This issue represents the second in our new series of Campus Diversity Updates, which are designed to provide regular, timely feedback on key indicators of equity and diversity to the campus community.

This Update begins by offering Interim Provost Theo Kalikow’s perspectives on diversity, equity, and inclusion.

As we have in past reports, we look at the changing demographics of our student body. New this year is a more complex analysis of student composition by ethnicity, which takes into consideration students who identify with multiple ethnicities and helps us to understand more about the complexity of our students’ backgrounds and identities.

We also examine retention and graduation rates, acknowledging the achievement of our highest 6-year graduation rate in more than a decade. And we continue to highlight and question the inequitable—and sometimes dramatic—gaps in achievement that remain, especially for underrepresented students.

Finally, we report on the continuing conversations regarding HSU’s evolution as a Hispanic-Serving Institution.

As you peruse these pages, we hope you’ll take a few minutes to reflect on your experiences this semester, the important role that each of us plays in creating an inclusive and equitable campus, and the many individuals and initiatives working to effect change at HSU. May that be revitalizing for the work that still lies ahead.

Radha Webley, Director
Melissa Meiris, Associate Director
Office of Diversity and Inclusion
### Access to excellence: Who are our students? *(Fall 2015)*

**Student racial/ethnic identity—**one-dimensional analysis *(all HSU students)*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>One-dimensional analysis</th>
<th>Multi-dimensional analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Black</td>
<td>3.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>31.5%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.1%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Two or More</td>
<td>6.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>White</td>
<td>45.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

This table (at left) illustrates student racial/ethnic identity in the one-dimensional manner recognized by federal reporting guidelines. As such:

- Each student is associated with only one ethnicity category, and therefore counted only one time;
- Latino/a students — even those who identify with multiple ethnicities — are represented only in the Latino/a category;
- Non-Latino/a students who identify with multiple ethnicities appear in the two or more category.

This table (at right), contrasts the student identity analysis outlined above with a more nuanced analysis. As illustrated by the yellow bars, students who identify with multiple races/ethnicities are:

- Represented in each category where they self-identify;
- Counted multiple times (therefore, percentage totals in the yellow columns do not equal 100%);

When viewed through this lens, the percentage of students who may identify as Asian/Pacific Islander, Black, Native American, or White increases, in some cases dramatically. This type of analysis can help us more fully understand the complexity of our students’ backgrounds and identities.

**Student racial/ethnic identities—multi-dimensional analysis *(all HSU students)*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>One-dimensional analysis</th>
<th>Multi-dimensional analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Black</td>
<td>3.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>5.8%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Two or More</td>
<td>6.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>White</td>
<td>45.5%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Students with Disabilities**

- comprised 6.5% of the overall student population

**First-Generation Students**

- comprised 52.4% of the overall student population

**Underrepresented Students**

- comprised 40.3% of the overall student population

**Low-Income Students**

- comprised 56.0% of the overall student population
Evaluating inclusive excellence...

- At 46%, the most recent 6-year graduation rate for all first-time, full-time undergraduate students is the highest it has been in more than a decade, and 5 points higher than the average over the previous 5 years.

- Contributing to this are increases in the most recent graduation rates across many groups of students, including first-generation students (6 points above previous 5-year average), students with disabilities (18 points above previous 5-year average), and underrepresented students (6 points above previous 5-year average).

- There remain gaps in both retention and graduation rates between underrepresented and non-underrepresented students, as well as between female and male students. Of note are:
  - A 9-point gap in the 6-year graduation rate for female students (50%) and male students (41%), which is slightly smaller than the average gap over the previous 5 years.
  - A 13-point gap in the 6-year graduation rate for underrepresented students (38%) and non-underrepresented students (51%), which is consistent with the average gap over the previous 5 years.
  - A 23-point gap between 6-year graduation rates for non-underrepresented female students (56%) and underrepresented male students (33%), which is slightly smaller the average gap over the previous 5 years.

Want to delve deeper? Check out our new interactive data dashboards: humboldt.edu/diversity
**Becoming a Hispanic-Serving Institution: taking stock**

In 2013, HSU qualified for federal designation as a Hispanic-Serving Institution (HSI). With a strategic planning year behind us, our campus is taking stock, and beginning the process of visioning and articulating what the HSI designation means for us as a campus. In September, Dr. Beatriz Gonzalez, Associate Provost at University of La Verne, visited HSU to help us contemplate some key questions:

- How do we fully support and serve students from Latino/a backgrounds?
- How does this work also improve our ability to support HSU students from all backgrounds?

Below are key themes that were highlighted by Dr. Gonzalez, based on national research on supporting Latino/a students, as well as the key needs articulated by students during conversations with Dr. Gonzalez. All of these will inform our work going forward.

**Important first steps in becoming a successful Hispanic-Serving Institution (Dr. Gonzalez’s summary, based on national research):**

- Articulate what it means to “serve” Latino/a students
- Develop a culture of evidence and accountability
- Apply “best practices” to all students
- Create holistic approaches and partnerships
- Focus on belonging, bonds, and mattering
- Emphasize identity, meaning-making, and self-efficacy
- Engage families
- Hire Latino/a faculty and staff role models
- Develop and support faculty, staff, and board members
- Dedicate resources to inclusive curriculum and experiential learning

**Latino/a HSU students articulated key elements for supporting their success at HSU, calling for:**

- **Expanded peer-to-peer support** for students, such as peer tutoring and peer mentoring
- **More opportunities for student employment** on campus
- **Strengthened campus-community engagement**
- **Structures and support for cultural comfort, belonging, and safety**, both on- and off-campus
- **Attention to fostering and supporting role models and identity affirmation** for Students of Color at HSU
- **Strengthened advising** supports for students
- **More student opportunities for meaningful participation in campus leadership**

**Diversity Funding Grants, Fall 2015**

*Congratulations and thank you to the Diversity Funding Grant recipients. The dedicated individuals affiliated with these clubs and departments are coordinating programs and activities that foster diversity and inclusion across campus.*

### Diversity Program Grants

- **Action for AIDS Awareness** — Eric Rofes MultiCultural Queer Resource Center
- **Astronomy: A Cultural Gaze from Latin America** — World Languages & Cultures and Physics & Astronomy
- **Decolonizing Education** — CA Chapter of the National Association for Multicultural Education (NAME) and School of Education
- **Folklorico Dance Master Classes** — Theater, Film, & Dance
- **How to Infuse Natural Resources Curricula with Traditional Ecological Knowledge** — Forestry & Wildland Resources
- **Klamath Communities & Ecological Knowledge Panel** — Environment & Community Club
- **Second Kimchi Culture Festival** — Korean Faculty Association
- **Letters from a Young Poet & Rebel Music** — ITEPP/Native American Center for Academic Excellence
- **Queremos Bailar! (We Want to Dance!)** — Ballet Folklorico de Humboldt
- **Reel Talk** — African American Center for Academic Excellence

### Resistance Conference — F.R.E.E. (Finding Resources & Empowerment through Education)

- **Salmon is Everything** — Biological Sciences, Theater, and Wildlife
- **The Body Is Not An Apology - Poetry Slam Champion Sonya Renee** — Clubs & Activities Office

### Faculty Diversity Development Grants

- **Integrating Diversity-Related Content into Course Curriculum Environments** — Carrie Aigner
- **Mentorship and Leadership Development of Student Scholars** — Cesar Abarca
- **Mapping Gender, Sexuality and Crime** — Meredith Williams
- **Transforming Justice/Beyond State Violence** — Renée Byrd
- **Understanding Disabilities through Diversifying Psychological Assessment of Attention and Executive Function** — Sangwon Kim
- **Latin@ Environmentalisms at the Association for the Study of Literature and Environment Conference** — Sarah Ray

Need more information? Visit [humboldt.edu/diversity](http://humboldt.edu/diversity)

Questions and feedback are always welcome: [diversity@humboldt.edu](mailto:diversity@humboldt.edu) or (707) 826-4503