



Report on the University of Oregon Becoming a Hispanic-Serving Institution

By the HSI Taskforce¹

Submitted to Provost Janet Woodruff

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The University of Oregon is located on Kalapuya ilihī, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.





Dear Colleagues:

As we look to the future of our institution, we recognize the importance of embracing our diverse student body and ensuring that all of our students have the resources they need to succeed. With this in mind, we have been exploring the possibility of *actively* becoming a Hispanic Serving Institution (HSI).

HSIs are defined as postsecondary institutions where Hispanic (Latino/Latina/Latinx, or “Latinx”) students make up at least 25% of the total enrollment. The University of Oregon, with a current Latinx undergraduate enrollment of 16%, is poised to meet this benchmark in the next eight years or so without any specific effort. However, because we want to ensure that we are doing everything we can to support our Latinx students and to create an inclusive, supportive campus environment for all students, we convened a task force of faculty and staff and asked them to assess how we might hasten this growth and prepare the university to become an HSI, including by documenting enrollment trends and the challenges that need attention.

We are excited for the release of the “Report on the University of Oregon Becoming a Hispanic-Serving Institution” to the campus community. In it, you will find a preliminary picture of the UO’s growing Latinx population and the critical part it will play in both Oregon’s and the University’s future. While only the first of many steps in preparing for this future, the report proposes numerous ways to attract more students from this growing demographic, to better serve all underrepresented students, and to secure Title V federal funding to enhance academic offerings and the student learning experience.


We are extremely grateful for the task force members’ time and dedication, and for the careful attention they have given to thinking holistically about this prospect, from inventorying existing services and supports, to modeling scenarios, to providing best practices and concrete recommendations, which are aimed at helping the University of Oregon become more than an institution that simply serves our Latinx students but enables them to thrive. In fact, they introduced us to a phrase that resonated with us both: “Latinx-thriving institution.”

We encourage you to read the report and to join us in these efforts to support our Latinx students and in creating an inclusive, supportive campus environment for all our students. We hope you find this report as insightful and helpful as we have.

Patrick Phillips
Interim President

Janet Woodruff-Borden
Acting Provost and Executive Vice President

About



Hispanic Serving Institution (HSI) Taskforce

Committee Members

- **Rosa Chavez-Jacuinde**
Center for Multicultural Academic Excellence (CMAE)
- **Jesse Nelson**
Undergraduate Education & Student Success
- **Gabriela Perez Baez**
Linguistics
- **Laura Pulido, Chair**
Indigenous, Race, and Ethnic Studies (IRES)
- **Lucas Silva**
Environmental Studies and Biology
- **Lynn Stephen**
Anthropology

*To learn more and follow our progress, please visit
<https://blogs.uoregon.edu/uohsi/>

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INTRODUCTION

In December 2021, then-Provost Patrick Philips charged a group of faculty members with exploring the possibility of the University of Oregon (UO) becoming a Hispanic-Serving Institution (HSI). HSI is a Title V federal designation granted to higher education institutions with 25 percent or more undergraduate Latinx enrollment under the Higher Education Act. We were given one year to study the issue and deliver a report. As we began to explore the issue, the committee identified a set of key questions that have guided our work:

We asked questions about the **demographic landscape**:

- How many Latinx students currently attend UO, and how has this changed over time?
- Geographically, where do these students come from?
- Given various demographic projections, when might UO attain HSI status?

We asked about the **experiences of current Latinx students** at UO:

- What do Latinx students study at UO, and what do we know about their experiences?
- How well does UO serve Latinx and underrepresented students?

We asked about **opportunities and barriers** to Latinx admissions and enrollment:

- What obstacles exist to increasing Latinx enrollment?
- What existing strengths can we build on, and what weaknesses need to be addressed?

We asked what actions and policies might have the **greatest impact**:

- What next steps should UO take towards becoming an HSI?
- What can UO do to accelerate the timeline toward HSI status?

And we asked questions about the **larger context**:

- What changes in Oregon and beyond might impact attaining HSI status and UO's ability to truly serve Latinx and other underrepresented minority (URM) students?
- How have other comparator institutions approached becoming an HSI?

Based on our research we identify five critical findings and three key recommendations. One of our most

salient findings is that UO will eventually become an HSI—it is a question of when, how we might accelerate the process, the merits of doing so, and how can we best serve Latinx, and by extension, all underrepresented students. We found significant interest and enthusiasm from many corners of campus, and we are grateful to the faculty and staff who assisted us, shared their time, and provided data. However, we also encountered a few who were concerned about the implications for white students. It is important to identify points of resistance early on in order to effectively address them. Despite this, most understood that the deliberate process of becoming an HSI would provide many benefits, including enhanced enrollments in an era of a declining college-age population; greater diversity for a predominately white institution (PWI); better support for all underrepresented students; and greater funding opportunities, especially in STEM.

In the following pages, we present our findings and recommendations.

Five Key Findings:

- 1) Given demographic change, UO will eventually become an HSI; however, by the time that happens, it is uncertain how meaningful such a designation will be as there will be far more such institutions that qualify.
- 2) There are four benefits to accelerating the process of becoming an HSI. These include stronger enrollments, greater diversity, more robust support for all underrepresented students, and enhanced funding opportunities.
- 3) Oregon Latinx students are systematically and significantly underrepresented throughout Oregon's higher education landscape, including at UO.
- 4) UO has many programs and initiatives to support Latinx students, but they are an uncoordinated patchwork.
- 5) Currently, there are numerous obstacles to becoming a Latinx-thriving institution, including cost, recruitment practices, equity gaps, community engagement, and sustained support and mentorship.

Three Key Recommendations:

- 1) Create an HSI Implementation Task Force
- 2) Revise and refine data collection, outreach efforts, and enrollment and retention

- 3) Invest in Latinx faculty, staff, and administrators

After a brief overview of our work in the Executive Summary, in Section I we provide a description of current HSIs across the U.S. In Section II we sketch out the contours of Oregon's demographics. Section III takes a detailed look at UO's Latinx landscape before offering four scenarios in Section IV, which project when UO might reach 25 percent Latinx enrollment. In Section V, we consider how various comparator institutions have worked to achieve HSI status. And finally, in Section VI, we outline a set of recommendations to move UO toward HSI status.



EXECUTIVE SUMMARY

Overview of Hispanic-Serving Institutions

HSI is a Title V federal designation granted to higher education institutions with 25 percent or more undergraduate Latinx enrollment under the Higher Education Act. The goal of the HSI program is to support and encourage institutions to better serve the U.S.'s largest minority population, which has long been underrepresented and underserved in higher education. Currently, 46 percent of HSIs are community colleges while 54 percent are four-year institutions (Martinez and Garcia, n.d., 4); yet, of the 559 existing HSIs, only 21 are R1s. In 2020, twenty R1 HSIs created the Alliance of Hispanic Serving Research Universities (HSRU) because of the unique responsibilities and contributions of these institutions. HSRU has prioritized two key initiatives. By 2030 HSRU seeks to: 1) build the academic pipeline by doubling the number of Hispanic doctoral students and 2) increase the Latinx professoriate at its member universities by 20 percent.

For universities that do not yet meet the 25 percent criteria of an HSI, there is an intermediary status known as “emerging HSIs,” which refers to institutions that have 15 percent or more Latinx enrollment and are on the path to becoming an HSI. “Emerging HSI” is not a federal designation, but one developed by organizations invested in promoting and supporting the broader goals of the HSI agenda. There may be federal funds available to emerging HSIs, particularly in the STEM fields, but only for those close to the 25 percent enrollment mark.

The rapid expansion of HSIs across the country has led to a robust debate on the nature and politics of HSI status. While many institutions, especially administrators, focus on demographic growth and funding opportunities, others, mostly faculty, are concerned with how Latinx students are being served. Consequently, there is a distinction between being an HSI versus an institution that truly serves Latinx students and enables them to thrive, or what is called a Latinx-thriving institution.

Latinx Demographics in Oregon

Although many perceive Latinx Oregonians as recent immigrants, they have a long history in Oregon (Sifuentes, 2016). From 1819-1848, Oregon Country shared a border with New Spain and later independent Mexico. From 1846-1859, the Oregon Territory was unincorporated territory of the U.S. until the southwestern part was admitted as a state. Earlier explorers along the Oregon coast spoke Spanish, and

the language continued to be spoken in southern parts of the state and along cattle drives into southwestern Oregon. Many trace their roots back to the Bracero Program (1942-64), a federal labor program that recruited Mexicans to work in the U.S. during World War II. Consequently, Oregon's Latinx population has historically been dominated by Mexicans. Currently, 85 percent of Oregon's Latinx population is of Mexican origin, with Central Americans constituting the next leading population (Mexican Consulate, 2022).

It is essential to understand that the U.S. Latinx population is racially, culturally, and linguistically diverse. It includes monolingual and multilingual speakers of Spanish, English, and several hundred distinct Indigenous languages. The Latinx population is also racially diverse, including Black, Indigenous, white, mestizo, and “Some Other Race.”² Moreover, many communities, especially Indigenous ones, do not identify as “Latino” or “Hispanic.” We reluctantly use the U.S. federal terms Hispanic and Latino and only for the sake of clarity for the readers of this report.

According to the U.S. Census, as of 2020, the Latinx population constituted almost 14 percent of Oregon's total population. This reflects a 30.8 percent increase from 2010. During this same period, Oregon's white non-Hispanic population declined by 1.1 percent. The Latinx K-12 population is 22 percent of Oregon's total school-age population (Martínez, Blezinksy, and Santiago, 2021). Nineteen percent of college-aged Latinxs (ages 18-34) are enrolled in higher education as compared to 22 percent of white non-Hispanics (Martinez et al., 2021). Moreover, Latinxs were more likely than whites to attend a two-year college. Currently, 15.26 percent of UO undergraduate students are Latinx, approximately half of whom are nonresidents. The realities of declining white non-Hispanics, the growing and youthful Latinx population, and the fact that Latinx students are inequitably served by Oregon's higher education system demonstrate the urgent need for the UO to prioritize the recruitment and retention strategies needed to become not only a HSI but a Latinx-thriving institution.

HSIs in Oregon

At present, there are four HSIs in Oregon: Blue Mountain Community College, Chemeketa Community College, Columbia Gorge Community College, and Warner Pacific University. Oregon State University (OSU) has 11 percent Latinx enrollment, and Portland State University (PSU) anticipates becoming an HSI within five years.³ Oregon's current HSIs reflect the

state's larger educational landscape: Latinx students' concentration in community colleges. Although PSU is a doctorate-granting institution, it is not an R1. Only OSU and UO qualify as such. The fact that UO has a higher undergraduate Latinx enrollment relative to the overall undergraduate population reflects past efforts and should be seen as a major strength upon which to build. However, as the state's flagship institution, UO should be seeking to flip the pattern of Latinx concentration in community colleges. Getting more Latinx students into Ph.D.-granting institutions and R1s will bolster the academic pipeline and enhance Oregon's workforce.

Most HSIs, and virtually all R1s with HSI status, are located in regions with large Latinx populations. Thus, it will not necessarily be easy for UO to accelerate the HSI process, since it is an R1 and because Oregon does not have a large Latinx population. Generally, it is more difficult for underrepresented and first-generation students to be accepted and enroll at an R1, as evident in the small number of institutions that belong to HSRU. As of 2020/21 **Latinx students received 22 percent of all Oregon high school diplomas, yet only eight percent of UO freshmen are Latinx Oregon residents.** This shows the extent to which Latinx Oregonians are underrepresented at UO.

Fifty-one percent of UO Latinx students are from out of state, overwhelmingly from California. The Latinx nonresident population has been key to UO achieving its "emerging HSI" status. However, this population is not expected to grow significantly given the high annual tuition for out-of-state applicants (approximately \$40,000). Thus, the focus of any efforts directed at making UO an HSI should be on the Oregon resident Latinx population.

Given these facts and available demographic data, we have developed four scenarios that project when and how UO may reach HSI status. These scenarios are based on multiple variables, including changing enrollment trends regarding recruitment, admission, and yield. Based on the scenarios, UO could attain HSI status as soon as 2026 and as late as 2040.

Obstacles to Latinx Enrollment and Persistence at UO

UO faces several obstacles to increasing Latinx enrollment. One of the biggest is simply the cost of a UO education. UO is currently the most expensive public postsecondary school in Oregon, while the average Latinx household earns \$12,000 less than other Orego-

nians. Additionally, we found that Oregon high schoolers and their families received either limited and/or sometimes incorrect information about UO. We heard from UO recruiters that some high school counselors prioritize other institutions over UO, perhaps because of cost, familiarity, and ties to other schools. Ironically, UO had a highly effective recruitment program called Oportunidades. However, when the program was moved to admissions, its efficacy diminished as staff were assigned to other tasks as well. We also found that the bridges between UO and the community college system—which holds a significant pool of working class Latinx students who could transfer to a four-year college—to be relatively weak.

The retention picture for Latinx UO students also needs improvement. While UO has made significant progress in retention and timely graduation, Latinx students' graduation rate within six years lags four percentage points behind the larger student body. Moreover, Latinx students at UO are disproportionately in negative academic standing. Having said this, UO's graduation rate has been moving in a positive direction, which should be seen as a potential strength upon which to build. Clearly, we are doing something right, but we need more targeted measures to ensure equity.

Latinx Students at UO

Latinx students have a surprisingly long history at UO. As early as 1964 the Chicano Student Union was formed in 1964.⁴ Nonetheless, it has only been in the past decade or so that there has been significant growth. We examined what Latinx students studied at UO and identified two distinct kinds of majors: large majors to which all students are attracted, but which may suffer from high attrition, and small programs that serve Latinx students and their more specific needs. Both types of programs could/contribute to creating a Latinx-thriving institution and require additional support.

Latinx students at UO choose the same majors as other undergraduates, including psychology, exploring (undecided), pre-business, business, human physiology, political science, and biology (see Table 1), largely because these majors offer clear career pathways to the helping professions. In most cases, especially in the sciences, units have done little to recruit or retain Latinx students. Indeed, most were surprised to learn their majors were especially popular with Latinx students, although they were pleased. While no unit had initiatives targeting Latinx students, many have made genuine efforts to support diversity and/or underrepresented students.

largely exist as a patchwork with minimal coordination. In short, UO is currently not leveraging its existing assets for maximum impact. There is vast room for improvement.

Recommendations

Embarking on the path to becoming both an HSI and a Latinx-thriving institution would transform UO in several significant ways. First, UO would mitigate the potential for declining enrollment that is expected as a result of the decline in the white population. Second, by enhancing its student support infrastructure to support Latinx students, UO would create a culture that better serves all students, especially underrepresented ones. Third, it would open up new funding possibilities for research and student support, especially in STEM. Fourth, becoming an HSI would allow UO to reach its full potential as an R1, by contributing to a diverse academic pipeline and serving all the people of Oregon. Given the current small number of R1 HSIs, timely progress towards 25 percent Latinx enrollment will likely yield more value in terms of impact and access to federal funding. Accelerating the pace would enable UO to join a very select group of schools in the HSRU, rather than joining at a later date when many other schools will be members—all competing for federal resources. And lastly, becoming an HSI would benefit Oregon by increasing the educational attainment and workforce productivity of its largest minority population.

Becoming an HSI encompasses two distinct but complementary goals: 1) attaining 25 percent enrollment and b) becoming a Latinx-thriving institution that will support such students. Our recommendations are clustered into three categories, some of which can and should be implemented immediately to better serve the 15.6 percent of Latinx students who already attend UO, and some of which are more long-term.

Recommendation #1: Create an HSI Implementation Committee

This committee would develop a timeline based on forecasting and create a detailed plan for achieving HSI status. One of the first tasks of the team should be to hire a faculty member(s) who has research expertise on HSIs. **Currently, there is no such person at UO,** and such work demands someone with demonstrated experience and expertise to help lead the effort. Ideally, a small set of co-chairs, including the new hire, would oversee the committee. The committee must include a wide variety of individuals and will likely subdivide

Of particular concern is the high attrition rate in the sciences, specifically biology, human physiology and, to a lesser extent, psychology. While many students struggle with the gateway science sequence, a statistical disparity exists between underrepresented and majority students, which marks an equity gap. For example, in Chemistry 221 the overall DFNW rate, which denotes the number of students earning D's, F's, No Grades or Withdrawals, is 22 percent, but the rate rises to 30 percent for Latinx students (and 41 percent for Black students). Indeed, it has worsened over the last several years. Currently, most large departments do not address student attrition simply because they have more students than they can serve. UO must address this and other equity gaps if it hopes to create a Latinx-thriving institution.

By contrast several smaller programs attract a disproportionate number of Latinx students, such as Spanish (especially the Spanish Language Heritage program); the Latinx Studies minor; Indigenous, Race, and Ethnic Studies (IRES); and the Spanish Specialization in Counseling, Psychology, and Human Services Department in the College of Education (COE). While small, these units play a strategic role in forging personal connections with Latinx students, offering meaningful curricula and creating spaces where they can thrive. Because UO is a PWI, Black, Indigenous, Latinx and other students of color struggle to find community and create space for themselves. Forging spaces of belonging is essential for students to build community, get support, and thrive. These small programs facilitate that process. Moreover, they have a synergistic effect on campus. For example, a Latinx student of the IRES major recently served as president of the Associated Students of the University of Oregon (ASUO). She credited her candidacy to the knowledge and skills she had learned in IRES. In turn, her administration prioritized the needs of students of color. These programs have above-average percentages of Latinx faculty and staff, many of whom view supporting Latinx students as one of their primary missions. These units provide models of how to create a Latinx-thriving institution.

Importantly, we found a severe lack of data at the departmental level regarding diverse student outcomes. The only unit that regularly surveys students is Spanish, as it is necessary for placement. Most units simply do not have the resources to address this.

A final universal observation: UO has many individuals and programs deeply committed to Latinx and other underrepresented students. However, these programs

into thematic groups. Plans must be made to compensate faculty and staff for their time to ensure long-term participation and to avoid burnout.

Recommendation #2: Review and Revise Data Collection, Outreach Efforts, and Enrollment and Retention Procedures

To develop an effective plan, UO requires more data. While the Dashboard is a major improvement, more data is needed, especially in terms of student success at the departmental level. Equity gaps exist throughout the campus, including in graduation rates, negative academic standing, and attrition in particular majors. While we know that the gateway science sequence is a key equity gap, documenting and addressing all gaps will serve all URM students.

UO can increase Latinx Oregonian applications and yield by engaging in more sustained community outreach. The Oportunidades program must be re-prioritized and expanded. Likewise, UO must improve its outreach and bridge programs with community colleges. Far too many Latinx Oregonians simply do not see UO as an option for themselves. Finally, because UO is the most expensive public school in Oregon, and the Latinx population is one of the poorest, development must invest significant resources in increasing scholarships, not only for tuition and fees, but to help offset the cost of housing and dining.

A sense of belonging is key to student success and alleviating the equity gaps. Students who do not feel like they belong or cannot imagine themselves as, say, scientists, for example, are reluctant to seek academic help. UO must create effective peer-advising and mentorship programs that help students to feel like they belong and get the help they need. These programs can build on existing programs by enhancing and connecting them. Part of helping students feel they belong is strong engagement with their communities and families. Engagement off campus should be complemented with increased efforts to bring parents and families to campus.

Recommendation #3: Hire Latinx Faculty and Staff

It is difficult to overstate the importance of Latinx faculty, staff, and administrators in becoming a Latinx-thriving institution. Certainly all faculty and staff have a role to play, but by creating a critical mass of Latinx personnel we ensure that a significant number will embrace Latinx students, which in turn, will create synergy that can potentially transform the campus.

Latinx faculty constitute 11 percent of UO faculty, with many units having zero. Although Latinx staff has been growing, especially among Officers of Administration (OA), there are critical areas where Latinx staff is missing.

We recommend 15 new tenure track faculty (TTF) lines to be allocated across the College of Arts and Sciences (CAS), the College of Education (COE), and professional schools, prioritizing departments where Latinx student interest is either significant, growing, or where attrition rates are high. While some lines could be made available to any unit, most lines should be targeted to units that are committed to serving Latinx students or where Latinx student demand is high.

In tandem with faculty lines, we recommend investment in a new 15-person postdoctoral program, with the aim of building a “pipeline” of talented Latinx instructors and researchers (with potential to become career TTF or non-tenure track faculty (NTTF)). This would increase the Latinx presence in units where their representation is absent. In addition, Latinx graduate students have an important role to play: they are often the first Latinx teacher students encounter. Moreover, because of their proximity to undergraduates, they are acutely aware of the challenges Latinx undergraduates face and are frequently committed to supporting them. UO needs to find a way to enhance this particular nexus without further exploiting graduate students. UO must commit to building the academic pipeline.

I. OVERVIEW OF HSI_s

HSI is a federal designation given to institutions of higher education that have 25 percent or more undergraduate Latinx enrollment. Created in 1992 as part of the Higher Education Act, it represents a culmination of grassroots activism organizing for such a program since 1979 (Garcia 2109, 15). The goal of the HSI program is to support and to encourage institutions to better serve the U.S.’ largest minority population. Currently, 46 percent of HSIs are community colleges and 54 percent are four-year institutions (Martinez and Garcia, n.d., p. 4). These approximately 540 HSI institutions enroll 67 percent of all Latinx undergraduate students in the U.S., which, alone, attests to the significant role that such institutions play in the larger picture of educational equity (Martinez and Garcia, n.d., p. 3).

In 2020, 20 R1 HSIs created The Alliance of Hispanic Serving Research Universities (HSRU). Their number has since expanded to 21. In addition to the general goals of HSIs, HSRU Alliance recognizes that R1 universities have a particular role to play in building the academic pipeline. Members of HSRU are collaborating to double the number of Latinx doctoral students and to increase the Latinx professoriate by 20 percent at each of their institutions by 2030. HSRU is working with the Department of Education to develop new models and collaborations and with the National Science Foundation (NSF) to educate the “missing millions” from STEM. In recent years, individual members of HSRU have introduced some noteworthy initiatives, including efforts to hire a dozen Latinx faculty in a single year. These institutions, which UO would join, are virtually all located in states with very large Latinx populations, especially California, Texas, Arizona, and Florida. While some have long served Latinx students, such as the University of Texas, El Paso (UTEP), the University of New Mexico, and UC Riverside, others became an HSI recently, like UC Irvine in 2017. It is important to realize that local demographics do not automatically lead to HSI status: UC Berkeley, UC Davis, and UCLA are not yet HSIs, despite the latter two sitting amidst millions of Latinx people (University of California Berkeley, 2020; UCLA HSI Task Force, 2022).

There is also an intermediary status known as “emerging HSIs.” This refers to institutions that have 15 percent or more Latinx enrollment and are on the path to becoming an HSI. Emerging HSI is not a federal designation, but one developed by Excelencia in Education.⁵ Excelencia is a private organization that seeks to encourage schools to become Latinx-thriving

institutions and offers a seal for those who, according to its CEO, “have been able to articulate and demonstrate they are modeling the behavior we need to see to accelerate Latino student success.” Institutions join Excelencia, which functions as a clearing house for colleges seeking to become HSIs, as well as to better serve Latinx students in general.

HSI status is desirable to many institutions because it opens opportunities for dedicated funding from federal agencies, including the Department of Education, National Institutes of Health, National Endowment for the Humanities (NEH), and NSF (see Appendix A). The amount of available federal program funding ranges considerably. For example, the Developing Hispanic-Serving Institutions Program—Title V awards up to \$600,000 per year for up to five years for an institution to expand educational opportunities for Latinx students. STEM is strongly emphasized in granting programs for HSIs. The HSI STEM and Articulation Programs also from the Department of Education offer up to \$5,000,000 over a five-year period to increase the number of underrepresented and low-income students receiving STEM degrees and to strengthen articulation agreements with community colleges. The NSF Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program) “Supports projects that...increase the rates of recruitment, retention and graduation of undergraduate STEM students at Hispanic-serving institutions.” Planning or Pilot Project awards range between \$200,000 for single institutions to \$300,000 for collaborative proposals; Implementation and Evaluation Project awards range between \$500,000 for a single institution and \$800,000 for collaborative proposals; and Institutional Transformation Project awards may be up to \$3,000,000 for five-year-long projects. In addition, there are funding opportunities in the humanities, albeit in smaller amounts. Grants from the Humanities Initiatives at HSIs provide up to \$150,000 to develop “new humanities programs, resources (including those in digital format), or courses, or by enhancing existing ones.” The NEH Awards for Faculty program support individuals pursuing scholarly research that is of value to humanities scholars, students, and/or general audiences with monthly support of up to \$5000. There are also opportunities specific to doctorate-granting institutions, such as the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program, which offers \$500,000 to \$600,000. Despite the availability of funding, it is a competitive process. One study found that as of 2015, only 25 percent of HSIs actually received Title V funding (Martinez and Garcia, n.d., p. 3).

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The rapid expansion of HSIs across the country, especially among PWIs, has led to a robust debate on the nature and politics of HSI status. There is concern, especially among faculty, that some institutions are focused on demographic growth and funding opportunities, rather than whether their institutions actually serve Latinx students. This is a healthy tension, and we will reference this distinction throughout the report.

II. OREGON DEMOGRAPHICS & THE LATINX POPULATION

In order to strategically accelerate becoming an HSI, UO requires detailed demographic data, especially regarding its Latinx population. As noted earlier, the most likely source of Latinx student growth should be from Oregonians, rather than out-of-state students, who must pay significantly more. Not only are Latinx Oregonians currently underserved by UO but focusing on their recruitment and success at UO will ensure that the greatest benefits will accrue to the state of Oregon. In this section we review historic and current demographic data and how it may impact UO enrollments.

On Terminology

We begin with the terms Hispanic and Latino, which are used interchangeably by the U.S. Office of Management and Budget (OMB) to refer to “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (America Counts Staff, 2021). The term Hispanic is favored by the U.S. Department of Education, as seen in the term, “Hispanic-Serving Institution” (U.S. Department of Education, 2016).

Despite Federal nomenclature, which has always been problematic, the Latinx population is extremely diverse culturally, racially, and linguistically. It includes monolingual and multilingual speakers of Spanish, English, and/or several hundred distinct Indigenous languages. South America has the greatest linguistic diversity in the world and is home to 117 Indigenous language families or isolates (Hammaström et al., 2022). The southern half of Mexico and the north of Central America, known as Mesoamerica, is home to several hundred distinct Indigenous languages belonging to eight language families or isolates. In the 2020 COVID-19 Farmworkers Project in which Lynn Stephen and Gabriela Pérez Báez participated as researchers, 29 Indigenous Mesoamerican languages were identified among only 300 farmworkers in Oregon (Martínez et al., 2021).

The Indigenous peoples of the Americas have endured 500 years of colonization by European invaders from the 16th to the 19th centuries and post-colonial oppression in the context of state- and nation-building processes in the 19th and 20th centuries. Millions continue to resist and sustain their cultures and languages. Moreover, Latin America and the Caribbean are also home to Afro-descendent/Black communities, which historically form important parts of many countries and are a part of Latin American immigration to the U.S. In

the Caribbean, the northern coasts of Central America, and parts of Mexico, people now self-identify as both Indigenous and Black. Embracing this diversity is an important part of expanding how we understand the terms Latinx and Hispanic.

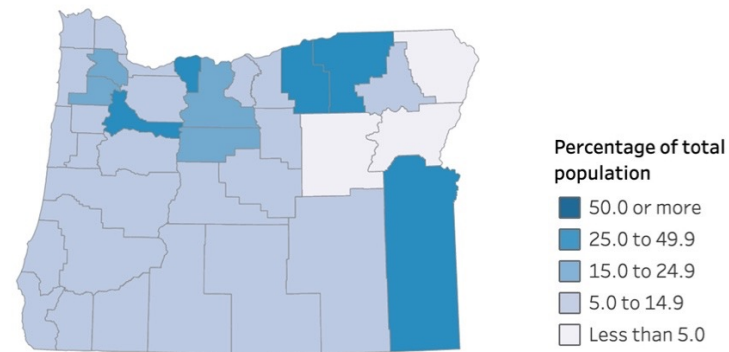
Given this enormous diversity, the U.S. has long sought to consolidate these diverse populations into a single group for its own purposes (Rodríguez, 2000). Currently, it considers Hispanics to be an ethnic group, despite the fact that many do not identify as such, especially Indigenous communities. The creation and imposition of such categories is deeply rooted in coloniality and white supremacy, and we reluctantly use the terms Hispanic and Latino only for the sake of clarity for the readers of this report.

Oregon Demographics

Although many assume Latinx Oregonians are recent immigrants, they have a long history in the state (Sifuentes, 2016). From 1819-1848, Oregon Country shared a border with New Spain and later independent Mexico. From 1846-1859, the Oregon Territory was an unincorporated territory of the U.S. until the southwestern part was admitted as a state. Earlier explorers along the Oregon coast spoke Spanish, and the language continued to be spoken in southern parts of the state and along cattle drives into southwestern Oregon. Many trace their roots to the Bracero Program (1942-64), a federal labor program in which the U.S. recruited Mexicans to work in the West, especially in agriculture, during the World War II era. Given this history, Oregon’s Latinx population is dominated by Mexicans, which comprise 85 percent of Oregon’s Latinx population (Mexican Consulate of Portland, 2022). Also significant are Central Americans, who have a more recent migration history.

In 2020 Oregon had a total population of 4,237,256, representing a 10.6 percent increase from 2010. The Latinx population was 588,757, which constituted 13.89 percent of the state’s total. The Latinx population increased by 30 percent from 2010. While Portland now contains the greatest number of Latinxs, there are strong pockets in agricultural areas, reflecting ongoing connections to farming and forestry. Figure 1 shows the distribution of the Latinx population by county (note: the darker the shade, the higher the percentage of Latinx population in that county).

Figure 1: Distribution of Oregon Latinx Population by County

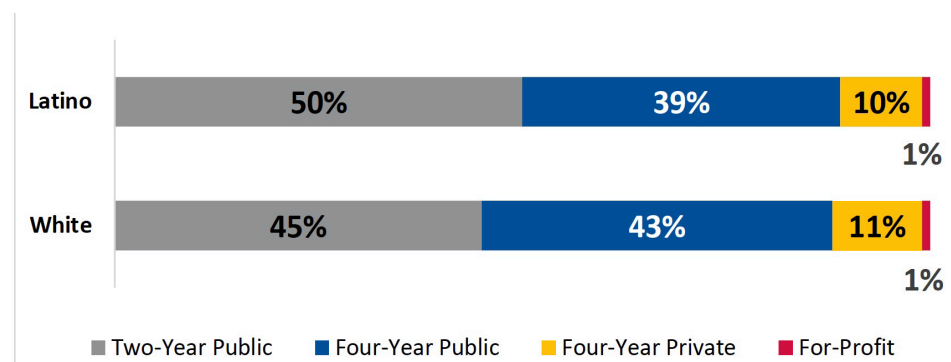


Source: United States Census Bureau, Oregon, 2021.

Martínez, Blezinksy, and Santiago found that Oregon’s Latino/x population is, “young, fast-growing...mostly first-generation [and] comprising 22% of the K-12 population” (2021, 5). **The median age of Latinx Oregonians is 26, compared to 44 for white non-Hispanics. The median income of Latino families is \$48,447, which is some \$12,000 less than that of white non-Hispanics (\$61,201).** *Excelencia in Education* (2020) reports that 19 percent of college-aged Oregon Latinxs (ages 18-34) were enrolled in higher education, compared to 22 percent of white non-Hispanics. Moreover, Latinxs in higher education are

more likely to enroll in a two-year college than white non-Hispanics, and conversely, less likely to enroll in a four-year college, as shown in Figure 2. Intensity of enrollment varies depending on the type of higher education institution, with 57 percent of Latinx students in two-year institutions enrolled part-time, and 75 percent of those attending four-year colleges enrolled full time. The graduation rate of Latinxs at four-year institutions is 61 percent with 21 percent of students not completing a degree. While dismal figures, the picture is more positive at UO.

Figure 2: Oregon Undergraduate Enrollment by Sector, Fall 2018



Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2018 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

The UO Undergraduate Student Dashboard shows an enrollment in 2022 of 19,328 undergraduate students of which 2,951 identified as Hispanic or Latino. This represents 15.26 percent of the student population. Recall, however, that approximately half (51 percent) of this enrollment is from nonresident Latinx students. Only

eight percent of UO students are Latinx Oregonians.

Collectively this data indicates that Latinx students are underrepresented and underserved at every level of higher education in Oregon: They are less likely to attend college; they are less likely to enroll full-time;

they are less likely to attend a four-year university; they are less likely to graduate, and they are less likely to attend UO. UO’s Latinx resident enrollment of eight percent is **half** of the 19 percent college attendance rate of Latinxs in Oregon (Martínez et al., 2021). Consequently, there is a large college-aged Latinx population that can be cultivated and directed to UO.

III. THE LATINX LANDSCAPE AT THE UNIVERSITY OF OREGON

What UO Latinx Students Study

Just as Latinx people are not new to Oregon, there is a surprisingly long history of Latinx students at UO. As part of our research, we constructed a timeline of UO Latinx history and learned that the first Latinx student organization, the Chicano Student Union, was formed in 1964.⁶ Nonetheless, there has been a significant increase in Latinx students in recent years.

We found two distinct kinds of majors that are significant to Latinx students: large majors that all students

are attracted to but which may have high attrition for underrepresented students, and small programs that are geared towards serving Latinx students. Both types of programs require study and support.

UO Latinx students are concentrated in many of the same majors a majority of UO students are, including psychology, exploring (undecided), pre-business, business, human physiology, political science, and biology (see Table 1).

Table 1: UO Majors with Highest Latinx Enrollment

Major	2013	2015	2017	2019	2021
Psychology	146	178	190	233	304
Exploring	253	224	240	248	262
Pre-Business Administration	177	222	258	248	241
Business Administration	52	69	51	115	222
Human Physiology	107	156	171	150	169
Political Science	58	74	103	135	137
Biology	86	122	121	135	100
Advertising	39	39	52	91	85
Spanish	68	74	74	86	81
Family and Human Services	30	43	58	48	68
Computer & Information Science	20	51	61	57	67
General Social Science	22	81	79	80	67
Architecture	29	25	43	54	66
Art	13	20	27	28	56
Public Relations	16	36	45	53	56
Sociology	55	61	59	71	55
Educational Foundations	33	57	57	52	53
Journalism	36	42	43	41	53
English	19	31	36	32	46
Pre-Journalism	65	76	85	69	45

UO Latinx enrollment, by major.

Top 20 majors; 75% of UO Latinx UG enrollment

Highlighted rows indicate consistent upward trends

In our interviews with department heads and faculty, they indicated that these majors were popular because they offer clear career pathways to careers in the helping professions, such as medicine, law, counseling, or physical therapy. As can be seen in Table 1, 75 percent of Latinx students are concentrated in 20 majors. Thir-

teen of the majors have experienced enrollment fluctuations, while seven show consistent growth over time.

Figure 3: UO Latinx Majors by College, 2013-2021

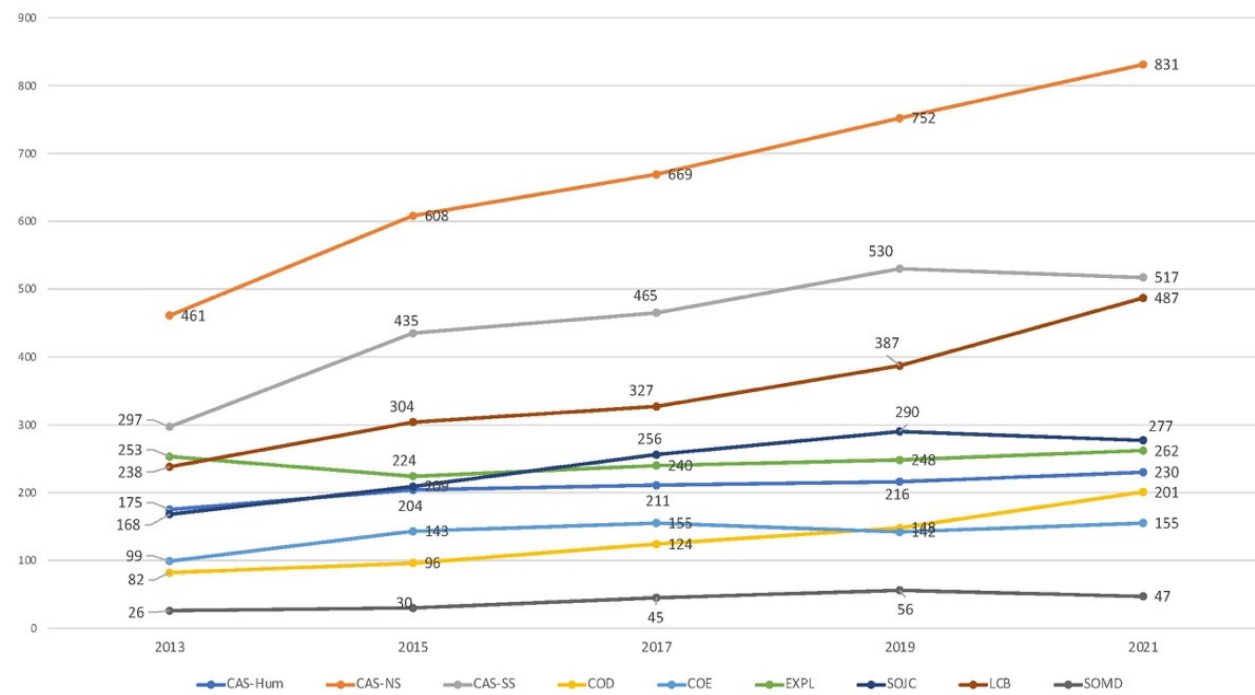


Figure 3 provides more clustered data by showing majors by colleges over time. Here we can see the popularity of the natural sciences. Psychology is counted as a natural science and is the single most popular major for Latinx students, accounting for 37 percent of all

Latinx natural science majors. Together, CAS’s natural sciences, social sciences, and the Lundquist College of Business (LCB) accounted for 61 percent of all declared Latinx majors in 2021.

Figure 4: UO Latinx Degrees by College, 2012-2020

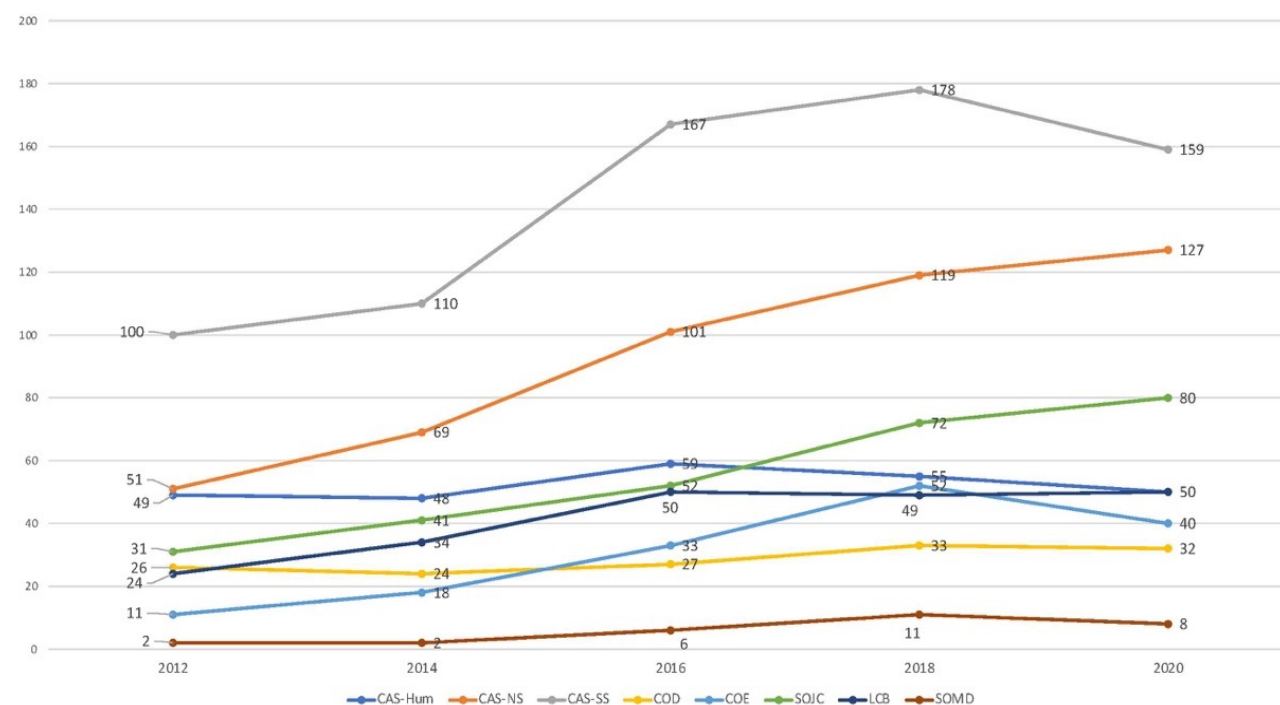


Figure 4 shows degrees conferred. Clearly, the natural sciences and COE have shown consistent growth, while the other categories are relatively flat or fluctuate. Of significance in Figure 5 is the fact that the social sciences and natural sciences have essentially flipped from Figure 3: More degrees are conferred in the social sciences, despite larger enrollments in the natural sciences. It is unclear what is happening, but it is possible that high attrition in the natural sciences results in Latinx students shifting to the social sciences, especially the general social sciences, where they ultimately graduate.

Though more research is needed to determine if attrition leads to a shift towards the social sciences, we did examine this question a bit more. We learned that while many students struggle with the gateway science sequence, a statistical disparity exists between underrepresented and majority students, highlighting an equity gap. For example, in Chemistry 221 the overall DFNW rate is 22 percent, but is 30 percent for Latinx students (and 41 percent for Black students). Further, it has worsened over the last several years. Most large departments do not address student attrition simply because they have more students than they can serve.

We also learned that in most cases, especially in the sciences, units have done little to intentionally recruit or retain Latinx students. Indeed, most were surprised to learn their majors were popular with Latinx students, although they were pleased. This shows that popular majors do not need to recruit as much as they need to retain. UO must address such equity gaps if it hopes to become a Latinx-thriving institution.

This is not to imply big majors have not made efforts to encourage underrepresented students. In fact, most had taken concrete steps to support diversity and even address the DFNW gap. For example, the Human Physiology Department encourages its faculty to think systematically about inclusivity in their pedagogy so all students can imagine themselves as scientists. The Psychology Department has faculty who study Latinx issues and is currently hiring more faculty focused on race and equity. The Biology Department has been experimenting with promising pedagogical models to address the DFNW gap and has developed a program called Students of Color Opportunities in Research Enrichment (SCORE) to involve URM students in labs.

In contrast to the large majors, there are several smaller programs that attract a disproportionately large number of Latinx students. This includes Spanish, specif-

ically the Spanish Language Heritage program (83 percent Latinx); the Latinx Studies minor (78 percent Latinx); Indigenous, Race, and Ethnic Studies (IRES) (approximately 25 percent Latinx);⁷ and the Spanish Specialization in Counseling, Psychology, and Human Services Department in the COE. Though small, these units play a disproportionate role in forging personal connections with Latinx students, offering meaningful curricula and creating spaces where they can thrive. These programs are valuable for at least two reasons. First, they truly and deliberately serve Latinx students, and second, and relatedly, they can model to the larger institution how to become a Latinx-thriving institution. These programs facilitate holistic Latinx student success in multiple ways. For example, most are connected to Latinx community organizations which provide students with invaluable and affirming experiences, including internships and research projects. Such opportunities allow students to feel like they are giving back to their communities, which is important for Latinx students, as they are acutely aware they are the exceptions in their families and communities. Such experiences affirm who they are, which is important in a PWI that does not generally affirm Latinx and other URM students.

As small majors, they are unique in their ability to give specialized attention to Latinx students. This, plus the fact that there is a critical mass of Latinx students in the majors, allows students to build community, innovate, and ask for help when they need it. Spanish and IRES encourage double-majoring or minors, and many Spanish majors double-major with the COE.

These programs have above-average percentages of Latinx faculty and staff, many of whom consider supporting Latinx students as one of their primary missions. Indeed, many Latinx faculty enter the academy with an explicit desire to serve and support Latinx and other URM students. The same is true for staff. It is common for such programs to have staff of color who are culturally sensitive to Latinx families and communities and go the extra mile to make them feel respected and welcomed.

These programs and their students can also have a synergistic effect. For example, a Latinx student who majored in IRES recently served as president of Associate Students of the University of Oregon (ASUO). She credited her candidacy with the knowledge and skills she had learned in IRES. In turn, her administration prioritized the needs of students of color.

For all these reasons, these small but mighty units are models of how to create a Latinx-thriving institution.

Comparative Latinx Student Outcomes

As part of understanding the outcomes of UO Latinx students, we examined other institutions. We identified public institutions with similar enrollments and academic profiles and examined graduation rates. Specifi-

cally, we analyzed student success and enrollment data from six comparators: University of Utah, Rutgers University, University of Colorado, SUNY Stony Brook, University of Kansas, and University of Iowa. The data suggest Latinx student outcomes at UO have the potential to become an institutional strength that would make UO into a national leader. Relative to comparators, UO has the second smallest graduation rate gap (next to SUNY Stony Brook) and the UO Latinx graduation rate exceeds most regional and academic comparators

Table 2: Six Year Graduation Rate

Public Universities 2010-2014 Cohorts	All	Latinx	White	% of Undergrad Latinx (2015-20)
All Publics	61%	56%	64%	
U of Oregon	73%	69%	74%	13%
OSU	66%	60%	67%	10%
PSU	49%	50%	47%	15%
WSU	61%	54%	64%	15%
U of Utah	68%	58%	68%	13%
Rutgers U.	82%	74%	82%	13%
U of Colo.	70%	63%	72%	12%
Stony Brook	74%	70%	71%	12%
U of Kansas	64%	55%	67%	8%
U of Iowa	73%	68%	74%	8%
UC Santa Cruz	28%	76%	72%	78%
UN-Reno	58%	55%	59%	21%
UNLV	43%	39%	45%	30%
UI-Chicago	60%	54%	61%	33%

- Sources: NCES 2020 Digest of Education Statistics, Table 326.10; IPEDS Institution Comparison Data; and UO Institutional Research Graduation Report
- Comparators: Public AAU, within 10 percentage points of UO total graduation rate, and within five percentage points of UO UG Latinx enrollment

(see Table 2).

UO’s relative position of strength, compared to comparator institutions, does not imply that the status quo is sufficient. A 69 percent six-year graduation rate for Latinx students does not meet institutional expectations, and the existence of differential student outcomes by race/ethnicity demonstrates there is work yet to be done. To align student experience with stated institutional values, intentional and comprehensive efforts to support Latinx student success will be required. At the same time, the data do suggest the Latinx student experience has been positively impacted by programmatic and individual efforts at the university (i.e., Center for Multicultural Excellence (CMAE), Latinx Strategies

Group); these efforts form a solid foundation upon which to build a Latinx-thriving institution.

Programs that Serve Latinx and Underrepresented Students

The HSI Task Force collected data from colleges, departments, and programs at UO to see if units attracting significant Latinx majors were engaging in particular efforts to recruit, retain, and support these students. This process involved a survey across colleges that tried to drill down to specific departments and programs (See Appendix B for survey questionnaire, Appendix C for summary of results).⁸ We interviewed

department heads and selected faculty in departments with significant Latinx enrollments to see what kinds of efforts, if any, they were making. During the interviews, we shared data showing where students were concentrated, discussed best practices they were engaged in, and where they thought they could improve. Interviews were conducted with heads, faculty, and/or staff from the following units: the School of Planning,

Public Policy and Management (PPPM), Tykeson advisors, Psychology, Biology, Human Physiology, Political Science, Spanish, IRES, LCB, and COE.

We first highlight the most popular majors for Latinx students and the number of faculty in those departments who have expertise in research or teaching related to Latinx topics.

Table 3: Most Popular Latinx Majors and Faculty Specializing in Latinx Teaching/Research

Departments with most Latinx Majors	No. of majors in 2021/no. faculty with specialization in Latinx Issues, courses
Psychology, CAS	304 majors 2 faculty teach/research in Latinx topics
Lundquist College of Bus.	241 Pre-Business Admin. 222 Business Admin. 2 faculty who teach/research
Human Physiology, CAS	169, 2 faculty teach/research
Political Science, CAS	137, 4 faculty teach/research
Biology	100, no faculty teach/research
Advertising, SOJC	85, 2 faculty members teach/research
Spanish	81, 15 faculty members teach/research
COE: CDS, SPHS, SPECS	68, 16 faculty members teach/research
Computer and Information Sciences, CAS	67, no faculty teach/research
General Social Sciences, CAS	67, 20-25 faculty members across social sciences

As this table suggests, several programs with the most Latinx students have few or no faculty focusing on Latinx topics. Spanish stands out in the significant number of majors it has and the high number of faculty who teach and do research on Latinx topics. Political science, as the most popular social science, reported that in addition to covering general topics on race, immigration, and inequality, Latinx students were also keen to learn about their families’ countries of origin. General social science is also unique in that it draws faculty from across the social sciences, including many who study Latinx topics and also many Latinx faculty. After Spanish, the COE has the most faculty (16) studying Latinx populations. It is important to note that these programs are different sizes and scales, so they are not directly comparable.

In our conversation with departments, we learned about the efforts they were making. In general, we found that most units had made some efforts to support Diversity, Equity, and Inclusion (DEI), although this varied

considerably. This ranged from simply having a DEI committee, to actually trying to make the curriculum more inclusive (Human Physiology; PPPM; COE), to pioneering new pedagogical models to address the DFNW equity gap (Biology).

We were surprised to learn that despite the importance of Spanish to Latinx students, faculty reported they felt the major was routinely devalued by Tykeson advisors. Faculty believed that because Spanish is in the humanities and not seen as leading to a clear and lucrative career, advisors steered students away from it, rather than seeing Spanish as valuable in its own right or as a complement to other majors. Though not all Latinx students, especially Indigenous ones, may see Spanish as central to their education, many do and this needs to be supported. Indeed, given the linguistic diversity of Oregon’s Latinx population, all language programs should play an important role.

Almost all units expressed an interest in hiring Latinx faculty and/or faculty who specialized in Latinx topics.

Virtually every department complained that they were severely understaffed and would like to hire more but felt the Institutional Hiring Plan (IHP) was limited in this regard. It is unclear if most units would prioritize a hire related to Latinx studies or person of color absent a larger mandate. Regardless, some units have made genuine strides in Latinx hiring. For example, PPPM has made notable progress in hiring Latinx faculty; the Biology Department has two Latinx faculty members; and Psychology has actively sought to hire in the field.

One unanticipated finding was the importance of Latinx graduate students. For example, Psychology has no Latinx faculty, but noted the importance of Latinx graduate students who served as teachers and role models. Indeed, the graduate students had even begun exploring how to more directly support Latinx undergraduates – something for which they are not necessarily being compensated for. Human Physiology also noted the importance of Latinx graduate students. Likewise, several science departments (Human Physiology, Psychology, Biology) have sought to appoint more diverse undergraduate teaching assistants.

Successful UO Efforts to Connect with Latinx Students, Families, and Communities

Becoming an HSI will require extensive engagement with Latinx families and communities. In this section we describe the many initiatives and programs that forge connections and help Latinx students and communities feel seen and respected (see Appendix C, “Results from Department/School/College Survey for HSI Task Force” slides 4-7). These efforts range from the School of Music and Dance (SOMD)’s Latinx and Latin American public programming to the Student Academy to Inspire Learning (SAIL) program, to Latino Roots, an interdisciplinary class in which students create videos of Latinx Oregon history.

Community Engagement

Few units have made significant efforts to engage with Latinx families, communities, and high schools. Advising staff described UO community engagement as sporadic. Rather than sustained and genuine investment in the community, there are many one-off efforts. Yet, sustained engagement is essential for the diversification of programs and the university overall. Below we highlight some of the existing programs.

The COE has the most engagement with Latinx

communities and families. Counseling Psychology and Human Services ran the Advocating for Latinx Achievement in School (ALAS) program prior to the COVID-19 pandemic and also participated in the SAIL program. Communication Disorders and Sciences (CSD) engages with Latinx families through the Young Child Center, and the Special Education Program (SPECS) produces research and services for Latinx families.

UO has several recruitment programs geared to underrepresented students with strong Latinx participation. The Oregon Young Scholars Program (OYSP), founded in 2005 and housed within the DEI, is a high school college prep program with large Latinx participation. OYSP participants come from throughout Oregon and join the program in their freshman year of high school. OYSP graduates who matriculate to UO join CMAE’s Scholars Program, where they receive wraparound support.

The Vice President’s Office for Student Services and Enrollment (SSEM) runs special recruitment events for Latinx students and families, such as Embracing the Future (ETF) and also sponsored the Oportunidades program for families, which, prior to COVID-19, did outreach to hundreds of families in different parts of the state. More recently, activities have been quite limited and staff who ran the program now work primarily as general admissions counselors serving the Willamette Valley. UO also co-sponsors Woodburn’s Fiesta Mexicana. The Fiesta is a long-running community event in a region with a large Latinx population at which UO Admissions and various departments provide information about how to attend the university and opportunities available for Latinx students.

There are also efforts to connect with community college students. The Bridge Programs coordinator collaborates with Lane Community College’s Puertas Abiertas/Pasos Al Futuro Leadership Academy to bring Puertas participants for UO campus visits. However, in our discussions with Lane Community College they acknowledged there was much room for improvement and that they would welcome closer collaboration. Numerous departments including Linguistics, Global Studies, Anthropology, IRES, Romance Languages, and PPPM, as well as the COE, School of Law, and the School of Journalism and Communication (SOJC) are linked to a range of Latinx organizations through internship programs, courses, and research. Partnerships exist with Huerto de la Familia, Centro Latino Americano, Downtown Languages, Lane County

Public Health (programs directed to Latinx families), Pineros y Campesinos Unidos del Noroeste (PCUN, a labor union), Oregon Law Center, Farmworker Housing Development Corporation, Oregon Human Development Corporation, CAPACES Leadership Institute, Unete, Vive Northwest, Uvalcree, Oregon Hispanic Bar Association, Beyond Toxics, and others. These organizations are spread throughout the state.

Serving UO Latinx Students

UO’s definition of student success is: “Our students will graduate from the University of Oregon having had a positive experience, and will be well educated, socially responsible and career ready.” Using this definition, we highlight some of the programs that serve Latinx students, lessons learned, and best practices.

Though community connections and recruitment are important to increase the visibility and service of UO, perhaps more important are campus assets that directly serve Latinx students. Some of these initiatives also forge community connections while others are strictly campus-based. Both are important and fulfill different needs.

Wraparound support for Latinx students and their families is crucial for student success. Creating a sense of belonging early on and enabling students to understand how formal and informal connections can help them navigate the institution is critical. Likewise, normalizing the challenges and obstacles that students may face will help alleviate the imposter syndrome many encounter in college.

Student Orientation Programs explicitly engage Latinx families and can help integrate Latinx students early in their academic journey. Latinx family sessions have been held in past summer IntroDucktion sessions. Likewise, the CMAE held “La Bienvenida,” or a CMAE Welcome, for a number of years. La Bienvenida was just one of a number of welcoming events geared towards Native, Black-African American, Asian Desi & Pacific Islander, and Latinx students. Such events create entry points for students and families to gain insider knowledge early on and can help minimize the feeling of isolation while increasing the sense of belonging. This is especially important because many first-generation Latinx students lack the syllabus to the hidden curriculum within any PWI.

Some examples of programs that are public facing but center UO Latinx students are Líderes Bilingües, the

Wayne Morse Scholars Program, and Latino Roots. Romance Languages’ Líderes Bilingües fosters connections with Spanish-speaking communities on campus and throughout Oregon while supporting students’ professional development. The Wayne Morse Scholars program, which consists of 46 percent students of color—a majority of whom are Latinx—helps prepare students for public service and community engagement. Anthropology, the SOJC, and Center for Latino/a and Latin American Studies (CLLAS) sponsor the previously mentioned Latino Roots Program. Through Latino Roots, UO students have created almost 100 short documentaries featuring Latinx communities from throughout Oregon. Their work has been seen by more than 50,000 people across the state.

Programs that Focus Exclusively on Latinx Students

The COE and DEI sponsor the Latinx Male and Allies Alliance; the School of Law has a student-run Latinx Law Student Association (LLAS), and UO has a chapter of Gamma Alpha Omega, a Latina sorority; SOJC sponsors Unidos, a student chapter of The Hispanic Public Relations Association, and the LCB is forming a Latinx Affinity Group.

Two important programs that foster institutional networks and center the needs of Latinx students are the Latinx Strategies Group (LSG) and the UO Dreamers Working Group. The LSG was established in 2014 by CMAE to advocate for Latinx students, faculty, and staff. Some of its notable achievements include the formation of the Latinx Scholars Academic Residential Community (ARC), a research report on Latinx students’ experience at UO (Lucero et al., 2019), and assisting with CMAE’s Tarea Time (homework time) and IntroDucktion sessions for Latinx students. Tarea Time has existed for almost 10 years and brings faculty and staff together to assist students by providing a safe space, snacks, and the help students need to navigate a PWI. Faculty can hold office hours there, and staff are available to assist and answer questions. The UO Dreamer’s Working Group, which advocates for Dreamers and conducts campus-wide trainings, has broad campus participation including academic departments and administrative units. Both networks enable faculty and staff to create a better climate and improved services for students while building community.

Also significant is the Latinx Studies minor which was launched in 2020 and draws on faculty from IRES, Spanish, English, History, COE, Linguistics, Theatre,

Anthropology, PPM and Design (COD), SOJC, and SOMD. So far 66 students have joined the minor and it includes three Latinx student ambassadors who help convene events. Closely related to the minor is the recently formed Latinx ARC. Faculty from different units (IRES, COE, SOMD) teach Latinx students while introducing them to Latinx studies faculty, their research interests, and the minor itself. This is a good example of integrating programs, albeit on a small scale.

Individual departments have also innovated independently. For instance, Biology designed Students of Color Opportunities for Research Engagement, or SCORE, in which students participate in a one-credit course where they tour campus labs, meet researchers, and gain confidence in their scientific skill sets, while learning basic laboratory techniques and professional development.

Best Practices That Can Be Generalized across Campus

Based on our research, we wanted to highlight some of the best practices we found. They warrant support and can serve as models to be replicated and scaled up.

1. Creating community among undergraduate and graduate Latinx and underrepresented students by creating Black, Indigenous, and People of Color (BIPOC) student groups. The COD has a program run by undergraduates in which graduate students are paid for their mentoring.
2. Revising admissions policies for impacted majors from an equity lens so that student work and experiences factor into success rates in addition to GPAs and narrow academic criteria. The Architecture Program has done just that.
3. Designing specific programs, such as minors that will serve Latinx and underrepresented students, while also functioning as a hub for recruiting Latinx and diverse faculty. The Latinx Studies minor, Latino Roots Program/Courses, Spanish Heritage Language Program, are all good examples.
4. Building alumni networks and events that connect Latinx and underrepresented graduates with current students. The School of Law, COD, and COE have developed such networks.
5. Where appropriate, developing internship pro-

grams with Latinx organizations to connect students with the community. This is being done by COD, COE, the Latinx Studies minor, through Latino Roots in Anthropology and SOJC, Global Studies, and in Romance Languages.

6. Supporting the creation and maintenance of study groups for Latinx and underrepresented students. This is particularly important in the sciences.
7. Hiring advisors with experience working with first-generation and Latinx/URM students. Currently, LCB, COE, CMAE, and Tykeson Hall have such specialized advisors.
8. Developing a robust mentoring program involving long-term, one-to-one mentoring. This could include connecting Latinx students who have been at UO for a longer time with freshmen and transfer students. Some Latinx student organizations currently do this, such as Mujeres and MEChA, but it is not formalized. PSU has a program called Gaining Awareness and Networking for Success (GANAS). This program offers incoming students a mentor, extra financial support, and then eventually, the student serves as a mentor to two other students and are paid for their service.⁹

Obstacles to Becoming a Latinx-Thriving Institution

In synthesizing the content from the various interviews across campus, we found that while the number of Latinx students enrolled on campus has grown over the decades, institutionalized programs and resources that provide financial, academic, and campus support for Latinx students have not increased significantly. Rather, UO has a patchwork of programs that are neither integrated nor systematized. The work of serving Latinx students has occurred in silos, as mentioned earlier, with units and staff shoring up services and programs. Our initial research has identified the following structural conditions that hamper the enrollment and graduation rates of Latinx students at UO.

Funding

Funding for student tuition and living expenses is crucial. As noted earlier, UO is the most expensive public school in Oregon, and Latinx household income is \$12,000 below the state average. Not only does the cost of UO deter potential applicants, but it impacts students in unanticipated ways. For example, COE described the struggles of their students, including students who

are unhoused. Clearly, housing insecurity detracts from creating a Latinx-thriving institution. In another example, LCB explained that Latinx transfer students are at a disadvantage in several ways. First, transfer students, who are considered “late admits,” are not eligible for scholarships. In addition, LCB considers transfers to be “high-risk” for several reasons: first, that transfer students undergo two processes of adaptation to a new institution with all the challenges that entails; second, they have not undergone regularization of coursework and may have in fact attended courses at a lower academic level, especially in community colleges; third, students who chose a community college due to financial constraints are likely to continue with said constraints after they transfer, which puts their graduation prospects at risk.

We heard from many sources that UO has insufficient scholarships—both in terms of the number of students who receive them and the amount. Even LCB, which is relatively wealthy, said scholarship funds were entirely inadequate for its student body. There are few identity-based scholarships. One example, albeit at the graduate level, that shows how targeted scholarships can diversify programs is the Personnel Preparation grants in the COE Communication Disorders and Sciences program. These grants have supported 44 graduate students and led to an increase in the number of Latinx students in the department.

Positive steps have been taken to increase funding for undocumented Oregon students. The Dreamers’ Working Group’s Financial Aid and Scholarship committee reviewed UO scholarships for Dreamer eligibility. This led to a change of eligibility criteria so that Dreamers are no longer excluded. The committee’s advocacy has also resulted in the expansion of the Diversity Excellence Scholarship (DES) and other departmental scholarships for Dreamers. Additional work and research need to be done, including possibly expanding the PathwayOregon Promise Program to Oregon Dreamer students.

Recent changes in Latinx enrollment further highlight potential challenges around affordability. Over the last 10 years, Latinx enrollment has shifted from a slight majority of Oregon residents to slightly more nonresidents (51 percent). Given the tuition differential for out-of-state students and lack of access to programs like PathwayOregon, we anticipate increasing numbers of Latinx students will face affordability challenges. To more fully understand the financial demands on Latinx

students (both resident and nonresident), we recommend a comprehensive analysis of the financial realities facing UO Latinx students that explores differences based on residency and class standing.

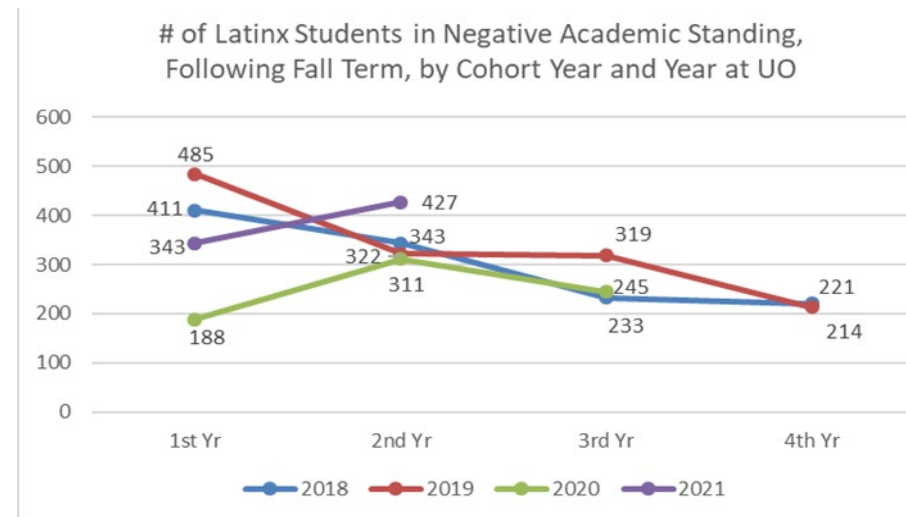
Such programs are especially relevant for Latinx transfer students. Currently the State of Oregon has the Oregon Promise Grant (the state grant administered by the Higher Education Coordinating Commission’s (HECC) Office of Student Access and Completion), which pays for 90 college credits at an Oregon community college for eligible high school graduates. For many Oregonians this is a cost-saving measure, but it means these transfer students will be at UO for less time, with significant implications for their integration, support, and access to high impact practices. Further, these transfer students will be at a disadvantage as illustrated in the aforementioned case of LCB, which considers transfer students to be “high risk.” More research is required to examine the efficacy of a UO Transfer Student Center, better articulation agreements, and early outreach and advising bridges for all community college students.

Equity Gaps and Sustained Advising and Mentoring

While funding is crucial, increasing student retention and graduation rates must also be addressed. Data indicate Latinx students experience negative academic standing disproportionately. Over the past five years, on average, the percentage of Latinx students with negative academic standing is six percent higher than the percentage of Latinx students within the undergraduate population.

Additionally, there are potentially troubling new patterns emerging regarding negative academic standing for Latinx students.

Figure 5: Number of Latinx Students in Negative Academic Standing



As Figure 5 details, the number of Latinx students in negative academic standing (following fall term) historically declines steadily with each year students are at UO. The last two years, however, have seen a shift in that pattern. In both years, the number of Latinx students in negative academic standing actually increased for second-year students, compared to their first year at UO. It is unclear why this is so, but it may be related to the pandemic. More research is clearly needed.

Equity gaps, like the ones experienced in the disproportionate representation of Latinx students in negative academic standing, can be addressed through enhanced academic support, mentoring, and pedagogical shifts. The previously mentioned science gateway sequence is a microcosm of a larger problem. All science majors are required to take a sequence of courses (Math 111; Chem 221; 222; 223, etc.) prior to “meeting” their major. Some believe this is where many students get lost. CAS is aware of the problem but has struggled to find applicable solutions. According to Hal Sadofsky, three strategies could help improve success in gateway courses: 1) diversify faculty 2) change pedagogy 3) build student community so that students feel like they belong and can get help when needed. We agree that all of these are essential, although some will take longer than others, such as diversifying the faculty.

While there are campus-wide, systematic structures to support first-year students, such as ARCs and FIGs, this support is not sustained beyond the first year and is not offered to transfer students. The data in Figure 5 point to the need for extended and customized second-year support. Indeed, there is evidence that wraparound programs, such as PathwayOregon, Student Support Ser-

vices/TRIO, and the Center for Multicultural Academic Excellence (CMAE), successfully support students. One student, who later engaged in these wraparound programs, stated, “My first two years would have been less stressful, and I’d probably have done better in my classes” if they had access to such services throughout their UO career (Latino Strategy Group, 2016).

Of particular concern are the needs of transfer students. In general, all transfer students are at a disadvantage when integrating into campus life. Student campus life, including academic programming and social and cultural integration, are structured around first-year, full-time freshman (FTFTF). Currently UO has a first-year student live-in requirement, which does not apply to transfer students or non-traditional students. They are, nonetheless, encouraged to do so. UO’s own research shows that domestic first-year students “have higher GPAs, higher retention rates, higher graduation rates, and faster graduation times when they spend their first academic year living in University Housing at the University of Oregon”(Malham and Clark, n.d.). These current limitations must be kept in mind as UO contemplates how to increase enrollment and support students. It is also important to note that while the live-in requirement might be academically supportive, it adds to the financial burden for Latinx students, which is already significant.

High School Advocacy and Engagement

Interviews across campus revealed a general concern with the academic competencies of incoming first-year classes, especially in terms of STEM topics. For instance, LCB understands that its majors are consid-

ered challenging as they require classes like calculus and accounting. LCB staff and leadership observed that high schools across the state seem to be “divesting” from advanced STEM classes. Consequently, first-year students have fewer requirements covered in high school. This leads to several problems as the basic major requirements become exclusionary. Even if students from less demanding high school programs are admitted to such majors, they remain at a disadvantage vis à vis students from more STEM-invested high schools. Consequently, majors such as accounting remain especially non-diverse.

Further, while in theory there are programs made available to high school students such as OYSP, and UO is presumably visible in high schools across the state, it is unclear how effectively information is communicated to students and their families. Three members of our task force have children in high school preparing for college. They were surprised to realize that they were only learning about such information through our research and not through their children’s schools. This included both public and private schools in the Eugene area and in one case, a total of three schools that a single child had attended.

Climate

There is widespread concern about the unwelcoming nature of the Oregon social climate towards minority populations. While UO is continually engaged in DEI efforts, and the Eugene community is largely progressive and anti-racist, the interviews revealed considerable concerns about students’ difficulties in developing a sense of belonging at UO and in Eugene,

and feeling safe, socially and emotionally. A survey of UO Latinx students found that many saw great value in joining campus organizations, but often struggled to connect with other Latinx and students of color (Lucero et al., 2019). Units across campus are taking various steps to address these problems. For instance, Foundations for Well-Being is a course taught by Counseling Psychology and Human Services to its students and UO athletes. LCB runs professional development workshops for their undergraduate students on topics which include diversity and inclusion. COD has made improving climate a top priority by pursuing a range of strategies that could potentially serve as a model. Its efforts include: forming a BIPOC student group for undergraduate and graduate students, hosting brunches where faculty bring food to share with undergraduates on the first day of finals week, forming a Design for Spatial Justice program which attracts primarily faculty of color, creating elective classes on race and ethnicity and ensuring that these topics are covered in all classes, changing admission criteria for its most popular majors to prioritize diversity and equity, developing a long-standing internship program that places students with community organizations (including Latinx ones), and hiring three Latinx faculty as a cluster. While these efforts are impactful, most are relatively recent, not well sustained or funded, and not coordinated across campus or even across colleges.

Latinx Faculty and Staff

Closely related to climate is the lack of diversity among UO staff and faculty. Table X shows the various categories of Latinx faculty and staff over the last five years.

Table 4: Latinx-Identified Faculty and Staff, 2017-2022 Trend Analysis

	(Percent of Employee Group That Identify as Latinx)				
	2021	2020	2019	2018	2017
Career Faculty	4.6% (34)	3.9% (28)	4.2% (32)	3.9% (30)	4.4% (34)
TT Faculty	6.4% (48)	6.1% (48)	5.8% (46)	5.8% (46)	5.5% (42)
OAs	6.0% (92)	5.2% (80)	5.3% (83)	4.9% (75)	4.5% (66)
Student Facing Classified	11.7% (44)	11.6% (43)	11.4% (52)	11.6% (55)	10.0% (46)
Student Facing OA's	9.7% (27)	6.9% (19)	7.0% (21)	5.9% (16)	7.2% (20)

Source: Office of the Provost Data Dashboards; Employee Dashboard; Retrieved December 15, 2022

As can be seen, in 2021 Latinx faculty constituted 11 percent of UO faculty. Though the number of career faculty has been flat, the number of TTF has grown by six (16 percent increase). While on the one hand it is heartening to see that Latinx faculty are not concentrated in the career track, retention has contributed to the slow accretion of Latinx TTF faculty. There have been some spectacular losses of truly innovative and creative Latinx leaders, including Claudia Holguín Mendoza (Spanish), Michael Hames-Garcia (IRES), David Vázquez (English) and most recently, John Arroyo (PPPM). It is clear that some administrators have not valued diverse faculty and what they contribute. All of the mentioned faculty provided significant leadership to Latinx Studies and students, including developing the ARC, the Latinx Studies minor, and the Spanish Heritage Language program. It is important to highlight how much further UO could be on its path to becoming a Latinx-thriving institution if it did not hemorrhage faculty of color. Both recruitment and retention must be addressed at all levels.

In contrast, there has been significant growth in Latinx OAs. Although they still only account for six percent of all OAs, their numbers have increased by 39 percent. Unfortunately, student-facing Latinx OAs have increased at a slower pace and student-facing classified staff have actually declined.

Given these numbers, it is not surprising that the units with the highest numbers of Latinx majors have sparse Latinx faculty and/or staff and/or faculty who specialize in Latinx research and teaching. Anecdotes abound about students' frustration at the lack of faculty of color who can teach courses of relevance to populations of color. While UO has certainly taken concrete steps to increase the diversity of faculty and staff, this is a slow process that will only yield change in the long-term. Until then, the problem will persist.

Finally, the lack of Latinx administrators is striking. There are only two Latinx administrators on the entire campus: Dennis Galvan and Juan-Carlos Molleda. Given UO's stated emphasis on diversity and Oregon's demographics, this is simply inexplicable. It is as if UO is trying to avoid hiring Latinx administrators. Moreover, it is not insignificant that there are no Latinx administrators who are ethnic-Mexicans—which the vast majority of UO Latinx students are. Again, this is not to imply that only Latinx administrators can provide meaningful leadership towards becoming an HSI, but it is likely more progress could be made if there were a

solid group of Latinx administrators who consistently advocated for Latinx students.

IV. PROJECTED SCENARIOS FOR ATTAINING HSI STATUS

Over the past 10 years UO has experienced an upward trend in student admissions rates, followed by a persistent and disproportionate growth in the overall representation of Latinx students, now at 15.2 percent of the undergraduate student population. This growth in Latinx student population occurred despite a decline in overall enrollment yields during the same period. Oregon residents are far more likely to accept the offer of admission, probably because tuition rates are significantly lower for resident students.

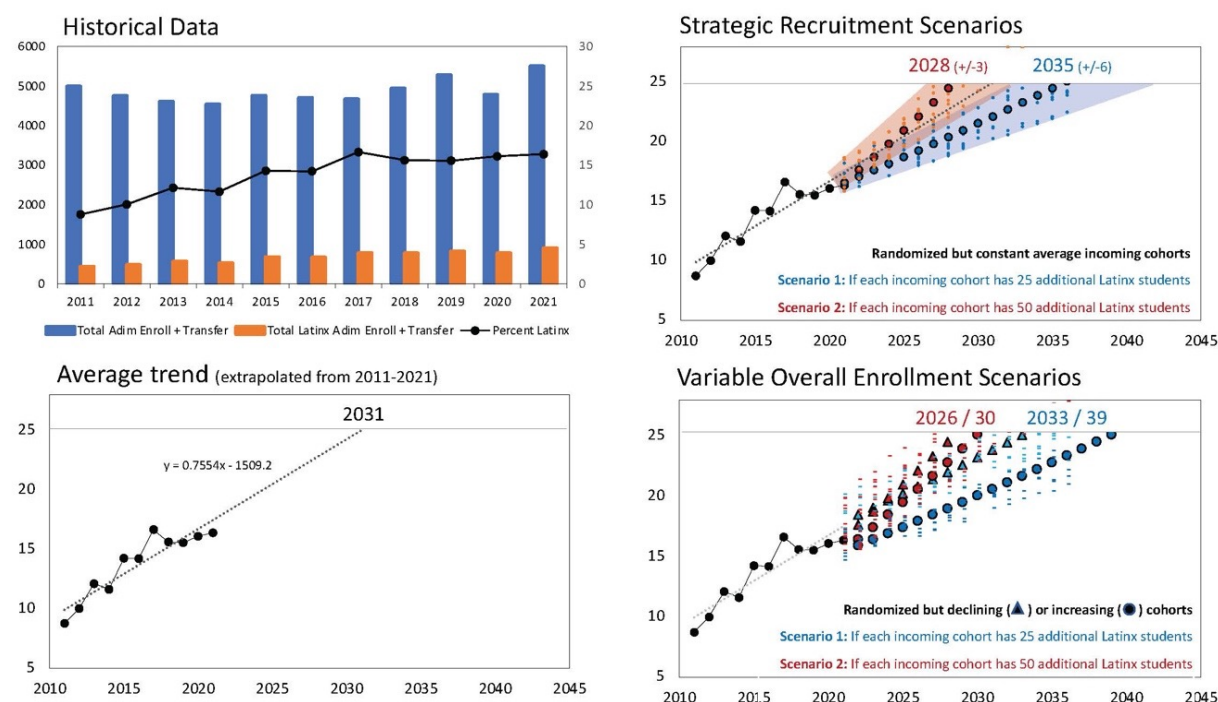
As explained from the outset, UO will reach HSI status, the question is when. The projected proportion of Latinx student population at UO is expected to vary substantially with demographic trends, overall admissions and yield tendencies, and if targeted recruitment strategies are deployed. Regional and statewide demographic shifts point to a continued disproportionate increase in the Latinx student applicant pool compared to other groups. This growth in the Latinx student applicant pool is not currently reflected in the overall Latinx enrollment yield data and, although it is expected to continue in the coming decade, UO is not sufficiently prepared to attract those students and to ensure their successful degree completion.

Data-Enabled Projections

We compiled historical data to understand both the

overall trend over time for admission rates and enrollment yields of undergraduates of different groups (Appendix D). Here, we provide a synthesis of the total population growth to allow comparisons of how the Latinx undergraduate population fares compared to the total population in any given year since 2011. Our preliminary projections show that UO could reach HSI status in a few years but the projected proportion of Latinx student population is expected to vary substantially with the overall trend in admissions and recruitment yields.¹⁰ Projected student populations for the next 10 years suggest Latinx student representation at UO could reach 25 percent as early as 2026 through targeted recruitment under weak overall population growth, or as late as 2039 in a “do nothing” scenario under strong overall population growth. The overall population change is important since HSI status is based on a percentage. The calendar year that UO will reach a 25 percent Latinx undergraduate student population depends upon both strategic recruitment of Latinx students (shown in Figure 6 with blue and red symbols) and overall enrollment trends at UO (shown in Figure 6 as circles and triangles). Based on the historical trends in admissions, enrollment, and transfers we projected four alternative scenarios or paths toward HSI status. The following model presents how recruitment and either increasing or declining enrollment will impact UO’s HSI status timeline.

Figure 6: Historical Data and Data-Enabled Projections of Two Strategic Recruitment Scenarios with Constant or Variable Cohort Size Trends from 2021-2045



This analysis is restricted to fall-entering freshman, combining all students in the incoming cohorts including transfers and admissions, which is by far the most common term for undergraduate students to enter the University. For a more detailed look at the split between resident and non-resident as a moderator of total enrollment yield (see Appendix D). As a baseline projection, we used a linear regression of historical data to extrapolate the average Latinx growth trend over the following 10 years. This analysis projects HSI status at UO by year 2031 (Figure 6, bottom right panel). We then devised a series of plausible baseline scenarios, generating randomized cohort sizes, and estimating uncertainties around the mean for strategic recruitment scenarios under variable enrollment yields as follows:

Strategic Recruitment Scenarios

For these scenarios we considered randomized cohort sizes with a constant enrollment average trend. As baseline, we used the actual range of historical cohort sizes (~900 students from 2011-2021), multiplied by a randomized fractional growth rate (0-1), added to the actual average cohort size (~4860 students from 2011-2021), assuming that undergraduate student retention remains constant.

Scenario 1: If each incoming freshman cohort and transfer student cohort have 25 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2035.

Scenario 2: If each incoming freshman cohort and transfer student cohort have 50 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2028.

Variable Overall Enrollment Scenarios

For declining or increasing cohort size trend projections (Figure 6 triangles and circles, respectively), we used the same randomization approach described above but this time assuming either a 7.5 percent annual decline or a 7.5 percent annual increase in the overall average enrollment of undergraduate students, assuming that undergraduate student retention remains constant. We came to this figure because according to some sources, schools in the western U.S. may experience an enrollment increase as high as 7.5 percent due to the closure of east coast institutions and the fact that western schools tend to be less expensive (Carey, 2022).

Scenario 1a: If overall enrollment declines and if each incoming freshman cohort and transfer student cohort have 25 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2033.

Scenario 1b: If overall enrollment increases and if each incoming freshman cohort and transfer student cohort have 25 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2039.

Scenario 2a: If overall enrollment declines and if each incoming freshman cohort and transfer student cohort have 50 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2026.

Scenario 2b: If overall enrollment increases and if each incoming freshman cohort and transfer student cohort have 50 additional Latinx students, then all UO undergraduates will reach 25 percent Latinx around 2030.

We devised the recommendations below based on UO’s historical data, extensive discussions with faculty and students in different departments, and preliminary projections of future enrollment and successful degree completion using simple demographic models and associated uncertainties. The underlying data we used for this assessment is available on the UO Dashboard (Appendix D). To better understand and monitor progress towards HSI status, the implementation team must develop a comprehensive forecasting approach that goes beyond our preliminary assessment that is based solely on historical variation in enrollment and cohort size (Figure 6) to understand quantitative and qualitative drivers of Latinx student success.

Exceeding and maintaining the 25 percent HSI undergraduate student enrollment at UO will require the formulation of new recruitment strategies and the expansion of existing diversity, equity, inclusion, and belonging efforts throughout the entire campus. Most of the current diversity, equity, inclusion, and belonging initiatives at UO are being done by individual groups within academic units under strict budgetary limitations. Our projections are rooted in successful HSI initiatives on other campuses from which we derived the two discrete incremental steps for the number of additional Latinx students recruited each year (25 and 50 individuals) to project average trends in Latinx representation and time to HSI status. These preliminary estimates are far from exhaustive and should be revised

upon further discussion with the HSI implementation team. The HSI implementation efforts at UO would benefit from a comprehensive and iterative approach, allowing for consideration of variation in Latinx undergraduates' enrollment, retention, and graduation across different units.

V. COMPARATOR INFORMATION: Structures, Best Practices from other HSIs

Though 559 institutions have been granted HSI status, only 21 of those are research institutions—less than four percent. In simple terms, what this means is that, were UO to pursue HSI status in the near future, it would face relatively limited competition for federal dollars. And yet, important though it may be to secure HSI funding, of equal importance are the kind of fully articulated programmatic structures that might ensure success. Accordingly, we sought to identify schools that are commonly mentioned as comparators while also evaluating the efforts of R1 institutions that bear fewer similarities to UO. So, for instance, while we found the HSI efforts at UC Santa Cruz (UCSC), often named as a UO comparator, to be extremely well-structured and illuminating, we also found valuable insights by studying efforts at institutions like the University of Nevada Las Vegas (UNLV), University of Illinois at Chicago (UIC), and UTEP, all of which draw from catchment areas with much larger Latinx populations than UO.

We found that successful HSIs engage in campus-wide practices and connected structures that are coordinated across the institution. Successful HSIs do not go it alone, but form alliances with community colleges, other universities, and private businesses and institutions. They also take professional development very seriously, sending administrators to specialized leadership academies for HSI and educating faculty and staff on an ongoing basis about Latinx history and what students need in the classroom and beyond. Building institutional pipelines for recruiting Latinx faculty, postdocs, and graduate students is also important alongside bridge programs that bring postdocs and convert them to faculty positions as well as educating hiring committees in best practices for Latinx recruitment. Numerous HSIs served Latinx graduate students by building affinity groups and other forms of support. Support for undergraduates involved early connections with parents and families, financial education and support throughout the college career, and integrated social, academic, and mentoring supports that don't assume all Latinx students are the same.

Institution-Wide Practices

HSIs that truly serve Hispanic students have coordinated, institution-wide structures that reach every level of the university—not isolated programs and task forces. UCSC,¹¹ for example, has an HSI leadership team of 13 people who led the University in its transformation towards becoming a “racially just Hispanic-Serving

Research Institution.” In addition, it has an HSI Team of seven who oversee “development of future HSI grant initiatives, management of current grants, including program efficacy and data evaluation.” They also liaison partnerships with academic departments and student service units. There are additional teams, including an administrative team of eight that manages the day-to-day implementation of HSI grants and programs, an advising and program team of three, a course development and instruction team of five faculty, and a student learning support team of three. This approach underlines the importance of driving HSI programs through all parts of the university.

At the UNLV, there is a high-level HSI Task Force¹² headed by the Provost that includes representation from across the University and integrates fundraising, student services and engagement, DEI, career services, senate, and more. There are also subcommittees that work in the following areas: Student Services, Resource Development and External Relation, Data and Assessment, Faculty and Staff Programming, and Communications. The UNLV HSI Task Force and related groups sponsor meet and greets with people across the University and hold retreats for faculty, staff, and administrators to learn about the history of HSIs in the U.S.

Our analysis from an online discussion and panel with UIC, UTEP, and University of Utah confirms the importance of HSI structures that are university-wide, but also suggests other important practices. Of primary importance is educating all administrators and units of any university that strives to be an HSI.

Forming Alliances: Other Universities, Private Partners

Many successful HSIs have prioritized forming alliances and partnering with community colleges and four-year colleges. Some have also formed alliances in specific areas of strength through consortiums with other universities with a focus on Latinx students. For example, UTEP has formed an HSI computing network with support from a 4.1 million-dollar grant from Google. They have also received funding for the HSI computing network from NSF and from the Department of Education. Becoming an HSI makes the institution eligible not only for different kinds of federal funding but can also be used to leverage private support as well.

Professional Development

Professional development for faculty, staff, and administrators is emphasized in all comparator institutions we examined. University of Utah, UTEP, UIC, and others have sent administrators to the Hispanic Association of Colleges and Universities (HACU) leadership academy,¹³ as well as to the leadership academy of the National Alliance of Inclusive and Diverse STEM faculty. Administrators who complete the leadership academy then become mentors for other administrators who form key parts of HSI structures. In addition to professional development for administrators, many HSIs provide specific training for faculty regarding how to serve Latinx students, including information about Latinx history and backgrounds in specific states and regions and discussing specific classroom practices for engaging with Latinx students. The University of Utah, which has similar demographics to Oregon, is proactively engaging with Latinx communities and families to learn from them, support them, and draw on these relationships to provide faculty and staff with information. HSI and DEI administrators at Utah and UIC emphasized the importance of educating faculty, staff, and administrators about the diversity of people under the label of Latinx and the importance of incorporating education about anti-Indigenous and anti-Black racism and discrimination in Latinx/Hispanic communities as well as in non-Latinx communities.

Recruiting Latinx Faculty and Postdocs: Building Pipelines and Best Practices

Recruiting Latinx faculty and building institutional pipelines are crucial to a strong HSI. Bridge programs that either draw on internal Ph.D. students or create postdocs for external candidates that are a bridge to TTF positions have been carried out at numerous institutions. At UIC, Bridge to Faculty (B2F) is a recruitment program designed to attract underrepresented postdoctoral scholars with the goal of a direct transition to a tenure-track junior faculty position after two years. For departments to get a bridged faculty position, they have to demonstrate a plan to nurture the person and help them build networks, so when this person moves to a tenured position, they stand on solid ground and have connections within the campus and the discipline, elevating their confidence. UIC has committed to five cohorts of 10-12 positions each, to add up to 60 faculty.¹⁴

Well-informed hiring committees who know how to

write job descriptions, recruit, interview, and advocate for Latinx faculty hires are crucial to HSI success. Some campuses have brought in researchers/experts to train hiring committees and HR staff on best practices in the hiring process. This has been done at UCSC and also at UC Merced.

Serving Latinx Grad Students

Being a Latinx-thriving HSI requires a focus on graduate students, their families, and connections to undergraduates as well. Some HSIs with significant numbers of graduate students have sought to double the number of Latinx Ph.D. students admitted and to connect them to research, as UIC has done. This can be done through the HSI Alliance and Latinx sections of professional organizations. Latinx graduate students are often isolated in their departments, labs, or units, so creating research affinity groups can help to bring them together, as UTEP has done. Such groups can focus on support for research excellence, writing dissertations, and development of professional skills. It is also important to consider the whole context in which Latinx graduate students operate. Their lives often include financial challenges, family care, and support obligations. Latinx graduate students, like undergraduates, need financial support, and many still experience discriminatory treatment in their graduate programs, as shared in a panel discussion sponsored by the American Public and Land-grant Universities (APLU). Indeed, Latinx graduate students are often made to feel they should be “grateful,” for being admitted to Ph.D. programs. Changing the narrative from “grateful” to deserving is important.¹⁵

Serving Latinx Undergraduates

Being an HSI that truly serves undergraduates starts with programs that connect with high schools and community colleges. The University of Utah, an emerging HSI, has a program titled Latinos in Action, which connects with Latinx families on an ongoing basis. A 2021 Pew Research Center report found that “Hispanic adults (52%) are more likely than those who are White (39%) or Black (41%) to say a major reason they didn't graduate from a four-year college is that they couldn't afford it. Hispanic and Black adults without a four-year degree are more likely than their White counterparts to say needing to work to support their family was a major reason” (Parker, 2021). Providing financial support for all Latinx students is crucial for graduation and success while in school. Parents should be part of financial

discussions at all levels and prior to admitting students. Financial discussions and support need to be part of outreach even beginning at the middle school level.

HSIs such as UTEP, UIC, and UCSC have multi-level systems that are connected to support the social, financial, academic, and cultural well-being and success of students. While student advising is central to successful HSIs, not one size fits all students. There are different generations of Latinx students with different needs. Some students enter college with Spanish as a second language, others do not speak Spanish and grew up speaking English. When planning for student services, it is important to consider the distinct needs of first-generation students, as well as second- and third-generation students, and those who are gifted and talented. For example, UIC has LARES, Latin American Recruitment and Student Services, which provides mentors, success coaches, academic advisors, and tutoring for some Latinx students, but not all students use it.

As can be seen, there is a tremendous amount of extant knowledge regarding what constitutes an HSI and how to get there. UO has many existing small pieces, but they are not connected or systematized, and there is no overall unified vision across campus.

VI. RECOMMENDATIONS

During the past year, the HSI Task Force has investigated key sectors of the University that intersect with Latinx students and communities. This included admissions, recruitment, advising, and student services, among others. In addition, we gathered data from Institutional Research, the Dashboard, and multiple people in SSEM, TEP, and the Provost's Office analyzed data for us. Moreover, we met with faculty and staff across CAS, as well as COE, LBC, SOJC, and other units. And finally, we have connected with colleagues in Oregon, including Portland State University, Lane Community College, Oregon State University and the HECC, as well as with institutions in other states. Based on this research, we feel confident in charting a preliminary path for UO to become a Hispanic-Serving Institution. We want to stress that creating a strategic plan or blueprint for action is beyond the scope of this task force. Our charge was to assess the possibility of UO becoming an HSI and to identify assets and weaknesses that would impact this goal. **As previously noted, UO will become an HSI, but when is the question.** We believe that UO should accelerate the process and begin immediate preparations to serve its changing student population. Some of the recommendations call for immediate implementation, whereas others are mid-range or more long-term. It is important to understand that our goal is not simply to achieve 25 percent Latinx enrollment, but to create a Latinx-thriving institution.

Based on our research, we recommend the following three strategies:

Recommendation #1: Form an HSI Implementation Team

The first step UO must take is to create an HSI implementation team. The team would be charged with hiring a faculty member(s) who has research expertise in the topic of HSIs. Currently, there is no such person at UO, and such an initiative requires someone with experience and expertise to oversee the effort. This new hire should co-chair the implementation team alongside several existing UO faculty/staff. Once in place, the implementation team will establish a timeline and develop an actual plan. The plan should be especially attentive to the issues outlined in the section of this report entitled, "Obstacles to Becoming a Latinx-Thriving Institution." This timeline should be based on forecasting that employs both quantitative and qualitative metrics. The team must include a wide variety of individuals who will likely work in thematic groups (e.g.: financial aid, recruitment, student belonging, etc.). It is essential

that a committee focused on development be formed to explore fundraising for scholarships. Plans must be made to compensate people for their time to ensure a long-term commitment and to avoid burnout.

We recommend that the implementation committee set an intermediary goal of reaching 20 percent Latinx enrollment by a specific date. Such a goal is not that far off from current projections, and UO *may* be eligible for funding, especially in STEM, to help hit the 25 percent mark.¹⁶ Other immediate steps include joining Excelencia in Education and requesting designation as an emerging HSI. Joining will enable UO to take advantage of existing resources and networks and will also signal to the larger campus and Oregon that UO is serious about this work. Finally, HECC is in the process of convening a working group on HSIs. UO should ensure that it is represented in these conversations. This is especially important in terms of building bridges with community colleges, ensuring more robust high school recruitment and discussing student readiness at both levels.

Recommendation #2: Revise and Refine Data Collection, Outreach Efforts, and Enrollment and Retention Procedures and Programming

In order to develop a viable plan, UO requires more data. Though the University has significant data on applications and admission yields, it must enhance research that pinpoints obstacles to student success throughout their careers at UO. We propose a more comprehensive assessment of in- and out-of-state Latinx student enrollments as well as data around student persistence, equity gaps in student performance, and time to graduation (i.e., attrition rates), particularly at the departmental level. Equity gaps must be fully documented, and strategies developed to address them.

UO faces several challenges in outreach to Latinx communities (and other communities of color). A significant commitment must be made to developing long-term outreach efforts. UO already has an excellent model with Oportunidades. This must be expanded and reprioritized for all BIPOC communities. The *long-term* commitment to engage with Latinx families, rather than just families of seniors, is important to building UO's visibility and reputation in Latinx communities. Likewise, UO must improve its outreach and bridge programs with high schools and community colleges. As one LCC administrator pointed out, "community college students need somewhere to go," and for many

Latinx students, that place is not UO.

Recommendation #3: Invest in Latinx Faculty, Staff and Administrators

It is difficult to overstate the importance of Latinx faculty, staff, and administrators in recruiting, retaining, and serving Latinx and other underrepresented students (Arana et al., 2011). This is not to imply that only Latinx faculty and staff have a role to play or that all of them will engage with Latinx students, but by creating a critical mass of Latinx personnel we know a significant number will embrace Latinx students, which in turn, will create synergy that can potentially transform the campus. For example, we anticipate that more Latinx faculty will engage in research and community-based projects that will excite Latinx students. This will build community bridges, enable students to thrive, and enhance the academic pipeline. Increasing the number of Latinx faculty and staff will also help address climate issues in general.

We recommend at least 15 new TTF faculty lines be strategically allocated across CAS, COE, and professional schools, prioritizing departments where Latinx student interest is either significant, growing, or where attrition rates are high. Though a few lines could be made available to any unit, most should be targeted to units that are committed to serving Latinx students or where Latinx student demand is high (with the exception of "exploring"). Some hiring could complement existing cluster hire plans, strengthen other strategic areas (e.g., Environmental Initiative and Sports and Wellness), and bridge the social sciences, natural sciences, and humanities.

We also recommend investment in a new 15-person postdoctoral program to build a "pipeline" of talented Latinx instructors and researchers (with potential to become career TT or NTTF faculty). This would increase the Latinx presence in units where their representation is absent. These scholars could be staggered at three per year over five years.

Latinx graduate students are also central to the academic pipeline and creating a Latinx-thriving institution. As previously mentioned, they have an intermediate status that is more proximate to undergraduates and are able to connect with them in unique ways. UO needs to find a way to enhance and capitalize on this particular nexus without further exploiting the graduate students.

Next Steps....

We have learned a great deal about our institution and the larger HSI landscape over the past year. We have identified many places where Latinx students are not pursued, encouraged, or able to flourish. At the same time, we have seen enormous commitment on the part of certain individuals and units who are deeply invested in diversifying UO and serving Latinx students in particular. For the most part, however, they operate as islands. Thus, in its current state, UO is not leveraging its existing assets to maximize impact. We hope that UO's leadership will choose to prioritize becoming an HSI and focus on ensuring that the university is a Latinx-thriving institution. It will not be an easy road, but it is certainly achievable. Doing so will assure the long-term viability of UO as a tuition-dependent institution that supports all students, especially underrepresented ones. The first steps begin with a commitment from the upper-administration and creating an implementation committee.

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VIII. Appendices

Appendix A: Selected List of HSI Funding Opportunities

The following is a very limited list of federal funding opportunities available to HSI's

U.S. Department of Education

1. Developing HSI Program – Title V (500k-600k awards)
2. HSI STEM and Articulation Programs (5 yr awards averaging \$1 mil annually)
3. Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (500k-600k awards)

National Science Foundation

HSI Program Network Resource Centers and Hubs (HSI-Net) (\$7,00,000 over six years)

National Endowment for the Humanities

Humanities Initiatives at Hispanic-Serving Institutions (\$150,000)

Awards for Faculty at Hispanic-Serving Institutions (\$5,000 monthly, from 2-12 months)

Appendix B. HSI Survey Questions for Deans, Departments 2022

HSI Dean Survey, Carried out through Qualtrix from April 2022-October 2022

Q1: Dear Dean: I am writing to you as a member of the UO Hispanic Serving Institution Task Force appointed by Provost Patrick Phillips. As part of our work, we are trying to inventory and map information about all of the services, programs, and efforts that are directed to recruiting, retaining, educating, and supporting Latinx undergraduate and graduate students as well as the teaching and research done by faculty in the area of Latinx Studies. Towards this goal we have designed a simple survey to help us collect information. Thank you in advance for responding to this survey or to directing it to the appropriate person or group of people in your school/college who can complete it accurately. We appreciate your response by April 8, 2022.

Q2: School or College you represent

Q3: Do you have a college/school-wide diversity, equity, and inclusion committee?

Q4: Does your diversity, equity, and inclusion committee offer specific support for Latinx faculty and staff within your college/school? If so, please describe.

Q5: Do you have specific programs that reach out to Latinx families and high school students?

Q6: If yes, what particular pipeline or bridge programming for high school students do you have, and how many students do you connect with?

Q7: Do you have specific Latinx student organizations in your college/school?

Q8: What are the Latinx student organizations in your college/school? Do they serve undergraduates or graduate students? What is their mission/goal? How many students do they serve? And how are they staffed?

Q9: Do you have specific events or locations (virtual or physical) that seek to engage Latinx graduate and undergraduate students?

Q10: Please provide details on the spaces and events. What is the goal, how many students do they serve, are they permanent, etc.?

Q11: How many faculty do you have that teach and research on Latinx issues and themes? Who are they?

Q12: If you do have specific programs and sources of support for Latinx faculty and staff within your school and college, what is the staffing for these projects, supports, or programs?

Q13: What specific academic programs, internship programs, courses, and other opportunities do you have in your school that serve Latinx students at the grad and undergrad level or focus in the arena of Latinx Studies?

Q14: What other information would you offer to highlight your college/school's support of Latinx grad and undergrad students?

Q15: What specific research projects are faculty carrying out in your school that relate to Latinx Studies broadly construed? Please provide the names of specific faculty and projects if you have them.

Q16: Do faculty and staff from your college/school participate in intra institutional networks and support groups for Latinx faculty and staff? Which groups do they participate in?

Q17: What community-based organizations, institutions, or networks does your college/school connect with that are serving Latinx populations in Oregon? Please provide names and contact information if you have it.

Q18: Does your college/school have alumnae groups that include Latinx graduates (grad or undergrad)? What are these groups? Do you have anyone charged with maintaining contact with these groups? Who is that? Please provide any other relevant information about alumnae.

Q19: Do you keep data in your college/school on the numbers of Latinx students who are enrolled in the different programs and departments in your college? Do you have data on which majors, minors and programs they are enrolled in?

Q20: Do you keep track of which ones leave before graduation and why? Do you keep track of how many graduate?

Q21: Do you have anything else you would like to add with regard to Latinx students, staff, faculty and students in your school or college?

Appendix C: Summary of Survey

Responses

Data provided

Schools and Colleges
College of Arts and Sciences
Charles H. Lundquist College of Business
College of Design
College of Education
School of Journalism and Communication
School of Music and Dance
School of Law

No data

Schools and Colleges
Robert D. Clark Honors College
Graduate School

Do you have a department, college/school-wide diversity, equity, and inclusion committee?

Yes - CAS

AEI	Indigenous, Race, and Ethnic Studies
Chemistry and Biochemistry	Linguistics
Computer Science	Mathematics
Department of Biology	Philosophy Dept
Dept. of Anthropology	
Department of Economics	Psychology
Earth Sciences	REEES
Geography	Romance Languages
Global Studies	School of Global Studies and Languages
Human Physiology	Theatre Arts

Yes - Other

College of Design
College of Education
Lundquist College of Business
School of Journalism and Communication
School of Law
School of Music & Dance

Student and Family Outreach and Recruitment.

Yes

Romance Languages	CAS
Earth Sciences	CAS
Geography, Anthro	Participate in SAIL,
College of Education	<ul style="list-style-type: none"> CDS through Young Child Center CPHS participates in SAIL, ran ALAS pre-pandemic SPECS through research and service for Latinx families Dean's Office
Wayne Morse Scholars Program	School of Law
	School of Music & Dance
VP Student Services and Enrollment	Oportunidades

No

CAS
REEES
Linguistics
Indigenous, Race, and Ethnic Studies
Department of Biology
AEI
Philosophy Dept
School of Global Studies and Languages
Department of Economics
Human Physiology
Global Studies
Mathematics
Computer Science
Psychology
Theatre Arts
Chemistry and Biochemistry

Other
College of Design
Lundquist College of Business
School of Journalism and Communication
School of Law
School of Design (School of PPPM)

Do you have specific Latinx student organizations in your college/school?

Yes	
Romance Languages	CAS, Lideres Bilingues, SHL events, spaces.
Geography	CAS
College of Education	CDS, CPHS and SPECS do, ex. Latinx Males and Allies
School of Law	Latinx Law School Assoc.
UO Fraternity and Sorority Life	Gama Alpha Omega
Center for Multicultural Excellence	VP for Equity and Inclusion
College of Business	Anticipate starting a Latinx Affinity Group next year. Diverse Org. of Business Students. Bilingual undergrad advisor
Anthropology/Journalism	Latino Roots Courses which links students to communities through the production of documentary films.
SOJC	Unidos, Hispanic Public Relations Association, student chapter, Advisor
Center for Latino/z and Latin American Studies (CLLAS) in CAS	Latino Roots Program, student awards

No

REES	CAS
Linguistics	CAS
Indigenous, Race, and Ethnic Studies	CAS
Department of Biology	CAS
AEI	CAS
Philosophy Dept	CAS
Department of Economics	CAS
Human Physiology	CAS
Earth Sciences	CAS
Global Studies	CAS
Mathematics	CAS
Theatre Arts	CAS
	College of Design
	Lundquist College of Business
School of PPM, has student BIPOC group	School of Design
Anthropology, Geography, Sociology, Political Science, Economics, Philosophy, WGSS, IRES	CAS

Faculty, staff participation in Latinx Institutional Networks

YES.

IRES	Pulido and Martinez in LTNX studies, Latinx Strategies Group. Pulido as a leader for the HSI initiative. IRES Grad Faculty. Klopotek has participated lightly in Latinx Strategies and LTNX studies, stays connected with CMAE.
Romance Languages	Latinx ARC Latinx Strategy Group Spanish Heritage Language Program SHL Bilingual Leaders/Lideres bilingües program https://blogs.uoregon.edu/latinxstrategygroup/2020/02/10/lideres-bilingues-shl-leadership-program/ Lideres profiles on IG: https://www.instagram.com/p/C
Global Studies	UO Dreamers
Theatre Arts	UO Dreamers
SOJC	Martinez, in UO Dreamers
College of Education	Faculty in Latinx Strategies, National Latinx Psychological Association
Anthropology CAS	UO Dreamers, Latinx Studies, HSI Task Force, Latinx Strategies some, (Stephen, Escallon)
Linguistics	Faculty in Latinx Strategies, teaching Latinx minor course, in HSI committee

NO

REES	
Biology	CAS
Philosophy, maybe CLLAS?	CAS
Economics	CAS
Human Physiology	CAS
Mathematics	CAS
PPPM	College of Design (not sure)
Lundquist College of Bus.	
Geography	CAS
Earth Sciences	CAS
AEI	CAS
Biology	CAS

Links to Community Based Orgs

YES	
Romance Languages CAS	Centro Latinoamericano
Global Studies, SOGS&L	Huerto de la Familia, Lane County Public Health
Anthropology/CAS	Huerto de la Familia, PCUN, Oregon Law Center, Farmworker Housing Development Corporation, Oregon Human Development Corporation, Capaces.
College of Ed	RADx-UP grant has community collaborations CDS: Early Childhood CARES CPHS: Many CBDs throughout the state: Centro Latinoamericano, Unete, Vive Northwest, Uvalcree inter alia
Law School	The Oregon Hispanic Bar Association is quite active in the state and some of our faculty, staff, and students engage with their programs and initiatives. http://www.oregonhispanicbar.org/
PPPM, COD	Internship program with Latinx organizations across state
Linguistics	Oregon Law Center, DHDC, PCUN, FHDC
SOJC	Through Latino Roots to different

NO	
REES	CAS
LINGUISTICS	CAS
IRES	CAS
BIOLOGY	CAS
AEI	CAS
Philosophy	CAS
Lundquist COL BUS.	
Human Physiology	CAS
Earth Sciences	CAS
Math	CAS
Geography	CAS
Theatre Arts	CAS
College of Design	CAS
SOJC	

YES	
PPPM, COD	Geraldo Sandoval, John Arroyo, Jose Melendez
Anthro, CAS	Stephen, Escallon
IRES, CAS	Pulido, Martinez, Klopotek, ,Fujiwara, Cheney Latinx content in courses.
REES, CAS	Some comparative material on Latin America, diaspora
Geography, CAS	Teaching in prisons, courses taught in Spanish, and on borderlands, poetry Belen Norona, Scott Warren
Linguistics, CAS	Mesoamerican Indigenous communities in the U.S., Perez Baez, Spike Gildea, South American indigenous languages, some in U.S.
Global Studies, SOGSL	Yarris, Weaver
Theatre Arts, CAS	Latinx plays performed, Acting in Latinx plays, one faculty member in Latinx plays, grad student
Cinema Studies, CAS	Steinhart, Ovalle
COE	Lucero, Olivos, McWhirtier, Chronister, Dorante, McClure, Umansky, Lieve, plus others. About 16 faculty members. Several large projects on Latinx issues/communities
Romance Languages, CAS	Sergio Loza, Alex Zunterstein, Kelley Howarth, Liliana Darwin-López, Rafael Arias, Nathan Whalen, Analisa Taylor, Cecilia Enjuto-Rangel, Pedro Garcia-Caro, Devin Grammon, Robert Davis, David Wacks, Heather Quarles
Human Physiology, CAS	Ashley Walker, Christopher Minson
History, CAS	Classes, faculty research, Julie Weise, Carlos Aguirre

Faculty/Research/Teaching in Latinx Topics

College of Business	Lauren Lanahan, Peter Younkin, Latinx Entrepreneurship, Latinx in sciences
Philosophy, CAS	Alejandro Villegas, Cintia Martinez Velasco
Political Science, CAs	Erin Beck, Joe Lowndes, Priscilla Yamin, Dan Tichenor, Latinx immigration other topics
Sociology, CAS	Michael Aguilera, Jessica Vasquez-Tokos, Michael Dreiling, Raoul Lievanos
WGSS, CAS	Saavedra, Millan, Martinez, Lara
NO Research, teaching	
Dept. of German, Scandinavian Studies, SOGLS	
Biology, CAS	
Math, CAS	
Chemistry, CAS	
Economics, CAS	
Earth Sciences	
Computer Sciences, CAS	

Latinx Alumnae Associations, Contacts

YES	
Law School	Active Contact with all Alumnae
PPPM, SOD	Maintain social media with interested alumnae
COE	CPHS maintains contact with alumni including LatinX graduates through ListServe

NO	
REES-CAS	Geography-CAS
Linguistics -CAS	Theatre Arts-CAS
Anthropology-CAS	COE
IRES-CAS	COD
Biology-CAS	College of Business
AEI-CAS	SOJC
Philosophy-CAS	
Romance Languages-CAS	
Economics -CAS	
Human Physiology-CAS	
Earth Sciences-CAS	
Global Studies-CAS	
Math-CAS	

Most Popular Latinx Majors and Faculty (not necessarily Latinx) teaching/doing research on Latinx topics

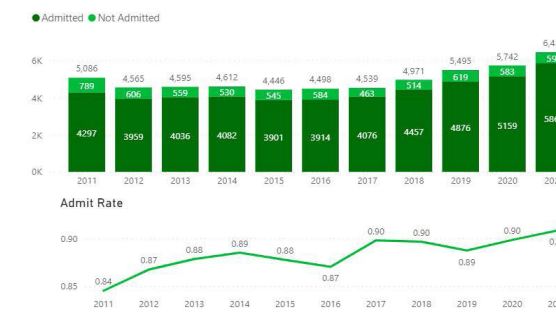
Departments with most Latinx Majors	No. of majors in 2021/no. faculty with specialization in Latinx Issues, courses
Psychology, CAS	304 majors 2 faculty teach/research in Latinx topics
Lundquist College of Bus.	241 Pre-Business Admin. 222 Business Admin. 2 faculty who teach/research
Human Physiology, CAS	169, 2 faculty teach/research
Political Science, CAS	137, 4 faculty teach/research
Biology	100, no faculty teach/research
Advertising, SOJC	85, 2 faculty members teach/research
Spanish	81, 15 faculty members teach/research
COE: CDS, SPHS, SPECS	68, 16 faculty members teach/research
Computer and Information Sciences, CAS	67, no faculty teach/research
General Social Sciences, CAS	67, 20-25 faculty members across social sciences

Appendix D: Projections Methodology and Data

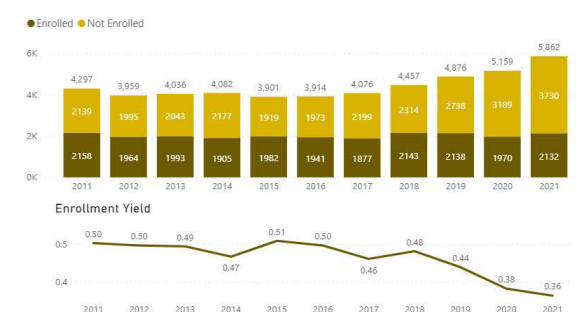
In the following figures, we provide a synthesis of the total population growth to allow comparisons of how the Latinx undergraduate population compared to the total population in any given year since 2011, for which data are readily available on the UO Dashboard. The following graphics and analyses are restricted to fall-entering freshman, which is by far the most common term for undergraduate students to enter the UO. We split resident and nonresident, as that is the most important moderator of enrollment yield. Notably, Oregon residents are far more likely to accept the offer of admission, in large part because their tuition rate is significantly lower. When the enrollment count is not visible it can be calculated by subtracting the not enrolled from the total population number. We used the historical data summarized here to project different scenarios for the overall undergraduate student population and Latinx population trends over time, based on the admission rates and enrollment yields of different groups.

RESIDENT FRESHMEN: Trend over time for admit rate and enrollment yields of resident Latinx undergraduates at UO. Bar graphs show the total population to compare how the Latinx population fares compared to the total population in any given year. Non-residents are far less likely to accept the offer of admission. 1.1 Admit Rate Trend – All Resident Freshmen. 1.2 Admit Rate Trend – Resident Hispanic Freshmen. 1.3 Enrollment Yield Trend – All Resident Freshmen. 1.4 Enrollment Yield Trend – Resident Hispanic Freshmen.

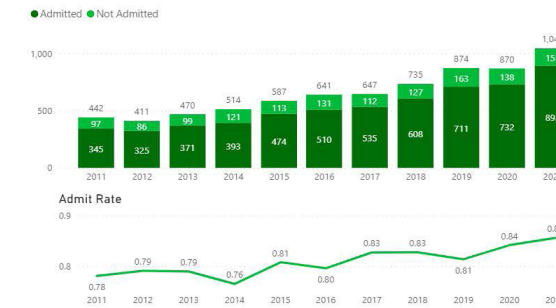
1.1 Admit Rate Trend – All Resident Freshmen



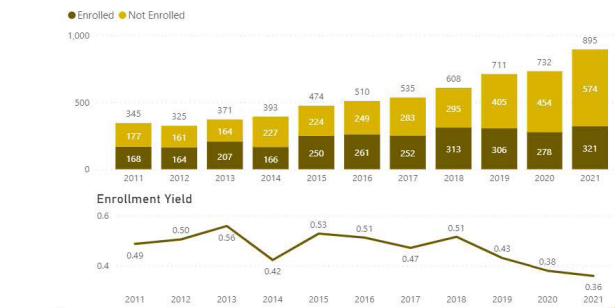
1.3 Enrollment Yield Trend – All Resident Freshmen



1.2 Admit Rate Trend – Resident Hispanic Freshmen

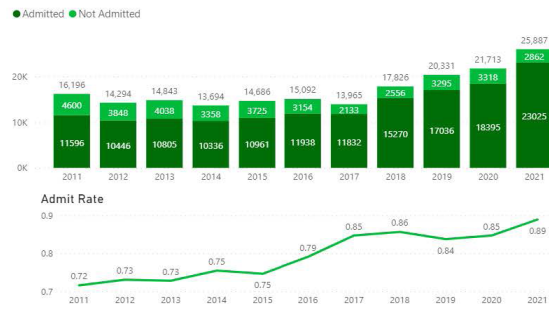


1.4 Enrollment Yield Trend – Resident Hispanic Freshmen

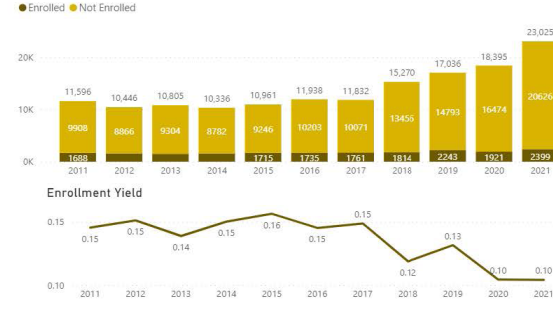


NON-RESIDENT FRESHMEN: Trend over time for admit rate and enrollment yields of non-resident Latinx undergraduates at UO. Bar graphs show the total population to compare how the Latinx population fares compared to the total population in any given year. 2.1 Admit Rate Trend – All Resident Freshmen. 2.2 Admit Rate Trend – Resident Hispanic Freshmen. 2.3 Enrollment Yield Trend – All Resident Freshmen. 2.4 Enrollment Yield Trend – Resident Hispanic Freshmen.

2.1 Admit Rate Trend – All Domestic Non-Resident Freshmen



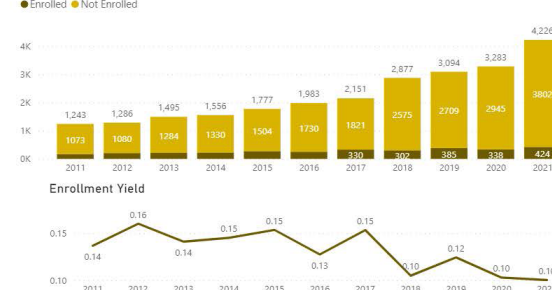
2.3 Enrollment Yield Trend – All Domestic Non-Resident Freshmen



2.2 Admit Rate Trend – Hispanic Domestic Non-Resident Freshmen



2.4 Enrollment Yield Trend – Hispanic Domestic Non-Resident Freshmen

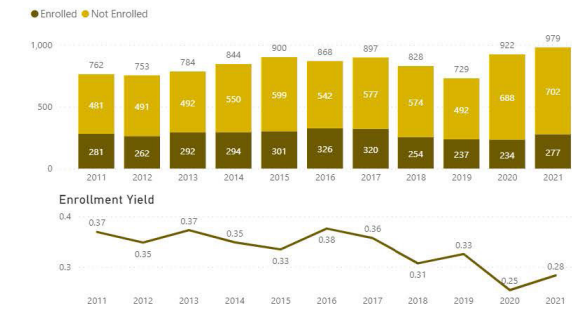


NON-RESIDENT TRANSFER: Trend over time for non-resident transfer Latinx (self-declared “Hispanic) undergraduates at UO. Bar graphs show the total population to compare how the Latinx population fares compared to the total population in any given year. 4.1 Admit Rate Trend – All Resident Transfer. 4.2 Admit Rate Trend – Resident Hispanic Transfer. 4.3 Enrollment Yield Trend – All Resident Transfer. 4.4 Enrollment Yield Trend – Resident Hispanic Transfer.

4.1 Admit Rate Trend – All Domestic Non-Resident Transfer



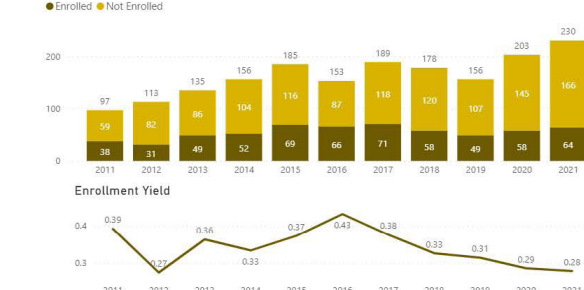
4.3 Enrollment Yield Trend – All Domestic Non-Resident Transfer



4.2 Admit Rate Trend – Hispanic Domestic Non-Resident Transfer

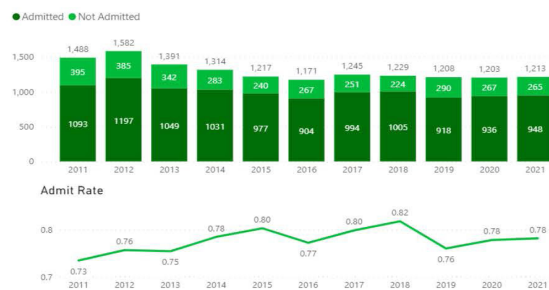


4.4 Enrollment Yield Trend – Hispanic Domestic Non-Resident Transfer

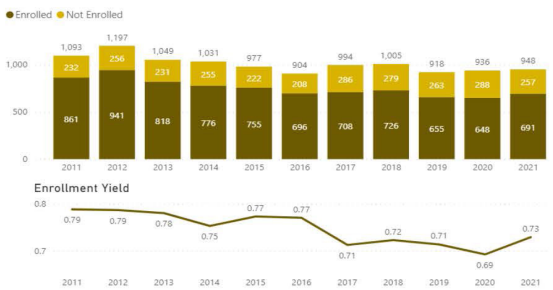


RESIDENT TRANSFER: Trend over time for resident transfer Latinx undergraduates at UO. Bar graphs show the total population to compare how the Latinx population fares compared to the total population in any given year. 3.1 Admit Rate Trend – All Resident Transfer. 3.2 Admit Rate Trend – Resident Hispanic Transfer. 3.3 Enrollment Yield Trend – All Resident Transfer. 3.4 Enrollment Yield Trend – Resident Hispanic Transfer.

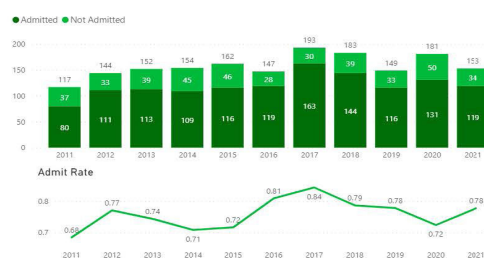
3.1 Admit Rate Trend – All Resident Transfer



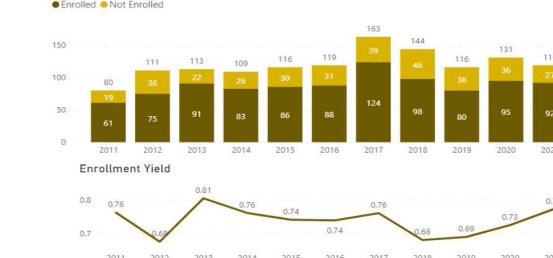
3.3 Enrollment Yield Trend – All Resident Transfer



3.2 Admit Rate Trend – Resident Hispanic Transfer



3.4 Enrollment Yield Trend – Resident Hispanic Transfer



Endnotes

- 1 We gratefully acknowledge the contributions of Annalise Gardella, Michael Murashige, and Shuo Xu in assisting with the report.
- 2 Latinx people constitute the overwhelming majority of people in the U.S. who check, “Some Other Race” in the census, attesting to the failure of the U.S. racial formation to accurately reflect this diverse population.
- 3 According to Professor Oscar Fernandez, PSU’s freshman class is 17 percent Latinx, which is expected to increase.
- 4 We created a timeline of UO Latinx history which can be accessed at <https://blogs.uoregon.edu/uohsi/timeline/>
- 5 See Excelencia in Education! <https://www.edexcelencia.org/>.
- 6 See Timeline of Latinx Community and Organization at UO: <https://blogs.uoregon.edu/uohsi/timeline/>
- 7 This figure ranges anywhere from 25-33 percent and is based on estimates from the Director of Undergraduate Studies.
- 8 This data should be seen as a suggestive snapshot. The quality of the data varied depending on who completed the survey and how extensive their knowledge of the unit was.
- 9 See Portland State University GANAS Program <https://ondeck.pdx.edu/multicultural-retention-services/ganas>.
- 10 We did not include retention in the projections, but it should be included in the future. See Recommendation Two.
- 11 See <https://hsi.ucsc.edu/about/index.html>.
- 12 See <https://www.unlv.edu/provost/msitaskforce>.
- 13 See <https://www.hacu.net/NewsBot.asp?MODE=VIEW&ID=3791>.
- 14 See UIC’s Bridge to Faculty Program <https://diversity.uic.edu/faculty/bridge-to-faculty/>.
- 15 This parallels a larger HSI narrative which seeks to shift the discourse from a deficit model to one that emphasizes strengths.
- 16 Unfortunately, we have not yet confirmed if such funding exists.

