



UC ADVANCING FACULTY DIVERSITY (AFD) PROGRAM

TRANSFORMING UC SAN DIEGO FROM AN EMERGING  
HSI TO AN HSRI THROUGH A LATINX CLUSTER HIRE  
INITIATIVE

A proposal for Fall 2021- Spring 2023

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UC San Diego

## **Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative (LCHI)**

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### **Abstract**

The UC San Diego Latinx Cluster Hire Initiative (LCHI) leverages a strong campus commitment to diversifying the faculty while simultaneously working to fulfill our student-centered mission. As an Emerging Hispanic Serving Institution, UC San Diego is uniquely positioned to transform into an HSRI and STEM HSI with the support of leadership and commitment to meeting the curricular, co-curricular, and cultural needs of Latinx, URM and increasingly first-generation students. The LCHI proposes to hire up to fourteen faculty whose research and pedagogical focus on issues affecting and of interest to Chicanx/Latinx students. Moreover, it would leverage the Chicanx/Latinx Studies and Latin American Studies programs, strong EDI initiatives underway and the expertise of campus Faculty Equity Advisors. A robust hiring initiative across four divisions and nine academic departments that serve a critical mass of Latinx students will serve as a catalyst for UC San Diego becoming a Latinx serving and responsive institution.

## **BACKGROUND & OVERVIEW**

As an Emerging HSI, UC San Diego has been engaged in a process to transform the campus into a model HSI and STEM HSI through the first UC campus wide Latinx Academic Excellence Initiative, launched in 2018. One of the key critical areas noted by this work group was to become a Latinx serving institution by critically examining the infrastructures and experiences of Latinx stakeholders. This proposal focuses on the critical role that Latinx faculty play in creating an intellectual community at UC San Diego and advances the campus' priority to become a model Hispanic Serving Research Institution.

We propose a Latinx Cluster Hire Initiative (LCHI) comprised of 14 faculty that will contribute to interdisciplinary scholarship and course development focused on the Chicanx/Latinx Diaspora. These faculty would be primarily appointed in the Divisions of Arts and Humanities and Social

Sciences, the academic home for the Chicana and Latina Studies Minor and Latin American Studies Major respectively, with additional hires in the Rady School of Management and the School of Global Policy & Strategy (GPS). Given the projected growth in undergraduate offerings through both RADY and GPS there exists strong potential for synergistic collaboration. The Rady School’s undergraduate major launches in Fall 21 and the School of Global Policy and Strategy has a minor and houses the Center for U.S.-Mexico Studies and is a policy research institute. This initiative would support institutional growth by expanding the Chicana/Latina Studies program (and potential major), providing more opportunities to engage undergraduate Chicana/Latina students through faculty mentorship, and connecting Chicana/Latina students to opportunities that improve their communities and advance social equity.

The Latino population in California is 40 percent and growing (CA Dept of Finance, 2021). While Latinos comprise over 55 percent of the K-12 population, the UC System lags far behind in undergraduate and graduate student representation and especially lacks a critical mass of staff and faculty across the ten campuses, including UC San Diego. Given that all public systems of higher education in California are HSI Systems (Contreras, 2019), including the UC system, the future of UC San Diego will require greater attention toward becoming an HSI serving and culturally responsive campus. By being intentional, UC San Diego will better fulfill its student-centered mission of serving all students equitably and justly.

While there have been ongoing efforts toward diversifying the faculty at UC San Diego, the overall Latina faculty trend data illustrate stagnant progress, with Latina ladder rank faculty comprising between 5.8 to 7.6 percent over the past five years (Table 1). In Fall 2020, there were only 111 Chicana/Latina ladder-rank senate faculty members out of 1466. Yet, from 2016 to 2019 the Latina undergraduate student population increased 59%, from 4,220 to 6,722 students (Office of Institutional Research, 2021). Chicano/Latino undergraduates now constitute 20 percent of the student body. This translates into a faculty to student ratio between Latina students and Chicana/Latina faculty that lags far behind their White counterparts. While underrepresentation of Latina faculty across campus is clear and improvements have been made, it has been incremental and far slower than the growth of Latina undergraduate students.

*Table 1: Chicano/Latino Faculty Representation at UC San Diego, Select Years, 2015-2019 (Percent)*

		2015	2017	2019
<b>Chicano/ Latino</b>	Latin American/ Latino	● 2.2%	● 2.5%	● 2.7%
	Mexican/ Mexican American/ Chicano	● 2.7%	● 2.5%	● 2.9%
	Other Spanish/ Spanish American	● 1.0%	● 1.0%	● 1.0%
	<b>Total</b>	● 5.8%	● 5.9%	● 6.6%

Latina faculty are critically important because they provide intellectual leadership across campus in the Chicana/Latina Studies Minor, the Latin American Studies Major, the HSI work group, as well as the Latina Academic Excellence Initiative. They also advocate across departments to ensure the campus is becoming a Latina responsive campus—a university that addresses the cultural wealth (Yosso, 2005) and funds of knowledge (Moll, 1992; Marquez Kiyama & Rios-Aguilar, 2018) of our Chicana/Latina students, staff and faculty. This proposal seeks to develop

a critical mass of faculty that will contribute to academic programs and course offerings designed to address the Latinx Diaspora, both domestically and transnationally.

The disproportionate underrepresentation of Latinx faculty parallels the weak presence and availability of course curricula that address the Latinx diaspora, domestic historical context and migration experience. In Latin American Studies (LAS) for example, while there are several affiliated faculty from across the campus, the core faculty in LAS are predominantly white. A clear opportunity to diversify LAS and infuse the curriculum with Latinx expertise exists through the LCHI.

For years, students have clamored for courses that would help them validate, express, and empower themselves by interfacing their experiences and those of their communities with the intellectual trajectories of their disciplines as well as opportunities both in the US and abroad. The Latinx Leads on this grant consistently hear from students in their courses, “this is the first time at this university I am taking a course with at Chicax/Latinx faculty member.” Students want to learn about their identities in an academic setting and they want to learn from people who represent and validate who they are.

In the two main divisions identified for the Latinx Cluster Hire Initiative (Social Sciences and Arts & Humanities), there has been steady growth in the overall number of students and an increased demand for courses. Social Sciences for example, represents approximately 40 percent of all Latinx undergraduate majors. The LCHI leverages this demand while also acknowledging the critical importance that Latinx history, culture, and traditions plays in identity formation for Chicax/Latinx undergraduates. The Division of Arts and Humanities offers this critical space for identity grounding, linguistic development, and cultural affirmation.

Table 2 outlines the undergraduate growth for Latinx students. The overall Latinx undergraduate population has expanded by 59% since 2015 at UCSD, while in divisions like Social Sciences, majors have doubled. It is important to note, however, that the number of majors do not necessarily reflect the high demand for the identity-based courses in the Arts and Humanities or Social Sciences, particularly for students in other disciplines like Engineering, Biology, Math, Physics where this coursework does not exist.

*Table 2: Chicax Undergraduate Growth, Campus and Select Divisions (2015-2019)*

	<b>2015</b>	<b>2017</b>	<b>2019</b>
All Latinx Students	4220	5385	6722
Social Sciences	1302	1885	2630
Arts & Humanities	236	335	415

Source: UC San Diego Dashboard, 2021.

In the Chicax/Latinx Studies minor, steady growth continues with enrollment in the minor increasing by 44 percent since 2018. LAS also anticipates greater demand for both its major and minor as a direct result of this initiative. Finally, the Chicax/Latinx studies minor program faculty are planning to develop an undergraduate major in Chicax/Latinx studies.

## **Moving from an Emerging HSI to an HSI**

With the continued enrollment growth of Latinx students, UC San Diego is now an Emerging HSI and has launched significant efforts in partnership with the Vice Chancellor for Equity Diversity and Inclusion. These include the creation of an HSI Task force (2015-2016) and a subsequent work group (2017-Present) that is working to transform UC San Diego into a Latinx responsive campus, as well as the Latinx Chicane Academic Excellence Initiative launched in 2018.

Most recently, the campus held an HSI summit with over 270 participants (March 2021), demonstrating strong, ongoing interest in helping the campus achieve the HSI designation and serve its Latino students optimally. During this summit our student panel conveyed the role that CLS courses played in their development and decision to pursue graduate study. All four panel members attributed the courses they took with Chicane/Latinx faculty and direct mentorship opportunities with these faculty as primary reasons for pursuing their doctoral degrees.

A critical mass of faculty that contribute to the intellectual climate of the campus will further support these efforts and contribute to a campus infrastructure dedicated to its diverse student body through asset-based, anti-racist, and student-centered approaches to pedagogy and engagement. Students regularly report experiencing harassment and devaluation in their daily interactions with other students. Faculty who can explain the implicit cultural biases they are experiencing and support them through their years at UCSD are crucial for student recruitment and retention.

Finally, the Office for Equity, Diversity and Inclusion led the campus's 2020 Strategic Plan for Inclusive Excellence which calls on all academic divisions and departments to reflect on the diversity of all stakeholders in their units (faculty, staff and students). This year, the metric of becoming an HSI has been added to department evaluation processes. Incorporating the campus goal to becoming an HSI signals to the entire campus that we are actively preparing to serve and be responsive to the needs of Latinx and URM students in an effort to achieve our student-centered mission.

## **PROJECT DESCRIPTION**

Our proposal for a Latinx Cluster Hire Initiative (LCHI) is the result of a collaborative effort across two interdisciplinary academic programs, the Chicane/Latinx Studies (CLS) minor and Latin American Studies (LAS) major, based in the humanities and social sciences respectively. In addition, LCHI draws on the strong collaboration with Ethnic Studies, the Office of the Vice Chancellor for Equity, Diversity, and Inclusion, and the Raza Resource Centro (a unit of VC-EDI). LCHI also identifies two potential areas for growth and collaboration, including the Rady School of Management and Global Policy & Strategy, which houses the Center for US-Mexico Studies. LCHI proposes to hire 14 faculty with research agendas and teaching experience that focuses on the study of Chicane/Latinx/Latin American communities, histories, economies and culture. At the heart of this collaboration lies the conviction that these programs are best equipped to advance the project of social equity through creative linkages to the areas of ethnic studies, education, culture, history, critical geography, psychology, management, policy, urban planning, leadership, literature, arts, and environmental social justice. UC San Diego's location in a vibrant transborder community positions us to serve a unique intellectual role among Latinx students and populations in California, the US, and Latin America.

While we take social equity to serve as a broad rubric for advancing educational access and opportunity for all historically underrepresented groups and underserved communities, we also believe that organizing LCHI around the CLS and LAS programs will maximize the interlinkages and coordination among initiatives across the divisions, by developing a Latinx grounded curriculum across participating academic departments. Each LCHI faculty member hired will have two of their courses designated to serve the CLS minor and/or LAS major.

The Chicana/Latina studies and Latin American Studies minor and major as they currently stand enhance critical academic literacies to prepare undergraduate scholars for academic and employment endeavors. Affiliated faculty under these programs have also collaborated with faculty from the Schools of Medicine, Engineering, Public Health, and the Scripps Institute of Oceanography, Global Policy & Strategy, and the Rady School of Management. Our common dependence on the priorities of individual departments for faculty hiring, however, have limited our collective efforts to promote the recruitment and retention of Latinx faculty in fields that would augment the scope of our interdisciplinary curricula for Latinx students. While both CLS and LAS provide hubs for gathering faculty and students with an academic interest in Chicana and Latina studies and Latin American Studies, we lack the institutional means to meet the students where they are: foregrounding the university-wide mission of supporting social equity in educational access and opportunity for Latinx students. We also lack the critical mass of faculty in Arts and Humanities that play a critical role in identity grounding, much of which occurs through the study of language, culture, music and history. This framework for identity grounding complements the campus' overall efforts to be an HSI where "serving" our Latinx students may take place through varied content and pedagogy.

Both Chicana/Latina and Latin American communities face similar challenges to achieve social equality. Yet these communities both within and outside the US also share overlapping and oftentimes complementary ways of addressing and analyzing these challenges. For example, the multiple origins of "resource extraction", meaning the intensification of economic processes of natural resources extraction to sustain the economies of the North, find their counterpart in the labor extraction process by which poorer nations depend on migration both within the continent and the most visible movement from south to north. Moreover, this economic inequality impacts and is impacted by gender inequalities, racism, class disparities, homophobia and transphobia. Complicating the persistence of social inequality both within and outside the US are the disproportionate effects of climate change on populations whose environments are directly affected by deforestation, pollution, water (mis)management, and pesticides. One final domain of inequality shared by Chicana/Latina and Latin American populations worth mentioning concerns exposure to state violence and the inextricably entwined histories of police brutality and impunity as well as ongoing immigration and migration across the U.S. Mexico border.

### **Creating Synergy to Serve Latinx Students**

A cluster hire related to Chicana, Latina, and Latin American studies will help to explore the connections between inequalities south of the border and among US Latinx communities. A transdisciplinary and hemispheric approach to social equality will pave the way for Latinx and non Latinx students' understanding of both identity formation and a true inclusive HSI institution. Undertaking this task begins with cultivating a greater synergy between the two interdisciplinary programs, as well as partnering with the main center of Latinx student life on campus (the EDI

Raza Resource Centro). We envision the LCHI as the engine that will drive these synergies: increasing Latinx faculty critical mass in strategic areas, supporting undergraduate Latinx research, mentoring and community building, and expanding our scholars' understanding of the multilayered and braided histories, cultures / traditions, and futures of the hemispheric Americas and Latinx diaspora in the US. Although these Chicax Latinx Studies and Latin American Studies are distinct intellectual fields of inquiry, it has become evident both in research and teaching that there is much to gain through continued dialogue and collaboration. As the Latinx diaspora becomes more diverse with migrants coming to the US from Central America, Haiti and other locations from Latin America and the Caribbean, the study of both Latinx communities and Latin American societies requires a transnational and transdisciplinary approach.

The larger vision of LCHI is to meet students where they are: to allow undergraduate Latinx scholars to *see themselves in the academe*; and to (re)imagine their roles in their future professions with a deeper understanding of the community and past that made their education possible. The Latinx studies major in collaboration with EDI Raza Resource Centro's Academic Initiatives will cultivate and connect Latinx undergraduate scholars to faculty for mentoring, research, and community building opportunities. The Raza Resource Centro will host Latinx studies symposiums, research and writing collectives, talks, events, faculty office hours and connect undergraduate scholars to civic engagement opportunities. The strategic community partnership will enhance our undergraduate Latinx scholarly identities, sense of belonging and readiness for graduate and professional school. The community partnership will also create extracurricular student leadership opportunities for our undergraduate scholars to learn how to apply decolonial theory to praxis around Latinx social equity issues with EDI Raza Resource Centro's community partners such as the Environmental Health Coalition. By aligning the Latinx studies major with the Raza Resource Centro, the collaboration will deepen faculty-student community relations and Latinx student leadership development with the aim of increasing the overall percentage of undergraduate Latinx scholars engaged in research and pursuing postbaccalaureate opportunities.

### **Anticipated Project Outcomes**

A Latinx Cluster Hire Initiative related to Chicax, Latinx, and Latin American studies will ensure that the “serving” component of being an HSRI includes substantial and meaningful academic opportunities for UC San Diego students and faculty. Bridging all four of the university's divisions and schools in the arts, humanities, and social sciences, it will welcome new faculty who study and represent Chicax, Latinx, and Latin American communities. It will amplify efforts to address changing demographics and understand the interconnectedness between peoples of the Americas—not just in the 21st century, but for the past several centuries. To meet the growing demand for culturally relevant and critical courses that serve URM and Latinx students, the UC San Diego LCHI proposes:

1. Fourteen faculty in this cluster hire that examine the Latinx experience, critical methodologies and new interdisciplinary linkages to serve a growing number of diverse students.
2. Strengthen collaboration and research synergy between the Chicax and Latinx Studies Program, Latin American Studies Program, Ethnic Studies, the Rady School of Management, School of Global Policy and Strategy, and other potentially aligned units
3. Several new undergraduate courses to fulfill the Chicax/Latinx Studies Minor and Latin American Studies Major.

4. Increased mentorship opportunities for undergraduate and graduate students interested in Latinx Diaspora in the United States, Latin America and in a transborder context.
5. Foster greater collaboration with the local San Diego and transborder community.
6. Latinx studies symposiums, research and writing collectives, events, and office hours and connect undergraduate scholars to civic engagement opportunities at the Raza Resource Centro.

The LCHI strengthens collaboration opportunities as well as increases the number of faculty to serve a growing Latinx undergraduate population as mentors, educators, thesis advisers, and doctoral committee members and chairs.

### **Current Programming in the Chicanx Latinx Studies Minor**

The Chicanx Latinx Studies Program is actively moving towards developing a major to support Latinx students and the campus’ HSI efforts. The minor currently offers undergraduate courses across multiple departments at UC San Diego. There are presently 25 affiliated faculty in the program. Among these faculty, they possess a strong demand as Ph.D. and undergraduate advisors and are often times the only Latinx faculty within their Departments.

The Chicanx and Latinx Studies minor provides a broad introduction to the histories and cultures of Spanish-speaking communities in the United States. Drawing on course offerings in Anthropology, Communication, Ethnic Studies, History, Education, Literature, Sociology, Visual Arts, and other departments, students gain a critical understanding of this growing population in the U.S. The Chicanx and Latinx Studies minor works to provide students with a deeper understanding of Chicanx and Latinx history and culture, a unique sightline to the construction of race, ethnicity, and cultural difference, and a compelling introduction to pressing contemporary debates on immigration, citizenship, and the border. The CLS minor also provides students with opportunities to strengthen writing, critical thinking, and reading comprehension skills, preparing them for graduate and professional school. Below is a sample of courses from the minor as well as anticipated new courses from the LCHI.

<b>Sample Courses from CLS Minor</b>	<b>Anticipated New Courses</b>
<ul style="list-style-type: none"> <li>● HIUS 136. Citizenship and Civil Rights in the Twentieth Century (ETHN 153)</li> <li>● HIUS 158. Social and Economic History of the Southwest I (ETHN 130)</li> <li>● HIUS 159. Social and Economic History of the Southwest II (ETHN 131)</li> <li>● HIUS 167. Topics in Mexican American History (ETHN 180)</li> <li>● LTSP 138. Central American Literature</li> <li>● LTSP 140. Latin American Novel</li> <li>● LTSP 150A. Early Latino/a-Chicano/a Cultural Production: 1848 to 1960</li> <li>● LTSP 154. Latino/a and Chicano/a Literature</li> <li>● LTSP 162. Spanish Language in the United States</li> </ul>	<ul style="list-style-type: none"> <li>● Afrolatinidad History</li> <li>● LatCrit Theory in Higher Education</li> <li>● Critical Methodologies, Testimonio as a Research Method</li> <li>● GIS, Critical Space Analysis</li> <li>● Social epidemiology in Latinx communities</li> <li>● Socio-Cultural Anthropology</li> <li>● Latinx Oral History</li> <li>● Decolonizing Sociology</li> <li>● Urban History</li> <li>● Transborder Migration, Immigration, Legal Status</li> <li>● Central American Studies</li> <li>● Migration History</li> <li>● Latino Urbanism &amp; Development</li> <li>● Non-profit management</li> </ul>



<ul style="list-style-type: none"> <li>● COMM 140. Cinema in Latin America</li> <li>● COMM 155. Latinx Space, Place, and Culture</li> <li>● TDHT 110. Chicano Dramatic Literature</li> <li>● TDHT 111. Hispanic American Dramatic Literature</li> <li>● TDMV 142. Latin Dance of the World</li> </ul>	<ul style="list-style-type: none"> <li>● Social Entrepreneurship</li> </ul>
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**Current Programming in the Latin American Studies Major**

Latin American Studies currently has a major, minor and an MA program. As stated above, the program relies on temporal lecturers and a number of faculty affiliated across all the divisions of campus, though the majority of faculty are from the Social Sciences and the Arts and Humanities. Consequently, one of the endemic problems of our graduate and undergraduate students is finding mentors. This cluster hire will, on the one hand, provide additional faculty to mentor our students as well as relevant and quality mentorship opportunities for our students.

An immediate impact of the cluster hire on our program would involve doubling capacity in course offerings. This cluster hire will allow Latin American Studies to expand course offerings in areas of much demand, such as climate change, environmental justice, race and racism in Latin America, urban geographies of inequality, sexuality and feminism, border and migration, and cultural ethnography. Latinx faculty will also help us develop a much-needed community service-learning component that can be connected to the Raza Resource Center, or to classes such as *LATI150 Digital Oral History in Latin America*. This cluster hire will enable LAS to expand research efforts, teaching, and community synergies with our sister program CLS, Ethnic Studies, and the Raza Resource Center.

<b>Current Programming in the LAS Major</b>	<b>Anticipated New Courses</b>
<ul style="list-style-type: none"> <li>● LATI 50: Introduction to Latin American Studies</li> <li>● LATI 10: Reading North by South: Latin American Studies and the US Liberational Movements</li> <li>● LATI 150: Digital Oral History in Latin America</li> </ul>	<ul style="list-style-type: none"> <li>● Climate Change, and Climate Justice in the Americas</li> <li>● Transborder Culture, Literature and Visual Arts</li> <li>● Latin American Feminisms and Queer Theory</li> <li>● Ethnographic Approaches to indigeneity and resource extractivism</li> <li>● Methods of Social Science Research (A graduate class)</li> <li>● Race and Racism in Latin America</li> <li>● Central American Literature, culture and its diasporas</li> <li>● Indigenous movements in Latin America and North America</li> </ul>

**Current Programming in the Ethnic Studies Major**

Ethnic Studies has always provided critical courses addressing, race, critical gender studies and equity and will be a critical partner in the LCHI. The courses from this Department already serve

both CLS and LAS. Ethnic Studies is currently forming a Pre-Med Major in partnership with Biology and the School of Medicine that will further complement LCHI by also intersecting with select STEM departments. To this end, diverse faculty who are specialists in ethics, history, and social issues regarding medical professionalization and psychology are needed. This grant will facilitate the hiring of faculty who engage these issues. It is time in the borderlands for an R1 institution at the US/Mexico border to have faculty who specialize in Chicana/Latina psychology. Two faculty members, one associate/ senior and one assistant, would form a group with Dr. Daphne Taylor-Garcia to spearhead a component of the Pre-Med Major in Ethnic Studies.

This component of the cluster hire will help to establish the founding faculty of the Pre-Med Major in Ethnic Studies (in addition to the Black Studies and Native American Studies faculty already hired) while simultaneously further contributing to the Chicana/Latina Studies Program curriculum. Many Chicana/Latina students who attend UC San Diego are interested in pursuing medical professions but tell us that they find themselves uninspired by the lack of social commitment in those fields. The Ethnic Studies Pre-Med Major will fill this gap and be a crucial beacon for Chicana/Latina students while also working to diversify the medical profession. Below is an overview of the current courses and anticipated new courses to complement the LCHI.

Current Courses that Support the CLS Minor	Anticipated New Courses
<ul style="list-style-type: none"> <li>● ETHN 108. Race, Culture, and Social Change</li> <li>● ETHN 113. Decolonizing Education</li> <li>● ETHN 116. The United States-Mexico Border in Comparative Perspective</li> <li>● ETHN 118. Contemporary Immigration Issues</li> <li>● ETHN 119. Race in the Americas</li> <li>● ETHN 129. Asian and Latina Immigrant Workers in Global Economy (USP 135)</li> <li>● ETHN 137. Latina Issues and Cultural Production (CGS 137)</li> <li>● ETHN 142. Medicine, Race and the Global Politics of Inequality</li> <li>● ETHN 143. Chicana/o Film and Media Studies</li> <li>● ETHN 144M Antiracist Medicine/HealthCare</li> <li>● ETHN 168. Comparative Ethnic Literature (LTEN 178)</li> <li>● ETHN 187. Latina Sexualities (CGS 187)</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-Med Practicum (4 units)</li> <li>● ETHN 100M. Upper-Division writing requirement for pre-med majors (4 units)</li> <li>● Race, Colonialism, and Psychology I (4 units)</li> <li>● Race, Colonialism, and Psychology II (4 units)</li> <li>● Race and Disability (4 units)</li> <li>● Race, Sexuality, and Medicine (4 units)</li> </ul>

**Access to Mentors & Relevant Curricula**

As the potential areas for hiring and areas of specialization show, LCHI will expand the number and depth of faculty to more fully address Latinx history, culture, and the impact of Latinos on society. A survey of Latinx undergraduates in a large undergraduate CLS course (n=78), found that 91% of students did not have access to a Latinx mentor or research opportunities on campus. LCHI will contribute to enhancing student opportunities for research and inquiry on critical areas of study relevant to the Latinx experience in the United States and beyond. Chicana/Latina faculty often comment on the demands placed on them to mentor students of color during the summer months and academic year. These data have also emerged through the feedback students have given to the Raza Resource Centro Director, noting the different approaches of faculty to

mentorship. Latinx faculty and faculty of color say yes more often to mentorship opportunities for undergraduate students. This level of service is rarely noted but adds to the demands on faculty time, and these demands are growing as the composition of the student body changes.

This cluster hire will also draw on several existing and emerging critical theoretical and methodological approaches that speak to developments in multiple fields including critical space and GIS, mapping, critical race methodologies. The initiative will also increase the number of faculty mentors that are so desperately needed to supervise undergraduate research and mentorship opportunities in programs like McNair, the San Diego Summer Training Academy for Research Success (STARS), and Undergraduate Research Scholarships (URS). Faculty are the best recruitment mechanism for diversifying the graduate pool as well, given the time, attention and cariño Latinx faculty offer their graduate students.

The LCHI faculty will also contribute to recruiting doctoral, MFA, and professional students from diverse backgrounds. The nature of their critical inquiry and research will attract increasingly diverse graduate pools. At UC San Diego, Latinx graduate enrollments have remained historically and presently low across all fields and academic Departments. To this end, we will recruit faculty and colleagues that are committed to diversifying the professorate to ensure that culturally relevant research and content is consistently represented in R1 contexts while also helping our campus make greater progress in Latinx and URM representation.

### **A Cluster Hire as an Effective Recruitment Strategy**

Cluster hires have proven to be an effective mechanism for recruiting diverse faculty (Severin, 2013) and fostering interdisciplinary collaboration. Cluster hires have also been utilized as a retention tool to ensure that faculty of color have a network of support and potential research collaborators as they navigate promotion and tenure. In a study of cluster hire faculty (n=168) across 8 universities, Curran et al., (2020) found significant gains in research output, research impact and collaborations.

The LCHI therefore draws upon promising practices our campus has engaged in through previous AFD grants that have been effective, including:

1. Language that connects the goal of LCHI to the courses these new faculty will teach. Two courses will be designated to serve the CLS minor and/or LAS major.
2. Wide distribution of job announcements to Diverse Magazine, Inside Higher Ed, Latinx Academic Twitter feeds, professional associations, Facebook groups, as well as reaching out to peer institutions.
3. Supporting faculty hires by contributing to their startup packages and automatic enrollment in NCFDD (National Center for Faculty Development & Diversity's Programming).
4. Cost sharing with departments if they want to bring additional candidates for an interview.
5. Supporting speaker series with emerging scholars and UC President's Postdoctoral Scholars to deliver talks to potential interested departments.

6. Leveraging institutional strengths of a strong team of FEAs (Faculty Equity Advisors) in the hiring process as well as the Center for Faculty Diversity and Inclusion designed to support newly hired faculty.

We believe a cluster hire will, in short, enhance the educational mission of the entire institution and touch all of its students and faculty, not just those who are Chicax, Latinx, or Latin American. The proposed cluster hire thus rejects the “silo” model of teaching and research about Chicax, Latinx, and Latin American experiences that focuses on singular groups and places. Instead, our proposal prioritizes the transnational, multi-racial, and pan-ethnic cartography of the Americas *and* the University itself. We thus intend our proposal to serve the growing critical mass of Latinx students and the student body writ large in this critical moment of the University’s trajectory.

## EVALUATION

The evaluation design is based on best practices in institutional assessment in higher education settings. LCHI will engage in ongoing formative evaluation in an effort to ensure the steering committee is also gathering feedback on recruitment processes and engaging in promising strategies that yield a robust and diverse pool of applicants for each position in the cluster hire. To this end, the central research questions guiding the evaluation of LCHI include:

1. Are we meeting the stated objectives of hiring faculty that will contribute to the Chicax/Latinx studies minor and Latin American Studies Major?
2. Is LCHI contributing to greater synergy, diversity, and connection between the CLS and LAS academic programs? Is LCHI building partnerships between other academic departments and these programs?
3. Is LCHI educating participating academic departments on effective recruitment strategies and approaches that result in greater diversity in faculty candidate pools?
4. Are course proposals being developed to serve students in CLS and LAS?
5. Is the LCHI leveraging the strengths of the Raza Resource Centro in course development (service learning, writing collectives, etc.)?

Together, these questions will assist LCHI oversee the effectiveness of the recruitment processes, practices, strategies and department, school and cross divisional collaboration. We intend to use multiple data sources for the evaluation framework, such as: department feedback, LCHI steering committee feedback, search committee reports and short list composition, as well as undergraduate data sources such as UCUES to inform our evaluation of LCHI’s overall effectiveness. Table 3 outlines the specific evaluation metrics for the Latinx Cluster Hire Initiative, noting the specific initiative components we will assess, the metrics used and the intended evaluation outcomes.

Table 3: LCHI Evaluation Metrics

<b>Evaluation Component</b>	<b>Metric</b>	<b>Outcome</b>
Job Announcements	Language and context for LCHI inserted in job announcements	Consistent language developed to be used in all LCHI job announcements
Diversity in Candidate Pools	Diversity of long and short lists of candidates	Robust and diverse pools as a result of AFD efforts
Search Committee Reports	Search committee reports and feedback on the search process	A detailed account from search committee chairs and departments on strategies that were successful and those less effective in recruitment
Faculty Hires	Successful offers across a set of diverse candidates including intersecting identities	14 faculty members hired across approximately 11 Academic Departments
Course Development	Plans for two courses to be offered in target Departments to fulfill needs of CLS and LAS programs  Service-Learning Courses with the Raza Resource Centro	Two Courses Developed and integrated into the CLS or LAS programs  Partnership with the Raza Centro on Service-Learning Courses
Outreach Mechanisms	Academic twitter feeds Professional associations, select conferences	Identifying various outreach mechanisms both in person and virtual that result in more robust and diverse candidate pools
UCUES Data	Analysis of Climate indicators Are we seeing a difference in climate indicators across Latinx students, particularly in relation to faculty communication and engagement?	An improvement in select climate indicators is a longer- term goal for the campus
Steering Committee Feedback and Check ins	Regular feedback from LCHI steering committee members on the search processes for active recruitments; analyzing and discussing lessons learned	Documentation on active recruitment process; successful offers; candidate feedback
Collaboration	Notable strides being made in collaborative efforts with respect to symposia, speaker series, cross listed courses, research grants	Co-sponsored events, invited talks, planning meetings, course review, collaborative grant submissions

Our evaluation metrics are informed by our previous AFD grants as well as existing data we can draw upon to understand how impactful the LCHI efforts have been to recruiting faculty for this cluster initiative, increased collaboration in research projects and grants, and expanding the number of courses focused on the Chicanx/Latinx/Latin American experience.

## **HIRING PLAN**

Two primary divisions, Arts & Humanities and Social Sciences will serve as the lead divisions for this LCHI, as they house the Chicanx/Latinx Studies Minor and the Latin American Studies Major. The Rady School of Management, which is unveiling a new undergraduate major in Fall 2021, and the School of Global Policy and Strategy, home to the Center for US Mexico Studies, are also

participating directly in the initiative. At least one-third of the hires will be at the Associate level, while the remaining hires will be at the Assistant Professor level. All positions will be ladder rank (Academic Senate) faculty positions. Six Positions will be housed in Social Sciences and six positions in the Division of Arts & Humanities, one position in the Rady School of Management and one in the School of Global Policy & Strategy.

The cluster hire is intended to build depth and expand excellence, where a critical mass of Latinx students already exist, there is a demand for courses, and natural intellectual synergy will strengthen as well as introduce new academic programming. The Departments noted as target departments (Table 4) are based on a collective vision of the LCHI Principal Investigators and key staff members at UCSD involved in CLS, LAS, EDI, the Raza Resource Centro and Campus HSI efforts.

*Table 4: Vision of Target Divisions and Departmental Distribution of Latinx Cluster Hires (n=14)*

<b>Department</b>	<b>Level (Assistant/Associate)</b>	<b>Minor/Major</b>	<b>Potential Specializations</b>
<b>Division of Social Sciences Division</b>			
Ethnic Studies	Goal: 1 Associate Professor and 1 Assistant	CLS/LAS	Pre-Med Major Latinx Health Disparities
Urban Studies	Goal: 1 Assistant Professor	CLS/LAS	Inequality GIS, Space and Race, Critical Geography Latino Urbanism
Education Studies	Goal: 1 Assistant Professor of Higher Education	CLS	LatCrit Theory in Higher Education, Critical Methodologies
Anthropology	Goal: 1 Assistant Professor	CLS/LAS	Socio-Cultural Anthropology
Sociology	Goal: 1 Associate Professor	CLS/LAS	Structural inequalities from an intersectional perspective Decolonizing Sociology
<b>Division of Arts &amp; Humanities</b>			
History	Goal: 1 Assistant Professor and 1 Associate Professor of History	CLS/LAS	Oral History Migration History Urban history
Theater & Dance	Goal: 1 Associate Professor of Dance	LAS/CLS	Dance Performance Praxis
Visual Arts	Goal: 1 Assistant Professor	CLS/LAS	Art, Education, and Community Practice, Social Practice Art Art and Activism Latinx Art and Visual Culture
Literature	Goal: 1 Associate Professor and 1 Assistant Professor	LAS/CLS	Migration, Transborder literature, and Culture (Mexico and the border) Central American Literature and Culture
<b>Additional Synergistic Divisions/Departments</b>			

Rady School of Management	Goal: 1 Assistant Professor	CLS/LAS	Latinx Leadership & Non-Profit Management Social Entrepreneurship Business Communication
Global Policy & Strategy	Goal: 1 Assistant Professor	CLS/LAS	Latino Voting Patterns, Immigration

The LCHI hiring vision is intended to provide guidance based on research expertise, but all proposed hires will be conducted in partnership and collaboration with participating divisions and department leadership. These target areas for the LCHI are also based on an analysis of departments poised to grow a strong critical mass of faculty, while other departments are developing majors or are new programs altogether (e.g., Urban Studies). For example, as of Fall 2021, the Rady School of Management will formally launch its major in Business Economics (jointly with the department of Economics) and there will be opportunities to build a critical mass of faculty within this School to partner with CLS and LAS. Nationally, business majors are a draw for Latinx undergraduates and we anticipate healthy course enrollments and demand for the LCHI faculty that join the Rady School of Management.

## **TIMELINE**

The LCHI Steering Committee will work in collaboration with departments to develop a recruitment approach for this initiative and partnership with participating Divisions and Departments. In addition, UCSD Center for Faculty Development and Inclusion (a unit within EDI) has the benefit of playing a key role in the AFD Cluster Hire Steering Committee on the Black and African American Studies Diaspora that commenced in Fall 2020. We will work to create a learning community between the two groups to ensure institutional learning and progress towards recruiting diverse faculty candidates that contribute to a vibrant intellectual community that actively studies race, equity, inclusion, exclusion and social justice. This intentionality will enable the LCHI steering committee members to learn from the processes already underway from the African American Diaspora AFD Steering Committee and maximize their collective impact and partnership across interdisciplinary units on campus. The following timeline provides an overview of key efforts of the Latinx Cluster Hire Initiative Steering Committee.

### **LCHI Steering Committee Timeline of Recruitment Efforts**

#### ***Fall 2021***

1. A LCHI Steering Committee will convene to formally launch the initiative and develop a strategy for their recruitment efforts, including engaging department leadership to roll out hiring approaches, including recruitment efforts.
2. The LCHI Steering Committee will meet with the UCSD AFD African American Cluster Hire Committee to share and discuss lessons learned, promising approaches, effective strategies and realistic goal setting with recruitments, the role of the AFD Steering committee in recruitments (i.e., steering committee membership on the search committees).
3. The LCHI Steering Committee will develop common language placement in job announcements that includes the central foci of the grant and how faculty members will provide courses in either Chicana/Latinx Studies or Latin American Studies.

4. The LCHI Steering Committee will meet with Deans and departments to discuss how these hires will complement the Chicana/Latina Studies Minor and Latin American Studies Major. In these meetings the Steering Committee will provide guidance on best recruitment practices noted in higher education literature as well as promising recruitment strategies that have been effective in our AFD Grant on the African American and Black Diaspora Studies Cluster Hire Effort (2020-2022).
5. Departments will work with their faculty to start to establish search parameters, committee chairs, and members for the active recruitments.

### ***Winter 2022***

1. Recruitment plans by departments established and search committees will be formed.
2. FDI will assign a Faculty Equity Advisor (FEA) or the AVC for faculty EDI (Dr. Frances Contreras) to conduct Search Committee Trainings.
3. Faculty will attend key conferences to identify and recruit potential applicants.
4. Active recruitment strategies will be employed.
5. The LCHI Steering Committee will utilize multiple modes of technology to attract applicants, including academic twitter, facebook and additional online portals for recruitment by relevant fields.
6. Invitations to apply will be conveyed to prospective applicants for active searches.

### ***Spring 2022***

1. The Steering Committee will participate in active recruitments, including serving as members of the search committee (select members will participate in the active recruitments).
2. LCHI Steering committee members will implement best practices in recruitment, actively advertising positions with Latina and URM professional networks.
3. FEAs will oversee the recruitment process to ensure transparency and diversity in the pool of candidates. FEAs will offer their expertise and feedback on the pool and process.

### ***Fall 2022***

1. Remaining job advertisements will be posted and distributed widely based on effective outreach strategies implemented in the prior searches.
2. The LCHI will seek input from Departments and Search Chairs and continue to modify and improve the search process and outreach approaches to ensure strong pools of candidates.
3. New Faculty will be invited to attend the FOC reception as well as welcome events within CLS and LAS
4. AVC Contreras will invite new faculty to lunch to offer FDI support, including enrollment into the NCFDD Faculty Success Program within the first year.

### ***Winter 2023***

1. Remaining recruitments will close and final searches will be implemented.
2. Job offers will be made to LCHI candidates for remaining searches.



3. The Steering Committee will request feedback from participating departments and search committees on the search process.
4. The LCHI Steering Committee will prepare a report outlining the process, strategies, and outcomes of the LCHI to be shared with campus leadership and FEAs.

## **BUDGET**

In total, we are requesting \$498,600 to implement the strategies and activities outlined in this proposal. Below we outline the budget components and provide justification. The attached budget template includes detailed estimates.

1. Active recruitment strategies, including support for additional advertising in diverse outlets, recruitment at conferences/conventions, and a speaker series
  - 1.1. Additional advertisements in diverse outlets - up to \$1000 per recruitment
  - 1.2. Recruitment at conferences and conventions, covering airfare, registration and hotel for two faculty ambassadors per year - \$2,500 per person
  - 1.3. Speaker series highlighting scholars in the cluster research area, including PFP/CPFP scholars and other emerging and experienced scholars. Costs would help cover honoraria, travel and event costs.
2. Provide cost-sharing support to help departments expand the interview pool by inviting additional candidates or allowing partners/spouses to join the candidate. Typically, departments are limited in the number of candidates they can interview due to the cost of bringing them to campus (e.g. flights/accommodations). Broadening the interview pools also increases the likelihood of strongly considering a diverse cohort of candidates. We would support allowing spouses/partners of candidates to travel with them to campus interviews, recognizing that some candidates will have dual career partners and that candidates often choose institutions that offer a welcoming and attractive home for their families as well.
3. Start-up fund boost for newly recruited faculty for curriculum building, educational outreach, professional development and/or toward their research, \$25,000 per recruitment. Especially during continued fiscal constraints on campuses, the AFD funds will be needed to make job offers more attractive and competitive and to support faculty onboarding, retention, and success.
4. Automatic sponsored participation in NCFDD Faculty Success Program within first year at UC San Diego to support their success and retention. Note that the Center for Faculty Diversity and Inclusion would cover the cost of six faculty, while the grant would cover the cost of eight faculty members.

5. Support for one-course buyout (per year) for the Lead PI who will take a larger administrative and leadership role in the implementation of the cluster initiative, and serve as chair of the LHCI Steering Committee. One of the lessons learned from the current AFD grant cluster hire is that even with a supportive administrative unit like VC-EDI, these initiatives require a lot of time and effort, with regular meetings, consultation, and support for search committees. By including a course buy-out we are signaling that we value this kind of faculty leadership and service and acknowledge the enormous investment in time they are providing to the LCHI.
6. Situating the Raza Resource Centro as a co-curricular and student-centered partner, we included a 25% GSR to assist with cluster-related and complimentary activities, including Latinx studies symposiums for students, research and writing collectives, events, and connecting undergraduate scholars to civic engagement opportunities.

## **EVIDENCE OF CAMPUS COMMITMENT**

UC San Diego is committed to creating an environment that cultivates Inclusive Excellence now and beyond the scope of this project. In fall 2017, with the leadership and support of Chancellor Pradeep K. Khosla and Executive Vice Chancellor Elizabeth H. Simmons, Vice Chancellor Becky R. Petitt launched a campaign to help the campus re-envision itself as a leader in the promotion of equity, diversity, and inclusion. This broad engagement of the “collective genius” of students, faculty, and staff culminated with the release of the UC San Diego Strategic Plan for Inclusive Excellence in the 2018-19 academic year. The Strategic Plan lays out a three-pillar framework for achieving and maintaining the collective vision of an educational and work environment that enables inclusive excellence: 1. Access and success: attract, retain, and support a diverse faculty, staff, and student body with the goal of reflecting California demographics and achieving institutional excellence at UC San Diego; 2. Climate: create and foster a positive and welcoming climate where we value, include, and support all at UC San Diego; and 3. Accountability: ensure institutional processes and structures that strengthen UC San Diego’s clear and continuous commitment to equity, diversity, and inclusion.

In the pursuit of inclusive excellence, the University has already engaged and will continue to engage in a number of campus-wide and localized efforts to increase the diversity of its faculty and students through the Latinx Academic Excellence Initiative (2018-Present) and the HSI Summit (March 2021).

The strategic planning and accountability process for inclusive excellence identified proven and promising strategies for recruiting an excellent and diverse faculty. These included:

- Institutional support for the Advancing Faculty Diversity Grant to complement the initial UC AFD investment. This campus wide initiative includes health sciences with an estimated additional \$5.5 million dollars to recruit up to 13 faculty members in STEM to teach in the African American Studies Minor and Major
- Startup funds to support diversity and inclusion projects led by new faculty
- Excellence Searches, whereby a record of contributions to diversity is a primary criterion
- Faculty Search Committee Training for Inclusive Hiring

- Cluster and multi-year hiring plans prioritizing new areas of interdisciplinary research and curricular innovation
- Senior-Junior Mentorship Program (Arts & Humanities)
- Targeted and Active Recruitment of URM faculty candidates (e.g. via faculty networks, conferences, professional organizations, direct emails and phone calls, etc.)
- Young Investigator Seminar Series, featuring young and promising scholars of color, including
- Support for PFPF and CPFP fellows, including selection of six new Chancellor's Postdoctoral Fellows for AY 2021-2022, and campus incentivized recruitment of UC fellows into faculty positions
- Continued investment in NCFDD institutional for the entire campus totaling \$140,000 over the past seven years;

The proposed project is in alignment with these practices and will build on current and past successes, such as the cluster hiring, recruiting of PFPF/CPFP fellows, and use of targeted and active recruitment strategies. Our Executive Vice Chancellor has, during the past three academic years, provided additional resources to assist units that have successfully recruited PFPF/CPFP fellows into ladder-rank faculty positions. While the COVID-19 crisis and aftermath required our campus to temporarily reduce its pace of hiring, our Chancellor and Executive Vice Chancellor have committed to prioritizing this AFD interdisciplinary cluster hiring project over the next two years. Attached are letters of support from all units involved in the proposal, including the Division of Social Sciences, Division of Arts and Humanities, Rady School of Management and School of Global Policy & Strategy. Also included is a letter of support and commitment from EVC Elizabeth H. Simmons.

## References

Bloom, Quinn, Curran, Michaela and Brint, Steven, (2020), Interdisciplinary Cluster Hiring Initiatives in U.S. Research Universities: More Straw than Bricks?, *The Journal of Higher Education*, 91, issue 5, p. 755-780,

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Curran, M., Bloom, Q., & Brint, S. (2020). Does Cluster Hiring Enhance Faculty Research Output, Collaborations, and Impact? Results from a National Study of U.S. Research Universities. *Minerva A Review of Science, Learning and Policy*. DOI 10.1007/s11024-020-09408-3.

Bloom, Q., Curran, M. and Brint, S., (2020), Interdisciplinary Cluster Hiring Initiatives in U.S. Research Universities: More Straw than Bricks?, *The Journal of Higher Education*, 91, issue 5, p. 755-780, <https://EconPapers.repec.org/RePEc:taf:uhejxx:v:91:y:2020:i:5:p:755-780>.

Yosso, T. J. (2005). Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. *Race Ethnicity and Education*, 8, 69-91.

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2021-23 ADVANCING FACULTY DIVERSITY PROJECT BUDGET

Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative (LCHI)

	Cost Element	Explanation	Year 1	Year 2	Total Amount
<b>1</b>	<b>Active Recruitment Strategies</b>				
	<i>Includes costs of print/online advertising, targeted recruitment, and other materials essential for the project</i>				
	a) Additional advertisements of up to \$1000 per recruitment	14 recruitments, assuming 6 in year 1 and 8 in year 2. Additional advertisement would go in targeted outlets to reach a diverse pool of candidates	\$6,000	\$8,000	<b>\$14,000</b>
	b) Recruitment at conferences and conventions	This would cover airfare, registration and hotel. Assume \$2,500 for each traveling faculty ambassador (2 x year)	\$5,000	\$5,000	<b>\$10,000</b>
	d) Host a speaker series focused on the cluster area that highlights PFP/CPFP and other emerging and experienced scholars	Costs would provide an honoraria (\$500) and may contribute to travel expenses (for speaker), refreshments, and other event costs including AV and room reservation fees. Approximately 5 speakers per year.	\$5,000	\$5,000	<b>\$10,000</b>
		<b>Sub Total</b>			<b>\$34,000</b>
<b>2</b>	<b>Campus Visits and Interviewing</b>				
	<i>Use this category to detail expenses associated with candidate visits to the campus and other related interviewing costs.</i>				
	a) Cost-sharing support for additional candidates for campus interviews or partner/spouse accompaniment	Will contribute up to \$2,500 per search to expand interview pool and/or accommodate candidates with spouses or partners.	\$15,000	\$20,000	<b>\$35,000</b>
		<b>Sub Total</b>	<b>\$15,000</b>	<b>\$20,000</b>	<b>\$35,000</b>
<b>3</b>	<b>Start-up Cost and Integration Support</b>				
	<i>Includes costs related to providing a start-up package for incoming faculty.</i>				
	a) Start up fund for cluster faculty	Start-up fund boost for curriculum building, educational outreach, other diversity work, professional development and/or toward their research: \$25,000 per faculty recruitment	\$150,000	\$200,000	<b>\$350,000</b>
	a) NCFDD Faculty Success Program	Cluster faculty will receive automatic enrollment in NCFDD Faculty Success Program within first year at UC San Diego, \$3,950 x 8 new faculty = \$39,500. FDI will cover cost for remaining six hires.	\$15,800	\$15,800	<b>\$31,600</b>
		<b>Sub Total</b>	<b>\$165,800</b>	<b>\$215,800</b>	<b>\$381,600</b>
<b>4</b>	<b>Personnel costs</b>				
	<i>Personnel costs include staff allocations and other related personnel costs (i.e. benefits). Project description should specify responsibilities of each. Partial funding for staff support should be a minor part of the budget.</i>				
	a) One course buy out for Lead PI	One course buy out for the Lead PI per year.	\$12,000	\$12,000	<b>\$24,000</b>
	a) GSR support for Raza Resource	GSR support at 25% to assist with Latinx studies symposiums (for students), research and writing collectives, events, connecting undergraduate scholars to civic engagement opportunities.	\$12,000	\$12,000	<b>\$24,000</b>
		<b>Sub Total</b>	<b>\$38,000</b>	<b>\$24,000</b>	<b>\$48,000</b>
	<b>TOTAL</b>				<b>\$498,600</b>



OFFICE OF THE EXECUTIVE VICE CHANCELLOR  
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May 20, 2021

Dear Proposal Team and Review Committee,

As the Executive Vice Chancellor for Academic Affairs at UC San Diego, I am delighted to endorse your proposal for the UC Advancing Faculty Diversity (AFD) Grant Program to diversify our faculty and student-focused programming and curriculum through the LHCI Latinx cluster hire. This is a worthy initiative that advances campus and system-wide priorities while drawing on the successful design of last year's AFD grant and cluster hire initiative at UC San Diego.

The goals and strategies outlined in the proposal align with our aim to become a model Hispanic Serving Research Institution while strengthening and leveraging our intellectual and curricular assets. Given our geography, infrastructure, institutional commitment and priorities, we are well-positioned to have a substantial and lasting impact. I pledge my support to allocate the resources and FTEs for up to fourteen faculty lines to achieve these goals.

If the AFD grant is awarded, I will work with the LCHI Steering Committee and the academic deans to assemble the additional resources needed and facilitate the project's success. I am deeply grateful to you all for your vision, leadership and commitment to students.

With best regards,

Elizabeth H. Simmons  
Executive Vice Chancellor

# UC San Diego

May 20, 2021

Dear LCHI Proposal Team,

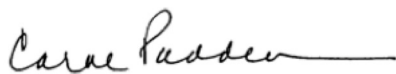
I am pleased to write in support of your proposal to the 2021-2022 Advance Faculty Diversity Program: *Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative*.

The proposal to hire faculty in a cluster would help our campus fulfill our student-centered mission by leveraging the strengths and opportunities within Chicana Latinx Studies and Latin American Studies to provide culturally-responsive curriculum and co-curricular opportunities to Chicana and Latinx students.

If awarded, I would be happy to partner with you to help recruit a critical mass of scholars across campus who will advance our goals of becoming a model Hispanic Serving Research Institution.

I wish you all the best in obtaining funding from the UC Office of the President to support this critical project.

Sincerely,



Carol Padden  
Sanford I. Berman Endowed Chair and Distinguished Professor,  
Department of Communication  
and  
Dean, Division of Social Sciences

**Dean, Division of Social Sciences**

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May 20, 2021

Dear LCHI Proposal Team,

I am delighted to support your proposal to the 2021-2022 Advance Faculty Diversity Program: *Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative*.

The proposal to hire faculty in a cluster would help our campus fulfill our student-centered mission by engaging the strengths and opportunities within Chicana Latinx Studies and Latin American Studies. These strategic hires will provide culturally-responsive curriculum and co-curricular opportunities to Chicana and Latinx student, and enrich the scholarship and creative activities in these important interdisciplinary areas.

Additional strengths in Chicana Latinx Studies and Latin American Studies will further develop existing initiatives that are coordinated across the six departments in the Division of Arts and Humanities and beyond via the Institute of Arts & Humanities and the Arts and Community Engagement Initiative. These initiatives also connect our campus with neighboring communities in the San Diego-Tijuana region.

If awarded, I would be happy to partner with you to help recruit a critical mass of scholars across campus who will advance our goals of becoming a model Hispanic Serving Research Institution.

I wish you all the best in obtaining funding from the UC Office of the President to support this critical project.

Sincerely,



Cristina Della Coletta  
Dean, Arts & Humanities





**Lisa D. Ordóñez, PhD**  
Dean  
Stanley and Pauline Foster Endowed Chair  
Rady School of Management

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May 20, 2021

Dear LCHI Proposal Team,

I am pleased to write in support of your proposal to the 2021-2022 Advance Faculty Diversity Program: *Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative*.

The proposal to hire faculty in a cluster would help our campus fulfill our student-centered mission by leveraging the strengths and opportunities within Chicanx Latinx Studies and Latin American Studies to provide culturally-responsive curriculum and co-curricular opportunities to Chicanx and Latinx students. The Rady School of Management would welcome an opportunity to expand our hiring of Latinx faculty. EDI is a focus area within the new Rady School strategic plan, and we are committed to teaching, research and service in this area. Currently, we are in the middle of our own inclusive excellence cluster hiring process which has already yielded three new Latinx research faculty members.

We have several initiatives that would support our campus' move to HSRI, so Rady is very much on board with the intent of this proposal. If awarded, I would be happy to partner with you to help recruit a critical mass of scholars across campus who will advance our goals of becoming a model Hispanic Serving Research Institution.

I wish you all the best in obtaining funding from the UC Office of the President to support this critical project.

Sincerely,

Lisa D. Ordóñez, PhD  
Dean, Rady School of Management  
Stanley and Pauline Foster Endowed Chair



**PETER F. COWHEY**

Dean, School of Global Policy and Strategy  
Qualcomm Chair in Communications and Technology Policy

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pcowhey@ucsd.edu | gps.ucsd.edu

May 20, 2021

Dear LCHI Proposal Team,

As Dean of the School of Global Policy and Strategy (GPS), I am pleased to express the School's and my personal support of your proposal to the 2021-2022 Advance Faculty Diversity Program: *Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire Initiative*.

GPS has long embraced teaching and research on Latin America as one of the core components of its graduate professional mission. This proposal to hire faculty in a cluster would help UCSD as a whole to fulfill its student-centered mission by leveraging the strengths and opportunities within Chicanx Latinx Studies and Latin American Studies to provide culturally-responsive curriculum and co-curricular opportunities to Chicanx and Latinx students.

If awarded, GPS will be happy to partner with you to help recruit a critical mass of scholars across campus who will advance our goals of becoming a model Hispanic Serving Research Institution.

I wish you all the best in obtaining funding from the UC Office of the President to support this critical project.

Sincerely,

A handwritten signature in black ink that reads "Peter F. Cowhey".

Peter F. Cowhey