and continuing collaborations among senior leadership, faculty, staff, community and students; and notable accolades and accomplishments.





Background of HSIs

In the 1980s, leaders recognized a small set of institutions which enrolled a large percentage of Latino students but had limited resources to educate these students. The classification of Hispanic-Serving Institutions formally recognized these institutions for capacity-building and other support from the Department of Education.

HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.¹ Since 2013, HSIs have increased on average by 29 institutions per year. Over 602 HSIs are established nationwide, with 418 emerging HSIs per the Excelencia in Education 2023-24 report.

¹ Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the “Developing HSIs Program”, the law further requires an HSI to have a high enrollment of needy students and low core expenditures.

SDSU HSI History



SDSU Imperial Valley first earns its own designation as a Hispanic-Serving Institution.

2004

Creation of the SDSU HSI Task Force/Release of the HSI Task Force Report and Recommendations. ¹

2018-19

Establishment of the Office of HSI Affairs. ³

Named Fulbright HSI Leader by the U.S. Department of State. one of only 35 Hispanic-Serving Institutions in the nation to receive the recognition.

SDSU awarded the Department of Education Title III HSI STEM Articulation grant (Ulloa and Ochoa Pis)

2021



Received the Seal of Excelencia. The mission of Excelencia in Education is to accelerate Latino student success in higher education.

Establishment of the SDSU HSI Student Advisory Board.

2012

SDSU federally designated as a Hispanic-Serving Institution.

2020

Initial meeting of the SDSU HSI Campus Advisory Committee. ²



¹ https://sacd.sdsu.edu/diversity-initiatives/_resources/docs/hsi-report-april-2020.pdf

² <https://docs.google.com/document/d/1NvJy9TQWHTnKPPX6ScCkOLcbBC-4oOrGI8QZyQT7zBo/edit?tab=t.0>

³ <https://sacd.sdsu.edu/hispanic-serving-institution/about>

First SDSU Imperial Valley Transborder Mexicali Graduation Ceremony Celebration. ⁴

SDSU awarded the Department of Education Title V DHSI grant to support IV campus. (Ulloa PI)

Launch of the Progresando en Salud program to support student pursuing careers in the Health Care. ⁵

HSI Campus Advisory Issues HSI recommendations. ⁶

2022



SDSU earned its recertification for the Seal of Excelencia from Excelencia in Education. ⁷

SDSU Transborder Mexicali and Tijuana Graduation Ceremony Celebration. ⁴



2024

2023

First SDSU San Diego Transborder Mexicali and Tijuana Graduation Ceremony Celebration. ⁴

SDSU

Transborder Graduation 2023

Universidad Autónoma de Baja California
Tijuana, Baja California, México

⁴ <https://sacd.sdsu.edu/hispanic-serving-institution/programs/transborder-graduation>

⁵ <https://sacd.sdsu.edu/hispanic-serving-institution/programs/progresando>

⁶ https://docs.google.com/document/d/1YvyrFo-Ketl9312HL3JqVdf5IPUG57GLbqM1_5fYMG8/edit?tab=t.0

⁷ <https://www.edexcelencia.org/seal-excelencia>



★ Highlights

- SDSU is a proud AANHPISI (Asian American, Native Hawaiian Pacific Islander-Serving Institution), HSI (Hispanic-Serving Institution), and HSACU (Hispanic-Serving Agricultural Colleges and Universities) Institution.
- Latinx students make up 36.1% of all students at SDSU.*
- Latinx faculty increased from 11% in 2021 to 18.5% of all faculty at SDSU in 2025. They make up 13.8% of all tenure track faculty, while lecturers were 21%.*
- Latinx staff make up 36.3% of all staff at SDSU, while administrator staff (MPP) constitute 21.6%.*

**ASIR SSEA dashboards (fall 2024) and internal dashboards provided by the SDSU CIE team.*

Additional Latinx Designations and Affiliations

Hispanic-Serving Agricultural Colleges and Universities Institution⁸

The Food, Conservation and Energy Act of 2008 authorized the establishment of a group of Hispanic-Serving agricultural colleges and universities to be eligible for NIFA Integrated Research, Education, and Extension Competitive Grants Programs. SDSU was recognized as a HSACU institution in 2016.



Seal of Excelencia⁹

San Diego State University was recognized by Excelencia in Education with the Seal of Excelencia for the first time in 2021. This recognition is awarded every three years. During this academic year, the Office of HSI Affairs led the effort, while working with campus entities, to be recertified for fall 2024 through 2027. The certification recognizes institutions with success in serving Latino students as measured by data, practice and leadership benchmarks.

HSIs Celebrate 30 Years of Federal Support⁹

2025 marks the 30th anniversary since Hispanic-Serving Institutions began receiving dedicated federal funding. There are 602 HSIs across the United States, enrolling more than 60% of all Hispanic undergraduates and one third of all undergraduate students in nonprofit postsecondary education. This milestone underscores the significant role HSIs play in expanding access to higher education for Hispanic and other underrepresented students.

The following list provides SDSU's affiliations with Latinx entities at the local, state and national level to serve students:

- Hispanic Association of Colleges and Universities¹⁰
- Excelencia in Education¹¹
- Alliance for Hispanic-Serving Institution Educators¹²
- Fulbright HSI Leader¹³
- MANA de San Diego¹⁴

⁸ <http://www.nifa.usda.gov/grants/programs/hispanic-serving-institutions-education-grants-hsi-program/hispanic-serving-agricultural-colleges-universities-hsacu>

⁹ <http://www.edexcelencia.org/seal-excelencia>

¹⁰ <https://www.hacu.net/hacu/default.asp>

¹¹ <https://www.edexcelencia.org/>

¹² <https://ahsie.org/>

¹³ <https://www.fulbrightprogram.org/fulbright-hsi-leaders-initiative/>

¹⁴ <https://manasd.org/>



Faculty, Administration and Staff Representation

Over the past few years, SDSU has increased its representation of Latinx faculty, administration and staff*.

- **Latinx all faculty** representation increased from 9% in 2016 to 18.5% in 2024.
- **Latinx tenured faculty** representation increased from 8% in 2016 to 13.8% in 2024.
- **Latinx lecturer** representation increased from 8% in 2016 to 21% in 2024.
- **Latinx administrator** representation increased from 14.9% in 2018 to 21.6% in 2024.
- **Latinx staff** representation increased from 28.6% in 2018 to 36.3% in 2024.

**ASIR SSEA dashboards and internal dashboards provided by the SDSU CIE team.*

Student Representation

As of fall 2024, Latinx undergraduate students comprise 36.1% of the total SDSU student body across campuses, including San Diego, Imperial Valley, and Global Campus — an increase from 35.4% the previous year.

In 2024, SDSU had one of its largest fall enrollment classes in the university's history, including a record-high graduate student class. Latinx students were a large proportion of those students. The total enrollment of Latinx undergraduates was 34.8% while Latinx graduate students for fall 2024 was 33.5%.

Total Latinx Students Enrolled at SDSU (San Diego and SDSU Imperial Valley Campuses*)

14,214

of 39,373 total SDSU attendees

36.1%

Latinx Students at
San Diego Campus

34.6%

91.4%

Latinx Students at
SDSU Imperial Valley

Students at San Diego Campus

34.8%

Latinx Undergraduate Students

33.5%

Latinx Graduate Students

Students at SDSU Imperial Valley

90.7%

Latinx Undergraduate Students

95.6%

Latinx Graduate Students

Total Faculty/Staff/Administration

13.8%

Latinx Tenure Track Faculty

Latinx Staff

36.3%

21%

Latinx Lecturers

Latinx Administration

21.6%

Information provided was sourced from SDSU institutional data available fall 2024.

*Data includes both locations within the Imperial Valley campus, located respectively in Brawley and Calexico.

Student Completion/Graduation Rates

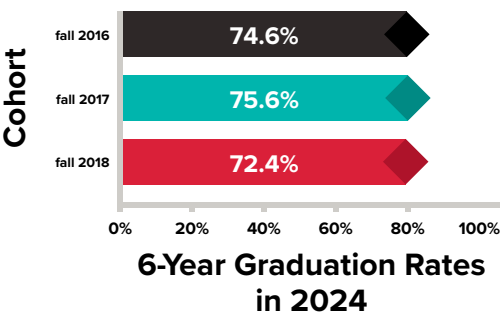
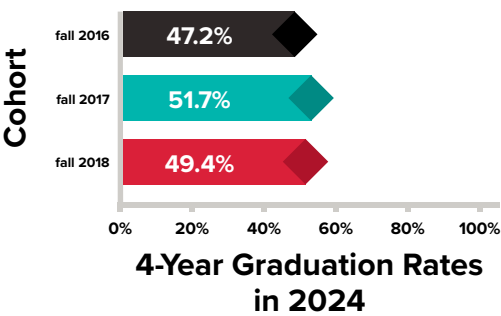
Closing the equity gap for Latinx students has indeed contributed to rising completion rates for Latinx students, especially among San Diego campus transfer students.

- **First-year students:**¹⁵ +, (compared to 78% overall). For the fall 2017 cohort, 76.0% graduated in six years or less (compared to 79.3% overall). For the fall 2018 cohort, 76.0% graduated in six years or less (compared to 80.4% overall). For the fall 2018, the cohort was 72.4% Latinx students for 6 years or less.
- **Transfer students:**¹⁶ When examining graduation rates for Latinx students for the SDSU 2018 cohort, 88.3% Latinx transfer students graduated in four years or less (compared to 88.8% overall for transfer students at the San Diego campus and an overall 85.6% for transfer students at SDSU Imperial Valley). For the 2019 cohort, 85.9% Latinx transfer students graduated in four years or less (compared to 87.9% overall for transfer students at the San Diego campus and an overall 88.8% for transfer students at SDSU Imperial Valley).
- **Ds, Fs, and withdrawal rates:** These rates have been as low as 8% in the 2019-2020 academic year for Latinx students. This is taking into account the combined numbers for students within the SDSU and SDSU Imperial Valley campus. For the 2024-25 academic year, Latinx student rates were at 8% in the fall of 2024, 6.8% in the spring of 2025, and 5.9% in the summer of 2024.

Latinx Student Success Metrics at SDSU

Latinx Graduation Rates: First-Year Students

4-year graduation rates on San Diego campus and 6-year graduation rates for Hispanic/Latinx students over a span of 3 years (fall 2016-fall 2018).



Compared to rates for overall grand total student rates in fall 2018:

- 4-year rates: 56.3%
- 6-year rates: 76.4%

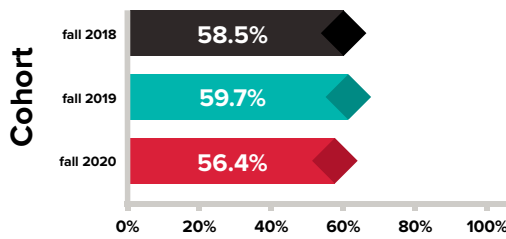
4 and 6-year graduation rates for First-Year Students from fall 2016-fall 2018 has steadily increased.

¹⁵ <https://asir.sdsu.edu/graduation-progress-data/ftf-graduation-rates/>

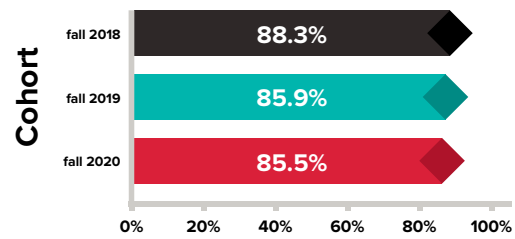
¹⁶ <https://asir.sdsu.edu/graduation-progress-data/new-transfer-graduation-rates/>

Latinx Graduation Rates: New Transfer Students

Full-time-2-year graduation & full-time-4-year graduation rates for Latinx/Hispanic students at San Diego campus from fall 2018-fall 2020.



**Full-Time-2-Year
Graduation Rates**



**Full-Time-4-Year
Graduation Rates**

Compared to overall grand total student rates in fall 2020:

- 2-year rates: 55.5%
- 4-year rates: 85.8%

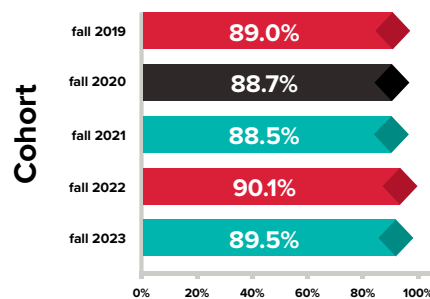
Latinx One Year Continuation/Retention for First-Year Students

Continuation rates refer to the proportion of a student cohort still enrolled at the same university as undergraduates for a specified year after matriculation.

The table demonstrates the one year continuation rates for Latinx/Hispanic students from fall 2019-fall 2023.

90.1%

Is the average one year continuation rate for Latinx/Hispanic students from fall 2018-fall 2022



One Year Continuation Rates for First-Year Students

Compared to overall continuation rate in fall 2023: 90.6%

Initiatives, Accolades and Achievements 2024-25

Partnership with La Universidad La Salle Oaxaca

Per San Diego State University's Memorandum of Understanding (MOU) with La Salle University in Oaxaca, academic leaders from La Salle University Oaxaca visited San Diego State University in 2024, meeting with deans, faculty, and staff to explore ways the two institutions can expand binational projects and international exchanges.

MOUs with the Biblioteca de Investigacion Juan de Cordova in Oaxaca, the Archivo General del Estado de Oaxaca, and with the Municipio de Tijuana

SDSU continues to hold MOUs with the Biblioteca de Investigacion Juan de Cordova in Oaxaca, the Archivo General del Estado de Oaxaca, and with the Municipio de Tijuana. These three are collaborations with faculty in LAS, Love Library and the Sage Project.

HSI Roadshow

The Office of HSI Affairs continued its series of presentations catered to departments on campus to share knowledge about what it means to be a true Hispanic-Serving Institution, what the HSI office offers on a regular basis, and as an opportunity for each individual to reflect on how they can make an impact on the Latinx community at SDSU.

En Confianza @SDSU

En Confianza @SDSU is a collaborative support group program created by the Latinx Resource Center and the office of Counseling and Psychological Services, offering a safe, welcoming space for students who identify as Latina/e/o/x, Chicana/o/x and Hispanic. At En Confianza, students build community, come together to discuss challenges they're facing, learn new tools, and support one another. The support group meets weekly and invites folks to speak in whatever language they feel most comfortable speaking (Spanish, English or Spanglish).

'Being an HSI' SDSU Canvas Course

The Office of HSI Affairs has commissioned several SDSU faculty and staff to create separate modules that span the different domains of the Hispanic-Serving Institution endeavor including, but not limited to, HSI research and granting, Latinx student resources and support services, Latinx student success and outcomes metrics, Latinx representation, SDSU's Latinx history, and defining "servingness" at SDSU. The Canvas course will be self-paced and asynchronous, and completion earns the user a certificate of completion and "badge." Tentative release date for the pilot is spring 2026.

University Seal of Bilingual and Cultural Competence (Spanish/English)¹⁷

This is a specific way in which we have implemented the value of language in our Latinx/transborder community. SDSU's University Seal of Bilingual and Cultural Competence is a digital badge that SDSU students can earn by participating in a cultural and linguistic immersion experience and demonstrating working proficiency through standardized testing that covers reading, writing, listening and speaking in a language other than English. SDSU's USBCC is a standardized measurement of bilingual skills and is open to all students who meet the requirements, regardless of their pathways to proficiency in their languages. The USBCC was made possible through a three-year grant awarded by the California Department of Education's Multilingual California Initiative.

Hispanic Heritage Month Celebration

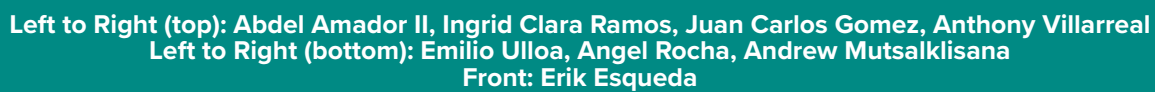
The weeks between Sept. 15 and Oct. 15 mark National Hispanic Heritage Month, a time to honor the culture, traditions and contributions of Hispanic, Chicanx and Latinx communities. As a proud Hispanic-Serving Institution, San Diego State University successfully leveraged the opportunity to celebrate the many contributions of our Hispanic, Chicanx and Latinx students, faculty, staff and community members with multiple campus events, culminating in the SDSU Pachanga. The celebration was themed "Voces de Resistencia: Celebrating Unity, Wellness and the Power of Immigration." The month-long celebration ended with a community-wide "Pachanga" held in the Conrad Prebys Aztec Student Union that included food, live music and dancing.

¹⁷ <https://www.sdsu.edu/international-affairs/events-and-initiatives/bilingual-seal>



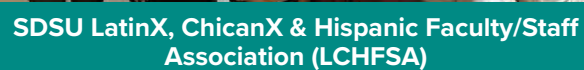
Pachanga 2024





A group of approximately 15 people, mostly young adults, are gathered around a long table in a room, smiling and posing for a photo. Some are making peace signs. The room has a whiteboard with "Welcome to the L.A.S.!" and "¡Bienvenidos! 2018!", a poster about education, and a map of Mexico.

(LCHFSA Cafecitos)



Employee Resource Groups

Employee Resource Groups are designed to build an inclusive environment for SDSU employees, with particular attention to employees from historically underrepresented and underserved backgrounds. ERGs are established and operated by employees with modest support from the Division of Student Affairs and Campus Diversity. There are several organizations whose membership or mission aligns with the specific goals of SDSU's designation as an HSI. They include: SDSU Latina Network; SDSU LatinX, ChicanX and Hispanic Faculty/Staff Association (LCHFSA); and Men of Color Alliance (MoCA).

Dual Language and English Learner Education

For 2025, the Department of Dual Language and English Learner Education is piloting an accelerated pathway for the Masters of Arts in Dual Language and English Learner Education. The accelerated pathway reduces costs for our students, the majority of whom are Hispanic/Latine/Chicanx and all of whom are dedicated to promoting multilingualism and enhancing the success of multilingual learners. In return, they use what they have learned to better serve their own TK-12 students who are then more likely to continue to higher education.

For 2025, SDSU added a Dual Language and Critical Multilingual Learner Education special session to the SDSU Student Symposium. About half of the Hispanic/Latine/Chicanx community in the San Diego area is multilingual (Spanish/English) — this session addressed their needs as well as amplifying the voices of the participating students (three-quarters of whom were part of the Hispanic/Latine/Chicanx community themselves).

HSI Student Research Award

The Office of HSI Affairs Student Research is awarded to the top student whose research furthers our understanding of serving Latinx, Chicanx or Hispanic students in higher education or contributes to the commitment to honor our designation as an HSI. Two awards of \$250 are presented each year.

2025 HSI awardees:

1. Colten Mouzin and Brianna Angel; Mentor: Laura Coco (Health and Human Services)
"Noise-Induced Hearing Loss in Latino Farmworkers"
2. Fernanda Carrillo; Mentor: Gabriela Fernandez (Arts and Letters)
"The Chiara Project Dashboard: Empowering Women and Addressing Health Inequalities at the US-Mexico Border"

Transborder Graduations: SDSU IV Mexicali Building Bridges Mexicali Graduation Ceremony and Tijuana Celebration

In 2025, in partnership with the Universidad Autónoma de Baja California, SDSU hosted graduations in Tijuana and Mexicali, reaffirming its commitment to fostering cross-border educational opportunities. The events exemplified SDSU's dedication to serving diverse student populations and promoting global engagement. By extending graduation ceremonies beyond the SDSU San Diego campus, SDSU demonstrated its role as a leader in transborder education initiatives, fostering inclusivity and cultural exchange. The successful execution of the graduations underscored SDSU's status as a Hispanic-Serving Institution dedicated to advancing equity, diversity and academic excellence.

Annual MANA de San Diego Latina Success Conference

With assistance from the Office of the Vice President for Student Affairs and Campus Diversity, Associated Students, and the Office of the Provost, the Office of HSI Affairs helped support the biannual MANA conference on campus at the Conrad Prebys Aztec Student Union.

Fostering HSI Work at SDSU

The Office of HSI Affairs

The SDSU Office of HSI (Hispanic-Serving Institution) Affairs strives to steward the university's commitment to honoring our designation as a proud transborder, Hispanic-Serving Institution residing on Kumeyaay land. Working closely with leadership across all divisions, colleges and student organizations, we are committed to promoting awareness, to educating the campus community about our designation, to fostering a sense of belonging for our Hispanic/Latinx/Chicanx, transborder, faculty, staff and students, and to supporting the opportunities for engagement of our campus and surrounding community in the effort to promote and sustain our identity.

Mission

Our commitment:

- Steward the university's commitment to honoring our designation as a proud transborder, Hispanic-Serving Institution residing on Kumeyaay land.
- Promote awareness to educate the campus community about our designation.
- Foster a sense of belonging for our Hispanic/Latinx/Chicanx and transborder faculty, staff and students.
- Honor the cultural and linguistic diversity of our Latinx/Hispanic/Chicanx students and transborder community.
- Support the opportunities for engagement of our campus and surrounding community in the effort to promote and sustain our HSI designation.

We do so by collaborating with campus and community stakeholders to:

- Regularly assess our institutional and experiential data to identify equity gaps in success and in lived experiences.
- Seek out, identify, disseminate and utilize scholarship, evidence-based best practices, conceptual and theoretical frameworks that support our commitment to being a true Hispanic-Serving Institution.
- Actively seek out opportunities to “center” Hispanic/Chicanx/Latinx experiences in the design and implementation of our systems, curriculum, policies and procedures that benefit all.
- Promote, celebrate and affirm Hispanic/Chicanx/Latinx culture in visible and tangible ways on campus.
- Promote and disseminate HSI-related events, as well as grants, jobs and service opportunities among our community of faculty, staff and students.



Office of HSI Affairs Team



Emilio Ulloa

Associate chief diversity officer for
HSI and Regional Affairs



Abdel U. Amador II

Assistant director, Office of
HSI Affairs



Wendy Mejia

Program coordinator and retention
specialist, Progresando En Salud



Julia Cordova

Student assistant,
Office of HSI Affairs,
Progresando en Salud
peer mentor



Nikole Molina

Student assistant, Office
of HSI Affairs



Brenda Escalera Acosta

Student assistant, Office
of HSI Affairs



Miriam Garcia

Student assistant,
Office of HSI Affairs,
Progresando en Salud
peer mentor

Hispanic-Serving Institution Student Advisory Board

Composed of about 10 undergraduate and graduate students, the HSI SAB serves as a forum to assess, consider and share input on the quality of the student experience as it relates to SDSU’s designation as a Hispanic-Serving Institution.

HSI SAB team:

Leslie Ramirez , president	Dorian Domingo Marquez , public relations
Naidelyn Franco , vice president	Abdel Amador II , adviser
Victoria Tapia , treasurer	Wendy Mejia , adviser
Anahi Martinez , secretary	Emilio Ulloa, Ph.D. , adviser

Highlights

- SDSU’s HSI SAB has worked to elevate student voices by listening to students and working to incorporate their voices into improving university policies and environments. HSI SAB began in the 2021-22 academic year, with the goal of improving the experiences of Hispanic students and uplifting their voices to enhance SDSU’s status and goals as a Hispanic-Serving Institution.
- In 2023-24, HSI SAB aimed to achieve this goal through the implementation of working groups — each aimed at different functions, such as scholarships and education, visibility, transborder relations, and student support. These efforts included panels for undocumented students and their families, surveys to allow students to anonymously share their experiences with SDSU, and ongoing efforts to improve SDSU as an HSI institution.

Accomplishments and accolades:

HSI SAB worked diligently to continue providing a student voice in support of the university’s commitment to being a true Hispanic-Serving Institution.

HSI SAB also held a focus group where students identified campus spaces they felt were growing in nonacademic ways. HSI SAB contributed to the sense of belonging for the Latinx campus community by hosting a welcome event that allowed new faculty to engage with SDSU students



Top: Student Advisory Board
Bottom: Advisers 24

Latinx Resource Center

The Latinx Resource Center is a culturally rooted, community-based center at SDSU where students of Latin American descent can thrive. The LRC is a space where their identities can be sources of strength, where students can develop their social and political consciousness, and develop as leaders with commitments to social and racial justice. The center is a place where students can leverage their own cultural wealth and access the tools, femtorship/mentorship, and skills that they need to become fluent and successful across contexts.

The center supports students in their development as critically conscious activists, organizers, mobilizers and leaders who are aware of the complexities of the world around them and the challenges they will face in the future. The center believes in developing community-centered scholars who will continue their journey beyond SDSU, engaging and confronting the world as it is and transforming it as it could be.

The LRC Team:



Renzo Lara, Ed.D.
Director



Anthony Villarreal, Ph.D.
Faculty scholar



Erik Esqueda Sanchez
Assistant director



Isabel Torres
Assistant coordinator





★ Highlights

5th annual Queerceañerx

- The Queerceañerx is an event created to center and celebrate the intersections of 2SLGBTQIA+ and Latinidad. This celebration honors the community's flexible and ever-changing identities that contribute to a whole and authentic sense of self



Marchas Feministas



- An event discussing Marchas feministas and their impact across the United States and Latin America. As a university located in a border town, it's important to discuss social movements happening across the border, in areas such as Tijuana, and across much of Latin America. This event opened a safe space for students to ask realistic questions about what happens to the missing women in Juarez and how the SDSU community can raise awareness.

In 2025, the Latinx Resource Center hosted its 2nd Annual Latinas Lideres in STEAM program in partnership with the Cross Cultural Center of SDSU-IV, College of Engineering, Women's Resource Center, EOP, Outreach and Success, Latina Network and OneSDSU

- Latinas Líderes in STEAM is a collaborative initiative with various campus partners across both SDSU San Diego and SDSU Imperial Valley, designed to create pathways and foster meaningful connections for young Latinas interested in the STEAM fields (Science, Technology, Engineering, Arts and Mathematics).
- Through a dynamic series of panel conversations, artwork displays, Q&A sessions, and direct support, the program uplifts and empowers students while also engaging potential mentors. Latinas Líderes in STEAM celebrates culture, leadership, and academic excellence, building a strong network of inspiration, representation and opportunity for the next generation of STEAM professionals.
- The program hosted 36 participants and brought together faculty and professionals from UABC, SDSU, and both the Tijuana and Mexicali communities.

Progresando en Salud

Bank of America has continued its support of the Progresando en Salud program by extending additional funding through its Neighborhood Builders Grant, totaling \$200,000. An additional gift of \$50,000 was also awarded to help sustain and expand the initiative. Thanks to this generous support, the program is currently serving more than 300 Latinx and other students preparing for careers in the healthcare field.

Goals

The goals of the SDSU Progresando en Salud Program are to provide paid opportunities for participants to engage in crucial extracurricular career experiences and programming opportunities that facilitate pathways to success in health-related fields. The program also allows students to reconnect with the Hispanic/Latinx community and ensure deliberate and ample utilization of retention and student success resources. The collective goal is to advance the number and impact of Hispanic/Latinx learners who seek to serve their communities in the critical arena of health care.

Support and services for students:

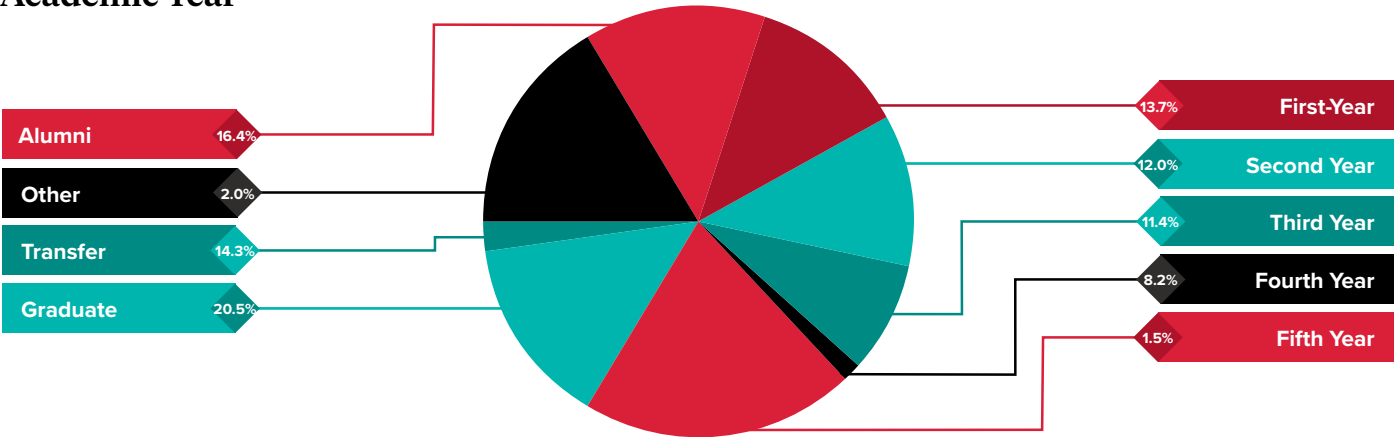
1. Academic support

2. Professional development
3. Career experience

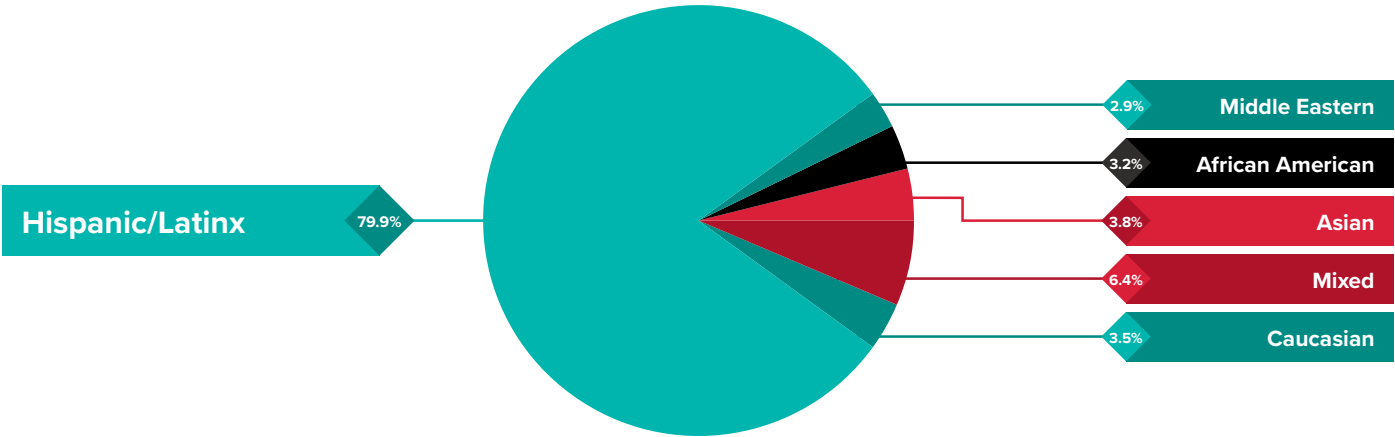
4. Financial assistance

Latino/Hispanic students Progresando en Salud currently serves:

Academic Year



Ethnicity



The 2024-25 PES Team:



Wendy Mejia
Program coordinator
and retention specialist,
Office of HSI Affairs



Julia Cordova
Student Assistant and Peer Mentor,
Office of HSI Affairs



Miriam Garcia
Student Assistant and Peer Mentor,
Office of HSI Affairs

Highlights

Notable partnerships and collaborations:

Kaiser Permanente: Providing high-impact practice opportunities for students to shadow doctors.

San Diego National Association of Hispanic Nurses: creating events to allow students to network with nurses, seek scholarship opportunities and learn more about the career pathways.

San Ysidro Health: Providing high-impact practice opportunities with various departments across San Ysidro Health clinics in San Diego County.

Notable events



CPR certification



CPR certification



Juntos Gathering



Relax with Microsoft



Graduation Celebration

Monarch Unity Resource Center

Since its inception in 2020, the Monarch Unity Resource Center has provided a safe space where immigrant students, including those from mixed-status families, faculty, staff, and allies can build community. The Monarch URC has also facilitated campus-wide education and awareness about the challenges immigrant students may face due to their legal status. The programs and services they provide focus on retention, graduation, community building, and the overall well-being of the students.

Over 1,500 students passed through MURC during this academic year, exemplifying its exceptional impact on the community.

The MURC Team:



Cynthia Torres
Director



Angel Rocha
Associate director



Ingrid Clara Ramos
Assistant coordinator

★ Highlights

- UndocUnity is a partnership established with the Counseling and Psychological Services, whereas students who identified as immigrant, including undocumented and mixed status were provided a safe space to share their experiences, concerns, and acquire support from each other and staff.
- This year, the Monarch URC hosted approximately 64 events during the fall semester and spring semester, a 10% increase from the prior year. Additionally, they had 1,567 visits (13.8% increase) to their center for studying, academic advising, socializing and networking, usage of resources, attending workshops, meeting with staff or grabbing a quick snack.





Center for Commuter Life

★ Highlights

First-Year Commuter Student Reception in Spanish for Parents and Supporters

- The Center for Commuter Life hosted four first-year commuter student receptions to welcome incoming first-year students to the campus. During the inaugural First-Year Commuter Student Reception on May 31, 2025, a Spanish program was offered for all Spanish-speaking parents, families and supporters of the student. The goal is to help them understand the role of the Center for Commuter Life and the support they provide for commuter students. Additionally, this event helps ease their concerns and answer questions regarding their student's transition to SDSU.

Commuter Student Brochure in Spanish

- The Commuter Student Brochure serves as a welcome letter for incoming commuter students. This brochure provides a guide of resources offered by the Center for Commuter Life, tips on how to best choose a success pathway as they complete the Commuter Success Pathway form and a roadmap to help students have a successful transition to SDSU. The brochure in Spanish is provided to Spanish-speaking parents, families and supporters so that they also understand this information and can guide their students through this transition.

Participation in the Spanish Parent and Family Orientation

- The Spanish-speaking Parent and Family Orientation program that is hosted by New Student and Parent Programs is designed for parents, families and guests of first-year students whose primary language is Spanish. The Center for Commuter Life participates in this Spanish orientation by presenting during the panel session in the morning. Information about the center, awareness of the resources available, and more is provided in Spanish. Additionally, the Center for Commuter Life has presented the academic presentation to Spanish-speaking participants. This academic focused presentation highlights the important graduation requirements and offers the academic resources available for students so that their parents, families and supporters learn ways to best support their students throughout their time at SDSU.



New Student and Parent Programs

★ Highlights

Parent and Family Supporter Handbook in Spanish

- The Parent and Family Supporter Handbook provided in Spanish is a collection of resources designed to provide information about the university and is distributed during Parent and Family Orientation. Developed in collaboration with campus partners ranging from academics to student affairs, the handbook helps parents and family supporters stay informed about the campus resources available to support their students.

Spanish Parent and Family Orientation

- The Spanish-speaking Parent and Family Orientation program, in place at SDSU for more than 11 years, is designed for parents and family supporters of first-year students whose primary language is Spanish. The goals are to ease the concerns about their student's transition to SDSU while fostering a sense of community among Spanish-speaking families.

SDSU Latinx Historical Campus Tour

- The Office of New Student and Parent Programs, in collaboration with HSI Affairs and the Latinx Resource Center, launched the Adelante tour to celebrate and honor the history and accomplishments of the Latinx/Hispanic/Chicanx communities at SDSU. This tour, offered bi-weekly during the academic year, is intended for prospective and admitted students and their families.

Recepción en Español para Padres y Familias (Spanish Reception for Parents and Families)

- The Office of New Student and Parent Programs hosted this event to welcome Latinx and first-generation new students and their families. The reception, facilitated in Spanish, helps families and students feel as welcome as possible in their native language. The Office of HSI Affairs, the Office of the Vice President for Student Affairs and Campus Diversity and several other leaders/departments that support and provide programming for Hispanic/Latinx students were in attendance.

International Affairs, SDSU University Seal of Biliteracy and Cultural Competence

In 2021, San Diego State University launched the University Seal of Biliteracy and Cultural Competence (USBCC), becoming the first university in California to offer a campus-wide Global Seal of Biliteracy program. Developed through a three-year California Department of Education grant, the USBCC certifies students' working proficiency (level 7+) in reading, writing, listening and speaking in a language other than English. The program also includes a cultural and linguistic immersion component, fulfilled through experiences such as study abroad, transborder programs or community engagement. What began with just three students in Spanish has grown to over 100 recipients across multiple languages as of 2025, with certification now available in more than 50 languages. The USBCC aligns with SDSU's mission as a Hispanic-Serving Institution by promoting multilingualism and cultural competence as essential global skills.

The USBCC, housed in the Office of International Affairs, contributes to SDSU's HSI mission by promoting language equity and cultural pride. The program recognizes students who demonstrate advanced proficiency in a language other than English and complete a cultural engagement component. Through this rigorous process, the USBCC has supported hundreds of Spanish-speaking students in validating their bilingual skills and reconnecting with their heritage. This recognition affirms their linguistic assets and empowers them to confidently carry their cultural identities into professional, academic and community spaces, advancing SDSU's commitment to serving its diverse student body.

Highlights

Parent and Family Supporter Handbook in Spanish

- More than 300 students have earned the USBCC in about 50 languages since 2021.
- Participation grew from 3 students in Spanish only to a rapidly expanding, multilingual program with many registered for Summer 2025.
- USBCC recipients represent diverse majors, including Education (multiple bilingual credentials), Business, International Business, Psychology, Art Education, History, Science, and more.
- About 15 faculty/staff support the program; one holds the Seal in Spanish and Portuguese.
- Multilingual competency is integrated into curricula through dual language education, transborder programs and various bilingual teaching credentials.



Educational Opportunity Program, Outreach and Success (EOPOS)

The Office of EOP, Outreach and Success expanded its efforts to better support and build community amongst our Imperial Valley EOP and Guardian Scholar students — 91.4% of whom are Hispanic/Latinx — with the San Diego EOP community and staff members. A key initiative was the "Self-Care Expo," offered in both fall and spring designed to offer students dedicated time to build a sense of belonging and provide them with practical tools for stress reduction and mindfulness.

★ Highlights

“Harvesting Dreams with Erica Alfaro”

- In 2025, EOPOS partnered with MANA de San Diego to host "Harvesting Dreams." This event featured award-winning speaker and author Erica Alfaro, who shared her personal narrative to empower and affirm Latina voices on campus. The initiative successfully fostered a stronger Latinx community built on principles of care and motivation.

“Latina Líderes in STEAM (Science, Technology, Engineering, Art, and Math)”

- The EOPOS was invited to join the planning committee led by the Latinx Resource Center and Women’s Resource Center for the "Latina Líderes in STEAM" event. This event aimed to highlight the significant contributions of Latinas in the community. It featured an art gallery and an insightful panel discussion that showcased transborder accomplishments in research, innovative art initiatives and leadership within our communities.

Young Men of Color (YMOC)

- The EOPOS department has been instrumental in strengthening the Young Men of Color (YMOC) initiatives at SDSU. In 2025, YMOC, in partnership with other campus community centers, successfully hosted nine events that engaged 274 attendees. These initiatives were crucial in cultivating a safe and supportive environment for young men of color throughout their academic journey at SDSU.

Puente Day Program

- For the fall 2025 admissions cycle, EOPOS verified 2,463 students which included 245 Puente students, 21 HUBU students and 1849 EOPS students. The EOPOS hosted a Puente Day Program in spring 2025 to help support the outreach and recruitment of students of color who participate in these community college programs.



Residential Education Office and Office of Housing Administration

★ Highlights

Latinx Affinity Group

- The Latinx Affinity Group is a student-led network supported by four dedicated advisers. It provides a safe, inclusive and welcoming space for students who identify as Latina/e/o/x, Chicana/o/x and Hispanic. The group fosters community, cultural celebration and mutual support among its members.

Identity Allyship Awareness Badge

- The Identity Allyship Awareness Badge is a professional development initiative co-sponsored by the Residential Education Office and the Center for Inclusive Excellence. This badging program offers student leaders meaningful opportunities to expand their understanding of identity and allyship. As a capstone experience, participants present poster projects at a symposium, with projects focusing on issues relevant to Latina/e/o/x, Chicana/o/x and Hispanic communities.

Nuestra Casa Learning Community

- Nuestra Casa is an inclusive learning community open to all students interested in exploring Latinx/e identities, cultures and social justice. Through a combination of on-campus programs and off-campus activities, members build a strong, culturally sustaining network and develop lifelong friendships. Students engage in enrichment activities that connect them to San Diego's historic Latinx/e communities. Participants also benefit from a peer mentor support team and are typically enrolled in a university seminar course (equivalent to RWS 200), which is designed to address the cultural, social and academic needs of Latinx/e students.

HSI-Designated SDSU Grants

The U.S. Department of Education created fiscal support programs under Titles III, V, and VII of the Higher Education Act of 1965, as amended. Among them are the developing Hispanic-Serving Institutions program, the Hispanic-Serving Institutions STEM and articulation program, the Promoting Postbaccalaureate Opportunities for Hispanic Americans program, and the Asian American and Native American Pacific Islander-Serving Institutions program. The aim of the programs is to provide funds to eligible institutions of higher education to increase their self-sufficiency by improving their academic programs, institutional management and fiscal stability. To be considered eligible to apply for these programs as a Hispanic-Serving Institution, the institution must have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

Additionally, other federal granting agencies (e.g., the National Science Foundation, the U.S. Department of Agriculture, the Department of Defense) have created funding opportunities that are either limited to HSI (as defined by the U.S. Department of Education) or opportunities that encourage HSIs to apply.

SDSU continues to find success with grants such as these. A nonexhaustive list of SDSU's active HSI-designated grants:

Brum, Christopher, Baldonado-Ruiz, Monica, Bercaw, Lynne, Hall, Laura

Project OCEANSIDE: Optimizing the Capacity of Special Educators for Inclusion Diversity and Equity
DED Office of Special Education/Rehabilitation Services

Casper, Monica

Preventing Gender-Based Violence and Supporting Survivors in University Cultural Resource Centers
DOJ Office on Violence Against Women

Collins, Lauren, Brum, Christopher, Luelmo, Paul

Project SPLASH: Supporting the Preparation of Local Special Educators in Historically Underrepresented Communities
DED Office of Special Education Programs

Espinosa, Salvador, Villegas, Henry

SDSU IV Building Bridges between Community and Careers: A New Type of HSI
DED Office of Postsecondary Education

Humphrey, Jessica

Portal: Transborder Dance Dialogues
National Endowment for the Arts

Inagaki, Tristen

The Cognitive Mechanisms of Support-Giving
NSF Division of SBE Office of Multidisciplinary Activities

Lee, Young-Shin, Jun, Hee-Jin

Determining Factors Associated with Loss of Independence Among Ethnic Minority Older Adults: A 10-year Longitudinal Study Using NHATS Study
DHHS Centers for Medicare and Medicaid Services

Lewison, Rebecca, Barlow, Jessica, Stow, Douglas

SDSU TCTAC for EPA Region 9: Center for Community Climate Action, Energy and Environment Justice
Environmental Protection Agency

Maldonado, Saul, Alfaro, Cristina, Hernandez, Sera

Developing Effective Bilingual Educators with Resources
DED Office of Postsecondary Education

Marcelli, Pascale, Flores Renteria, Lluvia, Liu, Changqi, Love, John, Madanat, Hala, Perez, Ramona

Transnational Approaches to Sustainable Food Futures: Integrated High-Impact Learning Experiences and Pathways to Food Careers
National Institute of Food & Agriculture

Robb Larkins, Erika

Building the Humanities through Brazilian Studies
National Endowment for the Humanities

Salas, Consuelo

Creating Expansive Approaches to the Teaching of Writing in a Southern California Border Region
National Endowment for the Humanities

Sbeglia, Gena, Hill, Lott, Ochoa Mikrut, Stacy

Enhancing disciplinary learning to diversify biology degree pathways and career pursuits at San Diego State University
NSF Division of Undergraduate Education

Ulloa, Emilio, Ochoa Mikrut, Stacy

SDSU HSI STEM and Articulation Program
DED Office of Postsecondary Education

Xie, Junfei, Chen, Jun, Donyanavard, Bryan

PARTNER: Expanding AI Capacity at San Diego State University: A Strategic Collaboration with TILOS at UC San Diego

NSF Division of Computing and Communication Foundations

Zuniga, Maria, Pitpitan, Eileen

Addiction Scientists Strengthened through Education and Training (ASSET)

DHHS National Institute on Drug Abuse



HSI Advisory Committee

The overall committee charge is to provide ongoing assistance, counsel and support toward the creation and implementation of the HSI endeavor. The committee is comprised of the following subcommittees:

1. Latinx/Chicanx/Hispanic Representation, Recruitment and Retention

- **Charge:** to focus on issues and practices that facilitate the recruitment and retention of our Latinx/Chicanx/Hispanic students, faculty and staff. This subcommittee is charged with sharing the latest recruitment and retention data and extrapolation for implications. This subcommittee will share suggestions for admission, hiring, programs and policy related to the charge.
- **Members:** Brandon Melgoza, Eric Felix, Patrick Velasquez, Sandra Temores, April Mazon (SDSU Imperial Valley). Student members: Kailey Quezada, Vanessa Herrera.

1.1 Recommendation #1

SDSU should conduct an annual assessment of the SDSU campus racial climate, including compositional diversity (administrators, faculty, staff and students), disaggregated for Latinx/Hispanics across campus. These assessments should utilize institutional data, surveys, focus groups and institutional records. The assessment results should be disseminated on campus and in the community. In addition, the data collected should be broadly shared to inform relevant campus entities in their development of strategies to maximize Chicanx/Latinx representation and student success. The subcommittee acknowledges that some of these efforts are currently underway and will be completed this year. We recommend that existing climate survey instruments are shared with this subcommittee as well.

1.2 Recommendation #2

Establish HSI and Regional Affairs as the central hub, which will actively coordinate information for institutional efforts that focus on the success of Chicanx/Latinx students, including those in Academic Affairs, Student

Affairs and Campus Diversity, and other divisions. This would include developing an asset map or inventory of activities taking place in support of these efforts.

1.3 Recommendation #3

Expand resources within the HSI and Regional Affairs Office to include the hiring of Chicanx/Latinx scholar(s) or post-doc who would assist in developing effective strategies for increasing the representation of Chicanx/Latinx faculty, staff and students. We recommend that HSI and Regional Affairs, in coordination with Academic Affairs, hire Chicanx/Latinx scholars within higher education to exclusively work on these initiatives (possibilities could include a visiting scholar residing in HSI Affairs with a shared appointment in education, Chicana and Chicanx studies or other dept).

1.4 Recommendation #4

Academic Affairs should develop and implement a comprehensive plan to hire and retain more Chicanx/Latinx tenure track and lecturer faculty.

1.5 Recommendation #5

SDSU should provide additional funding to campus departments (across divisions) to enhance outreach and advertise widely for positions in which underrepresentation exists, i.e. IT positions. We recommend that the staff/management recruitment process should be enhanced to ensure diverse hiring practices. Also, with very few exceptions, SDSU should end the practice of appointments and/or promotions through a non-competitive process.

1.6 Recommendation #6

Allocate resources for the development and implementation of a leadership development program designed to prepare Chicana/Latina and other underrepresented staff (not faculty) for management or leadership positions. The program could explicitly serve those with experience that would enhance equity and diversity at SDSU. Program can be established as a collaborative effort within Human Resources, ERGs, SACD, and HSI and Regional Affairs (ie. NASPA Escaleras).

2. HSI Student Success, Academic and Liberatory Outcomes

- **Charge:** to focus on the indicators of student success for our Latina/Chicana/Hispanic students including both academic outcomes (retention, graduation, probation, GPA etc. ...) and non-cognitive, socio-emotional, and other outcomes referred to as liberatory outcomes (sense of belonging, civic engagement, academic self-concept, social agency, social justice orientation, racial/ethnic identity development, leadership development, critical consciousness, graduate school aspirations, etc.). This committee will locate existing data sources and identify new data sources for these outcomes, share data on these outcomes, identify the implications of the data, and share suggestions for facilitating the mission related to the charge.
- **Members:** Erin Jacobs, Ivan Hernandez, Madhavi McCall, Patrick Velasquez.
- **Students Members:** Anaíee Aguilar, Juan Estrada Silvestre, Sharon Sabino.

2.1 Recommendation #1

SDSU should continue to develop, maintain, and refine an institution-wide assessment strategy that includes Academic Affairs and Student Affairs and Campus Diversity, respectively. The strategy should measure “academic” outcomes, i.e., retention, graduation, academic probation rates, and GPA at graduation, “liberatory” outcomes identified by the scholar Gina Garcia, broad Institutional Learning Objectives approved

by the Academic Senate, and other learning outcomes specific to academic departments. SDSU should add an Institutional Learning Outcome to reflect the liberatory outcomes identified by Garcia. This additional ILO should be integrated into campus diversity plans and academic course learning outcomes.

2.2 Recommendation #2

SDSU’s assessment of all learning outcomes, disaggregated by ethnicity to allow for the analysis of outcomes for Latina/Chicana students, should be reported annually to the HSI Advisory Committee, including the HSI Student Success, Academic, and Liberatory Outcomes subcommittee. No additional institutional resources should be necessary to implement this recommendation.

3. HSI Research, Granting, and Extramural Funding Activities

- **Charge:** To optimize the HSI-related research endeavor at SDSU (with a focus on equitable, accessible and ethical practices that ultimately serve the Hispanic/Latina/Chicana students, faculty and staff of SDSU). This committee will focus on issues and practices related to grants and extramural funding, brainstorm about potential opportunities for large funding opportunities and other research opportunities that are afforded by virtue of our HSI designation. This subcommittee is charged with sharing the latest grant and extramural funding data and determining implications for campus. This subcommittee will share suggestions for programs, policies or practices related to the charge.
- **Members:** John Crockett, Ph.D., (co-lead), Lluvia Flores, Saul Maldonado, Ramona Perez, Salvador Espinoza, Araceli Saucedo.
Student Members: Vanessa Barboza

3.1 Recommendation #1

Per the South San Diego Student Success Initiative¹⁸ written by Bruce Appleyard, Joanna Brooks, Rosalio Cedillo, Jose

¹⁸ https://docs.google.com/document/d/1uR-ByL0_YYdnK9QJJ0V0lrZI-6el885cfqHXK-u80hQ/edit?usp=sharing

Preciado and Emilio Ulloa, the following recommendation has been developed: SDSU should offer transportation options and services to mitigate the impacts of commutes between their residence and the SDSU campus (5500 Campanile).

3.2 Recommendation #2

Support additional efforts and initiatives that will offer transportation options and services to mitigate the impacts of commutes for SDSU Imperial Valley students between the Imperial Valley and the SDSU campus (5500 Campanile).

4. HSI Student Advisory Board

- **Charge:** to provide a collective student voice to the HSI Advisory efforts. HSI SAB will consist of students from Latinx, Chicanx and Hispanic backgrounds from student organizations across campus. HSI SAB will select 1-2 representatives to serve on the larger HSI Advisory Committee. The ACDO for HSI and Regional Affairs will convene the HSI SAB. Activities can include sharing student experiences, posing questions for considerations, making suggestions for change, and generally working with the committee and chair to advance the HSI mission from a student perspective.

4.1 Recommendation #1

The Office of HSI Affairs and the Division of Research and Innovation jointly should organize a regular (once a semester) institute for 8-10 faculty where we will convene the group for a full or half day to::

1. Generate awareness of HSI federal and foundation funding opportunities, (DRI can provide this component).
2. Lead a discussion that emphasizes our institutional HSI affairs framework, and our institutional commitment to servingness in research and grant funding. We can also provide information, talking points and useful text (for use in grant applications) that describe our HSI framework.

3. Bring faculty researchers together to cultivate potential networks among those with shared research/program interests for pursuing future HSI funding opportunities.

4. Motivate/incorporate faculty from SDSU Imperial Valley to participate.

4.2 Recommendation #2

The Office of HSI Affairs and the Division of Research and Innovation should jointly institutionalize the approach to providing fair and equitable access to HSI opportunities that serve the institution at large that has been piloted in 2021-2022 with the Department of Education Title V Developing Hispanic-Serving Institutions grant as well as the Department of Education.

4.3 Recommendation #4

We recommend increasing staffing resource(s) needed to produce a comprehensive approach to the HSI granting/DRI endeavor. We support hiring in this area.

5. Community and Transborder Relations and Initiatives

- **Charge:** to focus on identifying, establishing and facilitating the maintenance of connections with organizations and stakeholders in the surrounding Latinx/Chicanx/Hispanic community and transborder relationships relevant to SDSU's commitment to being an HSI. This subcommittee is charged with sharing the latest information on these experiences and will share suggestions for supporting students, faculty and staff related to the charge.

- **Members:** Roberto Hernandez, Renzo Lara, Julio Soto, Maybelline Arevalo Lopez, Joel Pilco, Richard Gonzalez, Carlos Paternina, Sera Hernandez, Vanessa Falcon (SDSU IV).
Student members: Athziry Gomez, John Estrada.

5.1 Recommendation #1

This group should serve as a hub for community leaders and stakeholders to share about events or initiatives that impact SDSU's commitment to being an HSI, specifically those with which we can see possible partnerships.

6. Education and Scholarship on HSI's

- **Charge:** To advance and promote academic scholarship related to Hispanic-Serving Institutions, and to advance and promote learning opportunities for SDSU faculty, staff and students to learn about SDSU's HSI history and commitment to being an HSI. Activities can include sharing research, theory and findings, working with the committee and chair to advance our mission and keep it rooted in HSI scholarship and best practices, promoting HSI-focused scholarship on campus, contributing to the body of HSI scholarship, and the designing, developing and implementing educational opportunities, such as the Canvas course and/or workshops, or town halls. This subcommittee will work with content experts to facilitate this charge. .
- **Members:** Eric Felix, Ivan Hernandez, Marissa Vasquez, Nathian Rodriguez, Roberto Hernandez.

6.1 Recommendation #1

Identify scholarly outlets, platforms and networks to share our work as SDSU HSI. We recommend increasing staffing resource(s) for the Office of HSI Affairs needed to produce a comprehensive approach to identifying such outlets, which require research opportunities, preparing proposals and manuscripts. We support hiring in this area.

6.2 Recommendation #2

Provide institutional resources to support the SDSU library in creating and hosting a database of SDSU faculty/student research & publications pertaining to HSIs. This will also require additional staffing support for the Office of HSI Affairs.

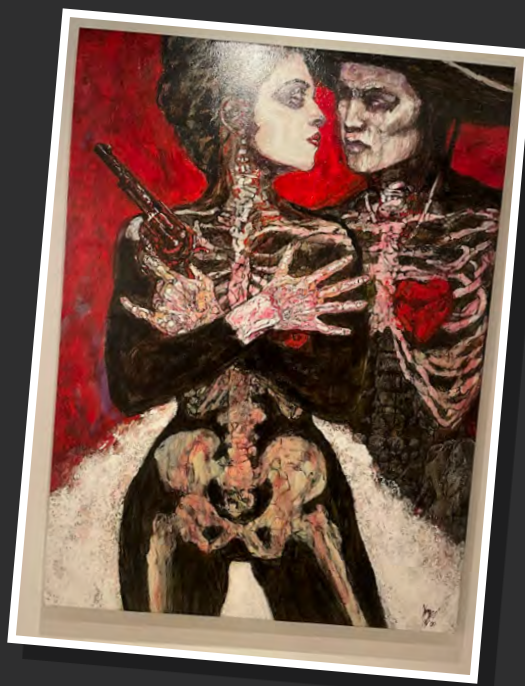
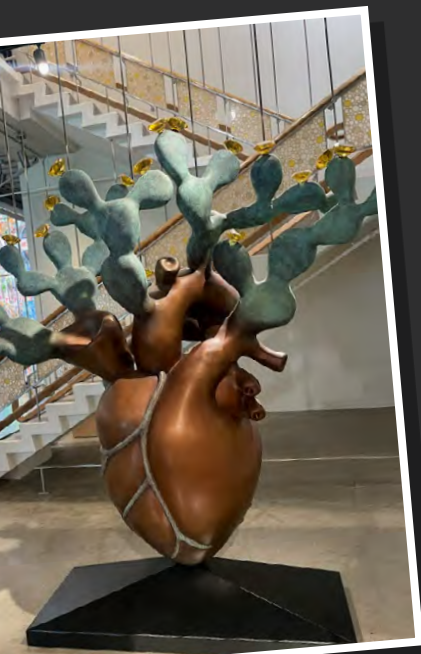
6.3 Recommendation #3

Create institutionalized opportunities for the dissemination of scholarship/research by SDSU faculty, staff and students whose expertise and scholarship contributes to the knowledge and application of HSI identity and practice. Such opportunities should include stipends or other incentives that demonstrate SDSU's commitment to supporting faculty, staff and students for their intellectual work.

- Sponsor an annual award for excellence in SDSU HSI-related scholarship
- Sponsoring formalized research briefs/ working paper series that can be housed by the HSI office.
- Sponsoring research brief pláticas throughout the year
- Partner with the Latinx Resource Center to spotlight Latina/o/x faculty and staff research and practice
- Highlight appropriate SRS papers/ presentations

6.4 Recommendation #4

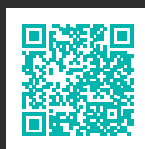
Encourage the Office of Faculty Advancement, Center for Inclusive Excellence, and/or Division of Research and Innovation to create and sponsor culturally affirming Latinx/Hispanic/Chicanx community writing retreats for faculty, staff and students throughout the academic year, particularly summer.



Published by

The Office of HSI Affairs

San Diego State University
5500 Campanile Drive, San Diego, CA 92182



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