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### Panel Discussion: "Hispanic-Serving Institution (HSI) Cultural Citizenship: Challenges for Transformation"

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## LEAD Original Programming

### **Panel Discussion: “Hispanic-Serving Institution (HSI) Cultural Citizenship: Challenges for Transformation” (2012)**

*START – 00:00:00*

[ Music ]

>> Enrique Murillo Junior: Bienvenidos, and welcome to the next installment of LEAD Media Programming from Studio 64, campus of California State University, San Bernardino, the digital media platform for inspired educators, leaders, and community activists and advocates, taking our message directly to the people, to the gente. Thank you for sharing our common interest in the analysis, discussion, critique, dissemination, and commitment to the educational issues that impact Latinos. I'm your host, Dr. Enrique Murillo Junior, and this episode is a syndicated replay from season three of LEAD Summit 2012. Colleges and universities designated as Hispanic-serving institutions, HSI, with at least 25% of the students identifying as Hispanic, are poised to rigorously address complex and multi-faceted social issues as they apply to the growing demographic. However, at the time, while the HSI designation played a significant role in the historic trajectory of Hispanic education in the US, educators and policymakers were troubled by the dismal success rate of this ethnographic populace in education, ranging from disproportionate high school push-out rates through low college graduation rates, and even into the professoriate, with less than 4% of doctorate degrees being awarded to Hispanics. The practice of privileging HSI-designated colleges and universities with additional competitive grant funding had begged the question, 'How do these practices serve Latinos in and out of higher education institutions?' The HSI designation was created to compensate for existing education disparities and recognize the educational achievement gaps of Hispanics. Educational inequality was the legacy of unfair practices, such as unequal educational funding, unfair housing practices, and employment discrimination. The HSI designation is a call to action. It is not exclusively summoning Latinos. It is a notice to higher-educational institutions. HSIs should bear a message and a mandate. A directive of inclusivity, of collectivity, of integration, representation, and accountability. Continue and enjoy the full value and complexity of this episode. We extend our appreciation to all our lead sponsors and partners, planners, volunteers, speakers and panelists, production team, affiliates, and town hall chapters, and commend them all for lifting their voice and uplifting the plight of Latinos in education. Thank you. Gracias. [Inaudible] calmaté.

[ Music ]

>> Stephen Villasenor: My name is Stephen Villasenor, I'm the director of Upward Bound down here at Cal State San Bernardino. Of course, Upward Bound is dedicated to getting low-income, first-generation students graduated from high school and into

college, and as assistant secretary for post-secondary education, Dr. Ochoa is an integral part of closing the educational gap that we have today. My job is to introduce the panel, and without further ado, Daniel Lorea is the multi-cultural fair director at the University of La Verne. He's the moderator for the panel. Dr. Herman Garcia is a regent's professor in the College of Education at Mexico State University in Las Cruces, Deborah Santiago is the Vice President for Policy and Research for Excelencia in Education, Eric Romero is the executive director of Western State Legislative Affairs for HACU, and Dr. Rodolfo Chaves Chaves is the regent's professor in the College of Education at Mexico State University. I'd like to now pass it over to Daniel Lorea, who will explain the format and a little more about the presentation. Thank you.

>> Daniel Lorea: Thank you very much, Stephen. Just a couple of quick items. I have my force with me, which also tells me the time. This is going to be my timekeeper. We're going to give individuals seven minutes initially to, sort of, present some of the subject matter we're discussing this afternoon, and just to give you an idea, we're going to shift a little bit from the programata [phonetic] initiative and focus that we've had earlier to a little bit more academic presentation this afternoon. So, I need you to breathe in some fresh air and hold tight. I think it's going to be a real timely presentation. This conversation that we're, sort of, focusing on has been something that's going on since the inception of this designating topic of Hispanic-Serving Institution. Just four years ago in Southern California, there were, I think, about 45 designated Hispanic Serving Institutions, then, a couple years later, I don't know what happened, suddenly there were, like, 63 of them. There's immense growth taking place, and people are trying to figure out, 'What does it mean?' So, I think the subject matter today that we're discussing, Hispanic-Serving Institution, cultural citizenship, challenges for transformation, this is an ongoing conversation. I think that we're going to get bits of what folks are thinking, and what should be part of the process of thinking, and it's not just us, but I think it needs to be all of us that, in the end, are a part of this conversation. So, without further ado, let me, if I may, invite our first panelist, Dr. Rodolfo Chavez Chavez.

[ Applause ]

>> Rodolfo Chaves Chaves: Buenas tardes.

>> Speaker 1: Buenas tardes.

>> Rodolfo Chaves Chaves: HSI cultural citizenship, challenges, and transformation. This title came from the brain power work of the HSI working group. We are located in Las Cruces, New Mexico. All of us except one are professors in New Mexico State University. However, we're independent of New Mexico State University. The HSI working group is made up out of nine or ten individuals. Let me name them. They're very important, because they are part of this special issue journal. Dana Green, Antonio Laura, Dulcinea Lara, Carlos Posadas, Cristina Medina, Heather Astrike [phonetic], Marisol Ruiz, Michelle Valverde, and Hermán Garcia, and, of course, myself, who are the co-editors of this special issue. It is a working group. It's inter-disciplinary and inter-

collegiate, and we noticed several contradictions. We were created about three or four years ago, and because of those contradictions about the notion of HSI, we decided to begin researching it and learning more about it. To begin, notwithstanding the fine examples of and about Latinos and Latina success today, as it was shown by many of the puente plebe [phonetic] that's here, wonderful, wonderful, and your senators and so on that you have, and how you are looking at the notion of learning and the notion of success, notwithstanding, higher education in general, except for small pockets, is a mass of social dementia, where they cloak themselves in fine garments of historical amnesia embroidered with myth, half-truths, and majoritarian superiority. Hispanic serving institutions are, in the long scheme, no more than a blip on the historical timeline of higher education. Within this blip, a body of literature has materialized that chronicles the important as well as the indifference to what the [inaudible] nation implicates. The material qualities of the HSI designation as a phenomenon are by no means amusing. It is a serious enterprise that interrogate erasure and invisibility, challenges the master narratives that patronize and creatively exclude, and, in turn, creates a collective struggle for equity and social justice. It is a collective citizenship, a democratic citizenship, that has organically materialized into what Renato Rosaldo characterized as our 'Chicano cultural citizenship.' It is the entire cultural citizenry that we, immersed in the construction of an HSI reality, who are the HSI cultural citizens that must propel the idea onto its next revolutionary level of transformation. HSI, as a phenomenon, does not pick and choose its constituents. We are in it together. There is no litmus test. The HSI designation encompasses many markers. Ideological, logistical, procedural, visible, concealed, marked and unmarked, that privilege the success of particular White and middle or upper-class students and impede the success of others, namely students of Color and poor students, demarcations shamefully intertwined into the socio-educational fabric of the United States. And let me mention where I got some of these ideas. I got them from Green and Astrike, from Lara and Lara, Ruiz and Valverde, and Santiago, who is here with us today, and these are all articles within the special issue. Enter the making of HSI. Politics. Politics is neither a science nor art, but rather a play for power and a game for position of power. The notion of politics, not by any means an amusing game, but rather a deadly and serious game that entails a full range of human emotion. Those that are subordinated by its rules and regulations are not only those who wish to play politics and struggle for power, but also those who merely observe or stand on the sidelines and turn their back on politics. Indifference to politics has of yet never guaranteed anyone immunity for its consequences. Not to the surprise of any, but to pointedly identify its beginnings, Santiago names the HSI phenomenon what it is. A political construct. The rapid and steady growth of Latina-Latino population in the United States, paired with the demographic's current and historic legacy of struggle in the US context has resulted in myriad challenging social issues. As current local, state, and national politic conversations focus on issues that bring Latinas and Latinos to center stage, including immigration, high rates of unemployment, healthcare, poverty, disproportionate incarceration, and inequitable access to education, higher education can become the vantage point from which many of these social questions may find possible solutions. More specifically, colleges and universities designated HSIs are poised to address the complex issues as they apply to the growing demographics of Latinos and Latinas. Students and faculty at HSI-

designated who have been leading, and, with increased support, can continue to engage in the struggle for cognitive justice. Dr. Garcia will be talking about that in a little while. Herman. These are front-line struggles to increase Latina-Latino student success. HSIs can and should be at the forefront of systemic, paradigmatic shifts that address social inequalities and therefore move us forward, toward meaningful and sustainable social transformation. And while the number of universities and colleges with this designation is rapidly growing, HSIs currently comprise only about 5%, listen to this, 5% of the higher education institutions in the US, while serving almost 50% of Latino college population. While the HSI designation plays a significant role in the historical trajectory of Hispanic education in the US, educators and policy makers are troubled by the dismal success rate of the ethnographic populous in education. The practice of privileging HSI-designated colleges and universities with additional competitive grant funding begs the question, 'How do these practices serve Hispanics in and out of higher education institutions?' Examples of how resources are used include faculty development, funds and administrative management, development and improvement of academic programs, and student support services. In conclusion, the HSI phenomenon, as a designation, was created to compensate for existing educational disparities, and to recognize the educational achievement of Hispanics. The HSI designation must be problematized as a phenomenon, by re-authoring how we labor within the institutions of higher education, and ideologically name, or, that is, codify, and value that is commodifying the curriculum and enterprise of teaching and learning. Thank you.

[ Applause ]

[ Telephone rings ]

>> Deborah Santiago: Uh-oh. Telephone. You know, it's funny. How many of you are here for the previous panel? Okay. Good. Everyone here. Thank you for being the hard-working people who have stayed. So, Lincoln [phonetic] referred to that previous panel as a 'geek panel,' so I think we affectionately should be referred to as the 'nerd panel.'

[ Laughter ]

Sorry. Our take is a little bit more academic. So, my perspective is a little bit based on policy and the work I do with the organization that I helped to co-found Exelencia in Education. So, let me just take a little bit of a step back from the powerful comments that my colleague made, and make sure that we make no assumptions about what we're talking about here. First, I guess the question would be, 'What are Hispanic Serving Institutions?' And, you know, I am often in a room and I start talking and realize that we don't have a common definition, or there isn't a clear understanding. So, let me start with that, and go into some of the questions and thoughts that I have about Hispanic Serving Institutions. And I should say, I had the very good fortune of being in the US Department of Education in 1994, where HSIs were first funded at the federal level in 1995, and I was a lonely policy analyst, the only Latina policy analyst in the Department of Education when I started, and by the time I left, there was an additional one in Bilingual Education, but I was in Post-Secondary Education. Every time I'd hear

questions, I'd think, 'What does this mean for Latinos?' And when I was there, HSIs first got funded, and the Department of Education had no idea what institutions would be eligible, how to do outreach, how to get out there, and it started this quest and questioning about Hispanic Serving Institutions. What are they? What does it mean to serve students? That continues in the dialogue I have with my colleagues here, and I hope that we can continue to engage in out there. So, what are HSIs? I'll say this. You know, these are institutions, political constructs, that are defined by enrollment, not necessarily mission to serve, and that's important for us to think about when we get to 'What does it mean to serve our Latino students?' So, in the Federal definition, it's 25% or more undergraduate full-time equivalent Hispanic enrollment, degree-granting, public or not-for-profit institutions. We have to say 25% Hispanic, but it has implications when you look at the definition. So, I just want to make sure we're all talking about the same thing, because the definition is enrollment, and what we care about is so much more than enrollment, but that's what defines these institutions. So, why look at Hispanic Serving Institutions? Why are we up here? Why are we even having this panel? You know, here's a couple of additional stats, complementing what Rodolfo shared. HSIs are in sixteen locations, but concentrated in California, Texas, and Puerto Rico, although there are HSIs in Oregon, in Kansas, and Massachusetts, so, you know, we are really all over. We started with 131 HSIs when I first looked at them in 1995 and did analysis. 2009, 10, there are 293 institutions, so more than doubled, and that's all predicated on enrollment. About half of HSIs are two-year institutions, and that's important when we think about the legacy and what we're trying to do in serving our students overall. This construct, this definition of Hispanic Serving Institutions was invented in the 1980s, with community-based folk who saw, in institutions or otherwise, saw the importance of looking at institutions that had a concentrated mass of Latino students, and in the 1990s, they were identified in federal policy. But, you know, back then, federal policy, policy [inaudible] really focused on access, right? It was getting students in the door, you know. 'Que vayan con dios,' we got you in the door, it's up to you to get through, right? That's, kind of, the approach we took in policy. Well, I think it's very different, and we're much more sophisticated as we think about what these institutions can be, what they should be, they must be, for us. So, in 2010 and now, you know, the policy conversation is about completion and student success, right? So, how do we translate that when our definition of HSIs, it's predicated on enrollment, and our needs of a community are about success, about completion? That defines, I think, the discourse for all of us here, as we think about this effort. So, here are a couple of policy assumptions and theories that really help to ground HSIs, and again, it's really for us to think critically about these institutions when we get into the Q and A that I'm trying to foster this perspective. So, the idea, from a political perspective, is that institutions that have a concentrated enrollment of Latino students must be for one of 2 reasons. Either they're very proactive in serving and investing in Latinos and they have some educational quality and that's why Latinos are enrolling there, or critical mass theory, which says an organization which has a concentrated mass of anything, and this started with nuclear physics by the way, but we, kind of translate it into this, critical mass, that an organization has to change. When you reach some kind of critical mass, the organization cannot remain as it was. Those are two theories that bleed into the creation of HSIs. Well, I will say to you that, in all of our work, we know that that theory,

and those political assumptions, aren't always validated by institutions that meet an enrollment criteria. A Hispanic Serving Institution that is enrolling and not serving doesn't meet these criteria. Not surprising to most of you. Some institutions are very reluctant to change. They prefer students change to accommodate them, rather than changing to accommodate the student, and we all know that. And that's a big challenge, as we think about what an HSI, what a Hispanic Serving Institution can be. So, let me ask this. How many of you here either were or are enrolled at an HSI? Maybe half. Okay, great. And I'm going to ask a rhetorical question, but I think it will get to where we are. So, did you all choose to enroll or to work there because it was an HSI? Did you even know it was an HSI when you first went there? Rhetorical question. I see some heads nodding and, you know, a hand up even though it was a rhetorical question, I don't need you to respond.

[ Laughter ]

Here's something to think about. Latino students create HSIs. Okay. It's not necessarily the other way around. This is what we know. Location, access, and cost inform Latino students' choices, and where they go creates a critical mass of enrollment. It's not necessarily, although I don't want to discredit institutions that are being proactive in reaching out to Latinos, but it's less because of institutional effort, and it's more because of our choices based on location, cost, and access that create HSIs. Okay. So, here's the critical question. If students create HSIs, how can we get institutions to serve Latinos better? That has to be what permeates our thinking when we talk about HSIs. How do we define accountability? You know, accountability is the word of the day in policy nowadays, right? And I'm a policy woman. So that students are being served, and how do we make sure that they're responsible for Latino students' success? This is all from an institutional perspective, right? So, here's some key elements. I've got my one-minute wave. But we have to get beyond enrolling. So, it's enrolling, it's retaining, it's supporting, it's educating, engaging, celebrating, embracing, exposing students and graduating Latino students. That's a Hispanic Serving Institution that does all of those things. Then, it's creating metrics, so we know those institutions are doing those kind of things, and it means more than enrolling. It mean, what is our faculty representation? And Rodolfo shared some of these. Policy, implication, staff representation, outreach. What are persistent rates? What are gateway, core successes with Latinos? I'll put it this way. What works for Latinos, and that should be in HSIs? I'll just tell you the answer, and hopefully, we can have a conversation about it. Intentionality matters. Intentionality defines an HSI, okay. So it's not by default, that we're dis-aggregating our data, so we know we're serving Latinos and that we're always asking, 'Is whatever we're doing working for Latino students?' Because if it works for us, it will work for other students. What I can't assume anymore is that if it works for other students, it will work for Latinos, because that's what we've had historically, and it hasn't proved to be effective. So, you always have to ask, 'Is it working for us?' And if it's so, it will work for others. So, the last points I'll leave you with. What does it mean to serve? You're intentional, you're rigorous, you're self-aware, you're accountable and responsible for Latino students' success, you can transform and inform the rest of higher education,

whether or not they're an HSI, and you're preparing for that 21st century student that's already here, and that's us. Thank you.

[ Applause ]

>> Herman Garcia: Thank you, Deborah. I'm Herman Garcia, New Mexico State University. I'm going to speak to you about the demarginalization of cultural citizenship, and local and indigenous knowledges toward a cognitive justice. These views in this presentation also represent several cross-disciplinary faculty, with whom we work at New Mexico state. Drs. Cristina Medina, Carlos Posada, Michelle Valverde, and Marisol Ruiz particularly in this piece. And this is a brief overview of a larger manuscript that I was able to call and put together for this presentation, that gives you a snippet of the things we're working on. The archaeology of success or failure for Latino students in American colleges and universities is constituted between two incompatible languages. One language addresses access and points towards a decent and socially and redeeming life. The other language speaks denial of basic civil rights and opportunities, moving in the direction of a diminished life on the margins. For Latino-Latina students and other marginalized communities, the notion of diverse cultural citizenship adds to the debate. The term 'cultural citizenship' offers an intentional oxymoron, because the two provisos are oppositionally juxtaposed. The term 'culture' is robustly rooted in diversity and requires the action of a participatory democracy and a social justice outlook. The term 'citizenship' is embedded in a blend of tension relating to full or partial residency of a group in a society. In this milieu, Latino cultural citizenship merges into a class of complexities facing colleges and universities. HSI program funding offers the potential to facilitate HSIs and to expanding and enhancing academic offerings, culturally responsive programs and curricula, and institutional stability that, in the very least, supports Latino-Latina students from the point of entry through graduation. We are all generally aware, here, that HSIs have had measured success, in that significant numbers of Latino-Latina students continue to leave campuses without completing their education. Why? An inviting campus climate with well-prepared mentors and eager role models and strong faculty, able to accentuate an education integrated with cultural funds could arguable augment the academic success of Latino-Latina students, so we need to work on that. All learners must be afforded opportunities to study and learn in healthy, dynamic, and safe environments, in which a broad range of social and cultural funds are readily displayed and shared. This is good, sound, cultural citizenship practice in colleges and universities. A major challenge educational institutions face in the United States is provinciality of knowledges. Cultural knowledges coming from diverse sectors of a society are, to a large degree, ideologically neutered by grand narratives offered in institutional curricula. Most institutional curricula continue to provide a reproductive undertaking of Western science, ways of knowing that offer strict and narrow authorial know-it-all views of the world through officialized versions of knowing. Knowledge is never neutral and is reverentially positioned to serve the majoritarian cultural discourse by representation selected traditions and forced as legitimate truth for engaging and interpreting the world. What we habitually chase regarding knowledge is cemented in Western science. Western science is loaded with a weighty positivist paradigm that appropriate mainstream behavioral and organizational theories. Within this positivist



agreement, all natural phenomena can be controlled and predicted. Additionally, the construct of IQ continues to swiftly and ruthlessly move with testing in school and educational settings, controlling all arguments regarding the achievement gap. The achievement gap occurs as part of an undemocratic design that fails to assess proficiency academically outside of Western epistemological measures. Over the last five decades, an assortment of diverse multicultural discourses that recognize other cultural traditions have made limited headway into school curricula. A central adaptation of a broader form of cognitive justice has been constructivist social science programs and projects, including women, ethnic and cultural studies that have served to inform the larger society concerning an assortment of cultures other than their own, although added to the curriculum as disembodied structures. Cristina Medina, Carlos Posadas, document the conflict between Latino-Latina family needs and academic responsibilities that runs a common thread. They state that these struggles and challenges can be seen repeatedly throughout Latino student populations in higher education. The cultural value of a strong family unit can sometimes be at odds with achieving a college degree. Dr. Marisol Ruiz and Michelle Valverde write about the rift between HSIs and PQ12 systems or public educational systems. Throughout the country, there is disengagement between those entities of public schools, the community, and the university. The current educational system also leads to a long-standing rift between these institutions. At the college and university level, Latino students often encounter indifferent, unfriendly, and contemptuous hostilities on campus that adversely affect their academic performance. What college and university personnel fail to monitor is the consistent complaints by minority students regarding mini assaults and micro-aggressions. That is, hostile social climates on college campuses each year. Mini assaults and micro-aggressions are defined as 'the body politic of racism commonly found on college and university campuses across the United States.' Complicating the tensions of attending and performing well in school are the parameters of achievement that are constantly changing. It's like moving the goalposts when a team is getting ready to score. The injudicious belief that by implementing school improvement accountability schemes through a constricted pathway of proficiency testing might close a gap speaks to blind arrogance positioned by marketplace imperatives rather than a sincere attempt to acknowledge and promote assorted ways of learning and knowing. Knowledge enrichment occurs when local and indigenous knowledges are affirmed. Not when they are submerged into a Western, scientific assemblage and denied participation. Vanderbilt asserts that, 'Rather than pursuing a knowledge sharing path for broad understanding, teacher-centered policies have coerced the drive to narrow the conception of learning into repressed positions of knowledge management and high test scores based on standardized testing.' What is knowledge? Who owns it? And what and whom does it serve? These are basic, democratic questions that need critical deliberation for stemming the development of knowledge as a commodity. Knowledge is in danger of becoming an exclusive, predetermined set of goods, rather than an intellectual resource for providing a broad eclipse of global diversity. HSIs must take a position to make long term commitments to push colleges and universities to become transformative, all-inclusive institutions. HSIs have to move beyond Hispanic-enrolling and become Hispanic-serving in a proactive sense of the word, or rather, provocative sense of the word. It will take institutional commitment, in terms of resources across the

board, that is financial, personnel, programming and other. Also, HSIs must make public how they are awarded grants and their responsibility to the Hispanic community, and the student body and faculty, the staff. Colleges and universities are quick to take HSI dollars but are extremely quiet about how they utilize the money to support Hispanic students, faculty and staff. Thank you.

[ Applause ]

>> Erica Ramiro: My name is Erica Ramiro and I work with the Hispanic Association of Colleges and Universities, and HACU was actually founded in 1986 for the creation of Hispanic-serving institutions. But, before I get into that, I can't pass up the opportunity with a room full of students and faculty to mention that part of being Hispanic-serving is making sure that Latino students have success and, in that vein, we just opened our scholarship program. Applications are available online, so please take the opportunity to apply at [hacu.net](http://hacu.net) and our scholarships no longer require a social security number. And also, the deadline.

[ Applause ]

The deadline to apply for our paid internship program for the summer is this Friday. So, if you haven't taken that time to apply, student success comes when you can afford college and when you get the opportunity to learn on the job. And I'll be happy to talk to students or faculty afterwards about either of our programs. But we were created around the idea of a Hispanic-serving institution. We were founded in San Antonio with sixteen colleges who came to the conclusion that historically Black colleges had been founded and recognized to serve the African-American community. You had the Tribal colleges which were founded with the purpose of serving the American-Indian community, but there wasn't any special recognition that institutions that serve Latinos also had special needs. And Hispanic-serving institutions is a political construct, but one of the political constructs that we should think about is that we chose to be called Hispanic-serving not Hispanic-enrolling, and what does that mean? We could have gone to Congress and asked, 'If we enroll more than 25% Latinos, just give us the money.' One of the things about Hispanic-serving institutions is, first off, unlike the other colleges, our programs are all competitive grants and so, the institutions have to compete among themselves for the funding. And the second thing is, we actually have to report to Congress what those institutions are doing with the funding. And I know Debra talked briefly about accountability and I do a lot of our state level policy and one of the things that comes up invariably is, 'Do we do performance-based funding?' At one point, there was a discussion about whether or not HSI funding was going that way and, from our perspective, we always caution Congress to be careful what you ask for because you might just get it. And what I mean by that is, when you look at what happened with some of the historically Black colleges in Ohio that did do performance-based funding, they just decided to continue to bleed money and not stop serving their population, versus our community colleges, who just openly became more selective. And so, one of the things that you need to look at when you set the parameters for, 'How do we hold institutions accountable?' Because we definitely want Title five funds to

be used for the right purpose. Number one is a recognition that when an institution receives Title five funding, it serves all students, not just Latino students. So, for instance, our institutions that use their money to fund a transfer center because that's what's mentioned, most of our students start at a two-year institution and go to a four-year. So, if you fund your transfer center and you look around and you don't see any Latinos, you didn't use your Title five money properly, because the point was, you received the money to get your students there. So, there is that accountability where we need to ask our institutions, 'How are you using the money?' And, 'Are the students who were supposed to be served, are they the ones being served?' And as I mentioned, they do turn in results but one of the things we need to also ask is, 'What's our benchmark?' Do you benchmark against yourself and the progress you've made since you've received the Title five Grant? Do you benchmark against other Hispanic-serving institutions who aren't receiving the Title five funding and are your students outperforming them? Or, the one that worries us the most, do you base it on how Latino students are doing in general? And, I am a Berkeley grad, I love my Alma Mater, but I can tell you that a Berkeley Latino is, in fact, different from somebody who had to start at a different type of institution, and so the worry becomes, 'Are we giving a fair comparison?' And at the same time saying, 'Yes, perhaps our students came with additional challenges. This is why you are receiving the additional money. Use that money appropriately to get your students, not only in the door, but out the door.' So, one of the things that comes with being Hispanic-serving and that we're going to do tomorrow, HACU has a Walmart grant that we are using. It's the responsibility of sharing what works, and the HACU Walmart Grant is actually going to take a look at institutions that are having success with their Latino students in getting them both in and out the door, and seeing if it's replicable at other institutions. And taking that knowledge and sharing it freely so that we know what works and what can be replicated. And that is something that grants always help because, as many of us know in these budget times, there is no money. But that is something that we can do among our institutions is talk to each other. 'What are you doing on each other's campuses that has been working? And can it be replicated on a different campus?' And so, our institutions most definitely have to be held accountable. I always think there should be a robust discussion about how we hold them accountable. But, our students should be getting both in and out the door with those Title five funding. Thank you.

[ Applause ]

>> Moderator: Before we open it up to the audience for questions, we wanted to give the panel an opportunity, given the range of what they shared and, honestly, we wish we had given them a full half hour, a whole segment, frankly, to speak. I think there was a very concentrated amount of detail there that they shared. But I'd like to give them an opportunity amongst themselves initially, just to raise some issues that they want to raise with them and then we'll open it up to the audience for questions as well. If any of the panelists have any observations or questions about what you heard from each other, initially. Content areas?

>> Herman Garcia: Thinking, thinking.

>> Debora Santiago: You know, I think there are a lot of issues involved when you're trying to think critically about these institutions, what they can be, because they weren't originally designed to serve our population, per se. Trying to transform an institution to serve its students is a perpetual challenge, and whether we're talking about it from a cultural competency and transformation, or we're talking about it from a political environment in a context of informing and supporting financially and holding accountable. I think this is a new enough kind of research area that we're trying to figure out the framing and the construct to make it meaningful for all of you, but more importantly for what we care about, and that's students. And that's not just getting them out the door, it's about graduating them with that sheepskin, with that diploma. And that's got to be what under-girds our work, instead of just enrolment, and I think the ways that we can do that and find what's working is what we need to be sharing with all of you, and being shared with us. As we have a platform to talk about it that can be useful.

>> Moderator: An interesting perspective from me that I heard was, sort of, a shifting of, 'It is the students that make the Hispanic-serving institution', and I think that's a different take. I mean, often times, working at an institution we're obviously thinking about the students but, the fact that, in this case the students make the Hispanic-serving institution and what does that mean then? You know, from that vantage point, from that perspective, and I think that's an interesting, sort of, shifting of, just, where we come from or where we start from in terms of our thinking sometimes as well. Any other thoughts from panelists for each other?

>> Herman Garcia: I think it's important that when we think of Hispanic-serving institutions and we think of the professors who are at Hispanic-serving institutions, that they, en masse, need to rethink how they look at teaching and learning to make sure that, in fact, they are dismantling, questioning, weakening, undermining and diluting the systematic forces that obstruct and forbid the success of marginalized, and disenfranchised, and othered students. It's not just a matter of teaching to those that they have always been comfortable with, but rethinking how teaching and learning is going to occur when working with Latinas and Latino students, with poor, white students, with any marginalized students. And it's not just one professor or two professors, as I remember in our early, early book, 36 Children, when one child told the teacher, 'One good teacher ain't good enough.' So, it seems to me that we have to have a cadre of professors, consistently, across whatever discipline to make sure that, in fact, they are being proactive and looking at all the cultural wealth that students bring.

>> Moderator: Thank you.

>> Debora Santiago: I'll take that.

>> Moderator: I'm going to go ahead and open it up for questions at this point, if that's okay? Let's go ahead and invite the students and, or, faculty, or staff, community leaders. Please.

>> Librada: Buenas tardes, mi nombre es Librada Maria, soy presidente de La Asociación de Padres [phonetic] de Moreno Valley y mi pregunta es para la señora Debora Santiago sobre la ética y eficaz [phonetic] que se debería implementar en las universidades y los colegios sobre el monitoreo de admisión para nuestros niños Latinos? Y, cuál es la ética y equidad que utilizan las universidades para involucrarnos a nosotros como padres de esos estudiantes qué ustedes van a tener en esas universidades porque somos los últimos en enterrarnos? Cuales son los fondos que nos apoyarían a nuestros hijos? Y para el señor que se atrevió habra sobre la burocracia que hay en las universidades para admitir, y la segregación y el racismo para que nuestros maestros Latinos puedan llegar a tener un tenecia [phonetic] y por qué hay tantos procesos para que ellos puedan llegar a tener su señoría?

>> Moderator: Gracias, por las preguntas. So, there's two questions that were posed here. One for Debra and then one for Dr Herman.

>> Debora Santiago: La empezad, mil gracias por su pregunta. De haber si logró correctamente y si no, usted me corrige. Pero, involucrar a los padres dado la cuestión a sus hijos al nivel universitario, no es parte de la cultura de una universidad y, lamentablemente, lo diría. Pero siempre ha sido en loco parentis, lo que hablamos en place del padre con originalidad desde hasta las tantas [phonetic]. Hoy día, tiene que ser diferente. Lo difícil es en estas instituciones asegurarnos que los cambios que son necesarios para involucrar, no solo los padres pero la familia en sí, verdad? Que tengamos en mente los recursos, las habilidades, las relaciones con la comunidad para poder involucrar la familia completa. Es difícil para una institución que no trabaja con y por la comunidad tener estructuras para asegurarnos que ellos sean parte de lo que logran sus hijos. Hay cosas bien fáciles que podríamos hacer y los hemos visto las instituciones que realmente le tienen ojo a la familia y los logros de sus hijos. Cosas bien fáciles, como mandar una carta a la familia a los padres directamente, en inglés por un lado y español en el otro sobre el progreso de su hijo. Lo que esta estudiando y las necesidades, se podría hacer. Hay programas como Up or Down y unos que lo hacen, y el padre así sabe lo que esta haciendo el hijo y le puede ayudar pero también él sabe que lo que está pasando. Sé que hay muchos ejemplos, diría los difíciles de las instituciones, no han pensado en eso, esa conexión de la manera que podrían y, bueno, es algo que tenemos que empujar y enseñar ejemplos de donde trabaja. La segunda parte de la pregunta, son los fondos disponibles y por qué no le informan a los padres [inaudible] pagar la educación de su hijo, verdad? Es correcto? Bueno, otra pregunta complicada pero no tan complicada. Sería fácil que tenemos ya en mente que teníamos que involucrar los padres, darle la información sobre fondos disponibles. Las instituciones piensan que los estudiantes y sus padres tienen que contar la información así mismo. Y cae, el [inaudible] federal, hay otras que tienen que hacerlo. Ahora, hay instituciones que saben que tienen talleres para padres y comunidades con información sobre el [inaudible] y fondos disponibles. Realmente, le pon la responsabilidad en la familia y no lo hacen los mismos de manera que podrían. Tienen oficinas de ayuda financiera, pero tienen tres-cinco personas y esas pobres hacen mucho, pero con la cantidad de estudiantes se hace difícil. Así que, de esta manera, hacerlo una prioridad

para una institución involucrar a padres y darles información de fondos disponibles. Tiene que alcanzar una meta, un nivel que no [inaudible]. Nosotros aquí en el panel, ustedes, tenemos que empujar, tenemos que requerir que nos envíe la información que nos incluye. Eso depende de nosotros porque, desafortunadamente, no va a ser una institución si nosotros ni le preguntamos ni le forzamos hacerlo.

>> Moderator: Gracias.

[ Applause ]

>> Herman Garcia: Su pregunta es sobre la permanencia de la facultad en las universidades. Es una cuestión muy importante. Una de las cosas que no sucede cuando llegamos a universidad es que no solo tenemos el trabajo de ser profesores, hacer investigación, escribir y trabajar como profesores, sino también trabajar con los estudiantes Latinos que nos llegan a las oficinas con retos de problemas que anuncié. Por ejemplo, que un professor, una profesora, no los está tratando igual o con respeto, y les molestan que los profesores les faltan respeto a los estudiantes Latinos. Y entonces, ya se involucrarán por ser afuera de su trabajo de professor y empieza trabajar con los estudiantes como consejero, como padre, como amigo, y apoyar y ir a las organizaciones de los estudiantes arriba y además que lo que deben ser. Entonces, pierde tiempo el professor, la profesora, latino, latina, que tiene que escribir sus artículos, sus libros, hacer su trabajo de enseñanza, para que reciban buenas evaluaciones. Toda esa cuestión que es triple o más el trabajo que tiene que hacer el profesor Latino latina, en la universidad, y ese es el problema más grande que tenemos. Y, por eso, no sé, por ejemplo, en la Universidad Estatal de Nuevo Mexico tenemos casi el 50% de estudiantes Latinos en la universidad en general, pero solamente 5% de la facultad son Latinos y latinas.

>> Moderator: Gracias por las preguntas. So, again, please introduce yourself and then state your question.

>> Lordes Maldonado: Good afternoon, my name is Lordes Maldonado. I'm a student professor at the University of California, Riverside. I'm also a doctoral student at the University of Southern California and my question is referring to graduate education in terms of Latino students. So, I wanted to know in your professional judgement, how important is that topic? Why is it not being addressed as widely as other issues are and what, in your respective areas, is being done to develop and promote graduate education? Especially doctoral attainment among our Latino students, especially since our percentages are anywhere between 1-4% of Latinos that ever obtained the highest degree possible.

>> Debora Santiago: If you don't mind, I'll start but I'll try to be quick. You know, if from a policy perspective our focus has really been, historically, on K- 12. Dropouts, English language learners, high school, graduation, and efforts by others, by organizations to try and say, 'You know, we have to address those issues.' But some of us, despite that, are getting through and going to college, we have to address Latinos in higher education as

well. That's a more recent dialogue in the policy environment and so, we're behind the curve. I think we've tried to address graduate education. There is a program at graduate education HSIs, there isn't the policy push in graduate education right now. It's seen as a drainer financially and we should just be grateful to get through, and that's a crass way of saying it, but moving the dialogue from just Latinos in K- 12 to Latinos in Higher Ed not just accessing and completing has taken all the force we had up this point. Graduate Ed has to be a priority, it's not and I think that's a policy mistake on our part.

>> Erica Ramiro: And I can tell you, from HACU's perspective, we actually advocated a few years ago for the creation of Title five Part B, which actually funds graduate institutions, because when you look at the professoriate and don't even look at the presidency, it doesn't reflect our students. And so, there is actually funding now for Hispanic-serving institutions that have graduate school programs to do outreach to Latino students to get them through. I always tell the story that, when I went through my master's degree, I figured I was done because I never wanted to do another statistics course in my life, and somebody looked at me and said, 'Well, you know, you can pay somebody to do your stats for your PhD.' And I looked at them dumbfounded and I went through Berkeley and Harvard and nobody had ever told me this. And so, when you go through great institutions, people assume that you know the process for getting through higher education. And the answer is, if nobody in your family has ever done it, no matter where you went to school, there's a good chance you don't know it and that's why you've got the Title five Part B. But, quite frankly, it's a very small part of funding and I think that institutions need to do a better job of looking at students who are already at their institutions and making sure that they know the process of getting through, all the way through a terminal degree.

>> Moderator: Just, also, a quick commercial. The Graduate Forum for Diversity in Graduate Education, they just closed registration yesterday. This year it's going to be at San Diego State University on April 14th. They invite all the Southern California region to go, for their sophomores, juniors, seniors, masters' students, to go and look at grad school opportunities. There's about 150 programs from across the country that will descend upon the campus. There are about 2000 historically underrepresented students that will be there also. Unfortunately, it did close registration but, you didn't hear this from me, but the might do walk-ins. I don't know. Check with them. But, this is one of the opportunities, very few opportunities that I'm aware of, in terms of encouraging historically underrepresented students to go to grad school. It's an incredible time saver, money saver, take the opportunity. If not this year, next year, to look at that. Let me actually go -- I'm going to go online first before we come back to you if I may?

>> Speaker 2: Yes, this question comes from the Washington State University watching right now. The question is twofold but, the question is, 'How does the conversation of intentionality such as stated, 'Are we serving Latino students not the other way around?' Translates to such non-HSI campuses more specifically, like Tucson's MAS program. Really, they're wanting to ask the views on the current context of the HB2281 in Tucson

Unified School District choosing to articulate how teaching and learning can be illegal. What are your views?

>> Moderator: Sounds like a complex question there but, any taker on that one?

>> Erica Ramiro: It's a policy question and I'm actually the person at HACU that took the position in opposition to HB2281. So, I'll take a stab at that. First off, Arizona is its own state. It is definitely very different from a lot of this nation, but when you look at what we mean by intentionality, for starters, the State of California actually passed a resolution saying, 'We value ethnic studies and will continue to fund it.' And so, the state as a whole has made that choice here in California and other states can look at something similar, but you really need to think about, you know, Debra made the distinction between Hispanic-enrolling and Hispanic-serving, and the truth is it's a huge distinction. I have seen institutions that have, literally, created special programs where they go into the community, and they reach out to their community colleges and they specifically look at their Latino student population. They go into areas that are predominantly Latino and they try to recruit those students onto their campus. They are intentionally trying to serve that population and then, when the student is on campus, you know, getting them in the door is great. But do you then have programs to make sure that they get out the door and that they have that sense of community? That they feel like they actually belong on the campus? Some of that, you know, when legislatures pass bills that make you feel like you're not welcome in their state, let alone on their campus, it's most definitely a challenge. But I think institutions can also take a role in making sure that students feel welcome and they're valued.

>> Moderator: Thank you, I'm going to take one more question and we've actually been asked to run over time, but we've run out of time, unfortunately.

>> Speaker 3: Well, I want to say thank you for listening and taking the question. I can relate to every single thing you're saying. I wish I could put you in my pocket and take you home and give me some more, further information but being a student as you just described in many different ways, and also being an educator, seeing the cycle repeat itself again. You said it very well Debra, that there is policy in place but, again, the accountability factor is not there. What is the list of suggestions that you can give to me to start holding institutions accountable and the strings that are attached to that funding? And how do we get the transparency to really take place because, of course, everything is hush-hush behind closed doors because everybody's made the best practice or the decision to service the community when we're seeing all these fall outs of more students and students are ending up, like myself, that are not getting that full support. And we're still going to do it, regardless, because it's almost, like, a social expectation. But what are the suggestions that we can start taking and where's the space that we can go, like a site, for all those that are here today? That space and that site to start reporting on these things and to get the support we need because it's not easy.



>> Debora Santiago: Yes. Amen. So, tools for accountability, require your institution to segregate their data. You have to know, it has to start with data. If you bring it from the heart and that's the only reason you raise it and the only way you raise it, you're not going to be taken seriously. Have them dis-aggregate the data for enrolment, have them dis-aggregate the data for completion, have them dis-aggregate the data for persistence rates, those are data they already collect and they should be able to dis-aggregate it by race-ethnicity. So, you know if Latino students are doing as well as, or better than other students, or if there are needs to address. That's the first part of accountability. You have to know, because otherwise you can be in denial. There's this great phase everybody says, 'We want to educate all students.' Well, you're not educating all students if there are achievement gaps and you have to own up to that. The only way you know that is by looking at the data, alright? And then you can't be in denial because, if the data's on your side, it's a different policy conversation, right? So that's a big one. Take a look at gateway courses, push. We know in other analysis we've done, the gateway courses, the math, the reading, remediation, are your Latino and African-American students getting out? Are they completing your gateway courses? If not, and that's data, but that will tell you a great deal about the investment, the commitment of the institution, or not, in getting your students through. Those are two. A more traditional policy one that I had some challenges with, but it's available because they collect it, is graduation rates. There are lots of challenges with it but I will tell you this, in policy environments, that's the magic number for lots of your politicians to demonize an institution or hold it up as effective. Ask them to disaggregate that by race-ethnicity and I can assure you, as bad as the rates are, they're worse when they look at your specific, ethnic groups. Use data to hold them accountable as a way to start. When it comes to grants and funding, ask them what they've done with the data and with the funding. Excuse me. Ask them to report out what you said you were going to do with it and did you do it? Any student, any person has the right to ask that and if you're challenged or feel insecure ask Excelencia, ask HACU to be there right next to you because we can beg the question. And we will beg the question. As external agents, it doesn't put you in the line of fire but it's us. We're holding externally accountable an institution like yours.

>> Moderator: Okay, that's good. Thank you so much to the panel.

[ Applause ]

Before we end here, Daniel, you had something real quick to say because our next speaker is ready to go.

>> Daniel Lorea: Don't want to hold them up. To inform and to organize are absolutely critical in terms of the question that you raised, and I think that you all have brought an enormous amount of information and, I think, fodder for us to continue to think about and process. So, I want to thank the panel for your, you know, initial, really, sort of, entry into this conversation because I think we could have stayed a lot longer here. And I think, just to say that organizing around these issues, Enrique, what you've done is part of what needs to happen, so I thank you also.

>> Moderator: Thank you, okay, go ahead.

*END – 01:07:04*